BOARD OF REGENTS
MINUTES OF THE MEETING
April 2-3, 2025

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ADJOURN

BOARD OF REGENTS
MINUTES OF THE MEETING
April 2-3, 2025

The South Dakota Board of Regents met on April 2-3, 2025, at Northern State University in Aberdeen, South Dakota at 9:00 a.m. Central Time and via Zoom* with the following members present:

ROLL CALL:

Miles Beacom – PRESENT
Judy Dittman – PRESENT
Randy Frederick – PRESENT
James Lochner – PRESENT
Griffin Petersen – PRESENT
Randy Rasmussen – PRESENT
Pam Roberts – PRESENT*
Jeff Partridge, Vice President – PRESENT*
Tim Rave, President – PRESENT

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

WEDNESDAY, APRIL 2, 2025

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

1-B Approval of the Agenda

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

1-C Declaration of Conflicts

Regent Petersen declared a conflict and that he will be abstaining from the from the vote in agenda item 3-C as he is a member of one of the Student Organization Award winners for 2024.

1-D Approval of the Minutes – December 11-12, 2024

IT WAS MOVED by Regent Dittman, seconded by Regent Lochner, to approve the minutes of the Board of Regents meetings December 11-12, 2024. Motion passed.

1-E Election of Officers

IT WAS MOVED by Regent Lochner, seconded by Regent Rasmussen, to nominate Tim Rave as President, Jeff Partridge as Vice President, and Randy Frederick as Secretary to serve a one-year term for the Board.

ROLL CALL:

Beacom – AYE
Dittman – AYE
Frederick – AYE
Lochner – AYE
Petersen – AYE
Rasmussen – AYE
Roberts – AYE
Partridge – AYE
Rave – AYE

Motion passed.

1-F Motion to Dissolve into Executive Session

IT WAS MOVED by Regent Frederick, seconded by Regent Petersen, that the Board dissolve into Executive Session at 9:15 a.m. on Wednesday, April 2nd, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or pricing strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business.

That it rise from Executive Session at 5:00 p.m., and reconvene in public session, to resume the regular order of business, and that the Board report its deliberations while in executive session and

take any action it deems prudent as a result thereof in public session on Thursday, April 3rd. Motion passed.

THURSDAY, APRIL 3, 2025

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

3-A Report and Actions of Executive Session

The Board Dissolved into Executive Session at 9:15 a.m. on Wednesday, April 2nd, 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 Frederick, seconded by Regent Partridge, that the Board approve the recommended actions as set forth in the secretary's report and publish said reports and official actions in the formal minutes of this meeting. Motion passed.

3-B Welcome Presentation by NSU President Neal Schnoor

President Neal Schnoor welcomed the Board of Regents to Northern State University Campus. He also introduced Dr. Hannah Walters, NSU Associate VP of Marketing, who joined him to welcome the Board. Dr. Walters is also the Director of NSU's Honors Program, so she invited and introduced three honor students from that program to share their experiences at NSU.

3-C 2024 Student Organization Awards

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that each year, noted that the Board approves the previous year's Student Organization Award winners. The nominations advanced to the Board are chosen by each institution in the categories of Academic Excellence, Community Service, and Organizational Leadership. Once approved, the Board presents these awards at its meetings throughout the year. The current list of student organizations represents the recommended award winners for 2024.

IT WAS MOVED by Regent Frederick, seconded by Regent Rasmussen, to accept the recommendations offered by each institution for student organization awards and announce the names of the award winners. Regent Petersen abstained from the vote due to him being a member of one of the winning student organizations as he noted during the regent conflict statements during the previous day's opening meeting remarks. Motion passed.

A copy of the 2024 Student Organization Awards can be found on pages **25** to **26** of the official minutes.

3-D NSU Student Organization Awards

Dr. Sean Blackburn, NSU Dean of Students, presented the NSU student organization award winners for 2024. The Honors Club accepted the award for academic excellence. The South Dakota Education Association for Northern accepted the award for community service. The Campus Activities Board (CAB) also accepted the award for organizational leadership.

A copy of the NSU Student Organization Awards can be found on pages **27** to **28** of the official minutes.

3-D Reports from Individual Presidents and Superintendents

No reports.

3-E Reports on Individual Regent Activities

Regent Lochner noted that he participated in a couple of different building committee meetings since the last BOR meeting.

Regent Partridge was part of the Howard Wells competition for scholarships at SDSMT which are endowed by two 1967 SDSMT Alumni. Reflecting on the five students that competed, the future is very bright for those students.

Regent Frederick noted that since the last Board meeting he has made a couple of visits to the NSU campus.

Regent Rasmussen stated that he and Regent Rave participated recently in another BOR Athletic Committee meeting and discussed the ongoing NCAA issues. Regent Rasmussen also noted that newly appointed Regent Beacom may be joining them on the Athletic Committee, and he looks forward to him possibly joining those conversations going forward.

3-G Report of the Executive Director

Nathan Lukkes, Executive Director and CEO, thanked NSU for the warm hospitality from Aberdeen and NSU while hosting the BOR meeting this week. Nathan provided a brief summary of events from the recent legislative session. The system did end up facing a $2 million cut on top of roughly a $9.1 million cut to M&R. So those two together from an ongoing standpoint equate to about 3.5% of our budget. Fortunately, the legislature was able to restore the $9.1 million in M&R and one-time funding for at least FY26. This kicked the can down the road, avoided a year of negative impact, but that certainly remains an ongoing concern in terms of how do we make sure we have access to the resources necessary to maintain our facilities and provide a top quality experience to our students without just simply passing the cost along to the students.

Another thing we spent a fair amount of time in during session was Senate Bill 100, which was essentially guns on campus. The BOR testified in opposition to that bill with concerns about the safety impacts of an increased presence of firearms on campus. Generally speaking, our campus are very safe environments, with university police department safety personnel working hard to provide a safe environment for all. The BOR was able to work with legislators and they amended the original version of the bill to address a number of our concerns. So where it ended is significantly better that

where it started. Nathan noted that the BOR is already working with campuses and starting to work through the issues and complications before the roll out. At the end of it all, we are going to make sure that we continue to provide a safe environment for all visitors to our campuses and the safety and well-being of our campus community remains priority number one, and that isn't going to change with this.

Lastly, he noted that later in the agenda we will be discussing the NCHEMS Report or stress testing. In higher education, probably more now than ever, now face a host of external threats that challenge or jeopardize our traditional way of operating. This isn't unique to South Dakota and, quite frankly, South Dakota is in a very strong position. Our campuses do a lot of things right, but that doesn't change the fact that times are changing and there are external forces that we need to be assessing and adjusting to to make sure that we can continue to provide the type of experience for our students that we currently do today. So what that means and how this plays out is a little bit unknown for everybody, but the point being, it's incumbent upon us all to be kind of be forward thinking and proactive in trying to make sure that we stay ahead of the curve. That we recognize and acknowledge some of these outside forces that are acting upon us and that we make the necessary adjustments to make sure that we have six vibrant, viable, full campuses for the decades to come that provide quality experiences to our students.

3-H Report from the Student Federation

Blake Gibney, Student Federation Executive Director, provided an update on activities within the Student Federation. Since the last BOR meeting, the Student Federation has approved their FY26 Budget. They are happy to report that SHED (Students in Higher Education Day) was well attended and executed successfully.

3-I Report from the NSU Student Government Association

Sam Brumfield, NSU SGA President, welcomed the new Regents to NSU and provided a little introductory background on himself. He went on to note that the NSU SGA has done a lot this year. They just wrapped up two partnership nights for student government. They partnered with Safe Harbor, a local domestic violence shelter, and two other businesses: Culver's and Buffalo Wild Wings. Ten percent of the proceeds from those nights went to Safe Harbor because they did receive a cut in funding and they wanted to support them because they are a key partner to NSU. Sam noted they also have the new Rideline partnership to give NSU students free public transportation for those who might not have access to a vehicle. Sam also introduced the new incoming President and Vice President for the NSU Student Government Association.

Regent Partridge asked Sam how his experience as SGA President enhanced his college experience. In response, Sam noted that the knowledge he has gained through all of his experiences thus far are priceless and will prove well worth his time in his professional career in the future.

4 Public Comment Period

Representative Eric Muckey, CEO of Lost & Found, joined by Karrie Jorgensen, student programs manager at Lost & Found provided a handout to the Board regarding the Passage of HB 1079 for background information regarding Lost & Found. Eric knows that partnership with Regents is absolutely essential, as is their partnership with the Technical Colleges and private organizations. There are hundreds of students that come through this program, and Lost & Found has been supported

by each institution. He knows that we are going to be seeing challenges ahead fiscally, and wanted to be sure the Board is aware of the critical role of this program.

CONSENT AGENDA

Regarding agenda item 5-A(3), Partridge asked staff present proposing the item if the title should be Sports Science or if it is correct as written as "Sports Sciences". Dr. Pam Carriveau clarified that the title is correct and that there are in fact multiple kinds of science that go into a program like this.

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

Academic and Student Affairs – Consent

5-A(1) New Program Requests – DSU – Minor in Digital Content Creation

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

A copy of the Graduation Lists can be found on pages **29** to **37** of the official minutes.

5-A(2) New Program Requests – NSU – Minor in Exercise Science

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

A copy of the Graduation Lists can be found on pages **38** to **45** of the official minutes.

5-A(3) New Program Requests – NSU – MS in Sports Sciences

Authorize NSU to offer a MS in Sports Sciences, as presented.

A copy of the Graduation Lists can be found on pages **46** to **55** of the official minutes.

5-A(4) New Program Requests – NSU – BSEd in Science Education

Authorize NSU to offer a BSEd in Science Education, as presented.

A copy of the Graduation Lists can be found on pages **56** to **63** of the official minutes.

5-A(5) New Program Requests – SDSMT – Minor in Creativity and Collaboration in STEM

Authorize SDSMT to offer a minor in Creativity and Collaboration in STEM, as presented.

A copy of the Graduation Lists can be found on pages **64** to **74** of the official minutes.

5-A(6) New Program Requests – SDSU – Minor in Bison Studies

Authorize SDSU to offer a minor in Bison Studies, as presented.

A copy of the Graduation Lists can be found on pages **75** to **88** of the official minutes.

5-A(7) New Program Requests – SDSU – Minor in Oceti Sakowin Language

Authorize SDSU to offer a minor in Oceti Sakowin Language, as presented.

A copy of the Graduation Lists can be found on pages **89** to **104** of the official minutes.

5-B(1) New Certificate Requests – DSU & SDSU – Literacy Instructional Coaching (Graduate)

Authorize DSU & SDSU to offer a graduate certificate in Literacy Instructional Coaching, as presented.

A copy of the Graduation Lists can be found on pages **105** to **111** of the official minutes.

5-B(2) New Certificate Requests – NSU – Gifted Education (Graduate)

Authorize NSU to offer a graduate certificate in Gifted Education, as presented.

A copy of the Graduation Lists can be found on pages **112** to **119** of the official minutes.

5-B(3) New Certificate Requests – NSU – Alternative Certification for General Education Teachers (Graduate)

Authorize NSU to offer a graduate certificate in Alternative Certification for General Education Teachers, as presented.

A copy of the Graduation Lists can be found on pages **120** to **127** of the official minutes.

5-B(4) New Certificate Requests – NSU – Alternative Certification for Special Education Teachers (Graduate)

Authorize NSU to offer a graduate certificate in Alternative Certification for Special Education Teachers, as presented.

A copy of the Graduation Lists can be found on pages **128** to **135** of the official minutes.

5-B(5) New Certificate Requests – SDSU – Bison Studies (Undergraduate)

Authorize SDSU to offer an undergraduate certificate in Bison Studies, as presented.

A copy of the Graduation Lists can be found on pages **136** to **146** of the official minutes.

5-C(1) New Specialization Requests – DSU – Cybersecurity Management – BBA in Business Administration

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

A copy of the Graduation Lists can be found on pages **147** to **152** of the official minutes.

5-C(2) New Specialization Requests – DSU – Literacy Instructional Coaching – MSEd in Education and Technology

Authorize DSU to offer a Literacy Instructional Coaching specialization within the MSEd in Education and Technology program, as presented.

A copy of the Graduation Lists can be found on pages **153** to **157** of the official minutes.

5-C(3) New Specialization Requests – SDSU – Literacy Instructional Coaching – M.Ed. in Curriculum and Instruction

Authorize SDSU to offer a Literacy Instructional Coaching specialization within the M.Ed. in Curriculum and Instruction program, as presented.

A copy of the Graduation Lists can be found on pages **158** to **163** of the official minutes.

5-D(1) New Site Requests – NSU – BS in Environmental Science (Online)

Approve NSU's new site proposal to offer the BS in Environmental Science online, as presented.

A copy of the Graduation Lists can be found on pages **164** to **169** of the official minutes.

5-D(2) New Site Requests – SDSU – Wizipan Leadership and Sustainability Undergraduate Certificate (SDSU Main Campus & Online)

Approve SDSU's new site proposal to offer the undergraduate certificate in Wizipan Leadership and Sustainability at SDSU's main campus and online, as presented.

A copy of the Graduation Lists can be found on pages **170** to **174** of the official minutes.

5-D(3) New Site Requests – USD – Ed.S. in Educational Administration and Leadership – Director of Special Education Specialization (Online)

Approve USD's new site proposal to offer the Director of Special Education Specialization within the Ed.S. in Educational Administration and Leadership online, as presented.

A copy of the Graduation Lists can be found on pages **175** to **179** of the official minutes.

5-D(4) New Site Requests – USD – Master of Business Administration – All Specializations (USD Main Campus & USD Sioux Falls)

Approve USD's new site proposal to offer all specializations within the Master of Business Administration at USD's Vermillion campus and at USD – Sioux Falls, as presented in Attachment I.

A copy of the Graduation Lists can be found on pages **180** to **187** of the official minutes.

5-E(1) Program Modifications Requiring Board Approval – Northern State University

Approve the substantive program modifications from NSU, as presented.

A copy of the Graduation Lists can be found on pages **188** to **202** of the official minutes.

5-E(2) Program Modifications Requiring Board Approval – South Dakota State University

Approve the substantive program modifications from SDSU, as presented.

A copy of the Graduation Lists can be found on pages **203** to **219** of the official minutes.

5-F Revisions to Terminal Degrees Table – BHSU

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

A copy of the Graduation Lists can be found on pages **220** to **230** of the official minutes.

5-G Inactive Status and Program Termination Requests – BHSU, DSU & SDSU

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

A copy of the Graduation Lists can be found on pages **231** to **242** of the official minutes.

5-H(1) Articulation Agreements – Black Hills State University

Approve Black Hills State University to finalize and execute the articulation agreement with Western Wyoming Community College in substantially similar form to that set forth in Attachment I.

A copy of the Graduation Lists can be found on pages **243** to **247** of the official minutes.

5-H(2) Articulation Agreements – South Dakota School of Mines & Technology

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

A copy of the Graduation Lists can be found on pages **248** to **277** of the official minutes.

5-H(3) Articulation Agreements – South Dakota State University

Approve South Dakota State University to finalize and execute the articulation agreements between SDSU Chadron State College, South Dakota School of Mines & Technology, and Mitchell Technical College in substantially similar form to that set forth in Attachment I.

A copy of the Graduation Lists can be found on pages **278** to **292** of the official minutes.

5-H(4) Articulation Agreements – University of South Dakota

Approve the University of South Dakota to finalize and execute the articulation agreement with Northeast Community College in substantially similar form to that set forth in Attachment I.

A copy of the Graduation Lists can be found on pages **293** to **299** of the official minutes.

5-I(1) Agreements on Academic Cooperation – South Dakota State University

Approve South Dakota State University to finalize and execute the agreements on academic cooperation with the University of Debrecen and University College Dublin, National University of Ireland in substantially similar form to that set forth in Attachments I & II.

A copy of the Graduation Lists can be found on pages **300** to **308** of the official minutes.

5-I(2) Agreements on Academic Cooperation – University of South Dakota

Approve the University of South Dakota to finalize and execute the agreement on academic cooperation between USD and Cadi Ayyad University in substantially similar form to that set forth in Attachment I.

A copy of the Graduation Lists can be found on pages **309** to **311** of the official minutes.

5-J Site Termination Requests

Approve SDSU & USD's requests to terminate the delivery sites for the specified programs, as presented.

A copy of the Graduation Lists can be found on pages **312** to **317** of the official minutes.

5-K Program Reactivation Request – SDSU – MS & PhD in Sociology

Approve SDSU's request to reactivate the MS and PhD in Sociology programs, as presented.

A copy of the Graduation Lists can be found on pages **318** to **319** of the official minutes.

5-L USD Radiologic Technology Program Agreements

Approve the University of South Dakota to finalize and execute the agreements between USD and Avera McKennan Hospital, Avera Sacred Heart Radiologic Technology, and Sanford Medical Center in substantially similar form to that set forth in Attachments I-III.

A copy of the Graduation Lists can be found on pages **320** to **343** of the official minutes.

5-M Revised BOR Policy 2.1.1 and BOR Policy 2.8.1 (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 2.1.1 – System Academic Year/Academic Calendar and BOR Policy 2.8.1 – Grades and Use of Grade Point Averages, as presented.

A copy of the Graduation Lists can be found on pages **344** to **362** of the official minutes.

5-N Revised BOR Policy 2.3.7 (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 2.3.7 – Undergraduate General Education Requirements, as presented.

A copy of the Graduation Lists can be found on pages **363** to **369** of the official minutes.

Budget and Finance

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

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

A copy of the Graduation Lists can be found on pages **370** to **371** of the official minutes.

5-P Revised BOR Policy 1.7.2 (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 1.7.2, as presented in Attachment I.

A copy of the Graduation Lists can be found on pages **372** to **376** of the official minutes.

5-Q West River/Lyman-Jones Rural Water Systems, Inc. Easement Resolution (SDSU)

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

A copy of the Graduation Lists can be found on pages **377** to **385** of the official minutes.

Routine Informational Items – No Board Action Necessary

5-R Interim Actions of the Executive Director

A copy of the Interim Actions of the Executive Director can be found on pages **386** to **389** of the official minutes.

5-S Building Committee Report

A copy of the Building Committee Report can be found on page **390** of the official minutes.

5-T Audit Committee Report

A copy of the Audit Committee Report can be found on page **391** of the official minutes.

5-U Capital Projects List

A copy of the Capital Projects List can be found on pages **392** to **396** of the official minutes.

5-V FY24 Annual Comprehensive Financial Report (ACFR) Audit Update

A copy of the FY24 Annual Comprehensive Financial Report (ACFR) Audit Update can be found on pages **397** to **399** of the official minutes.

5-W Residence Hall Occupancy Report for Fall 2024/Spring 2025

A copy of the Residence Hall Occupancy Report for Fall 2024/Spring 2025 can be found on pages **400** to **404** of the official minutes.

5-X 2024-2025 Regional Tuition and Fees Survey

A copy of the 2024-2025 Regional Tuition and Fees Survey can be found on pages **405** to **408** of the official minutes.

5-Y Intent to Plan Requests

A copy of the Intent to Plan Requests can be found on pages **409** to **410** of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

6-A(1) New Program Requests – BHSU, NSU, SDSU, & USD – AA/AS in Career Pathways

Dr. Pam Carriveau, System Associate VP for Academic Programming, stated that Black Hills State University (BHSU), Northern State University (NSU), South Dakota State University (SDSU), and the University of South Dakota (USD) request authorization to offer an AA/AS degree in Career Pathways. The proposed program will provide resources and guidance to students at the beginning of their academic journey. This program allows students opportunities to explore various career options, aligns those options with the appropriate academic major, and supports students on this journey by providing them with intensive academic and career services. The goal is to help students identify the academic major that best prepares them for their future careers goals and then facilitating a seamless transfer into their major of choice.

Dr. Carriveau noted that they designed this new associate's program in conjunction with the Fast Track program, which is a program that is being implementing right now as a pilot with three school districts – Sioux Falls, Spearfish, and Aberdeen – working originally with just these four institutions, but now expanding to include DSU and SDSMT. This Fast Track program creates an opportunity to directly admit students who are juniors in high school to the Regental system. However, we also realize that if we are going to admit students, which we want to do, we want to increase enrollment, we also need to make sure we are setting them up for success. Therefore, some of the students who are admitted through the Fast Track program will be placed in this associate's degree in career pathways. The idea is it's really designed to provide additional student success supports, so at least three credits over two semesters of the kinds of courses that help introduce you to university life and maybe think about different career options. Students who complete this associate's degree will also complete at least one of our certificates, which will be discussed in another item later in today's agenda.

In response from an inquiry regarding student success from Regent Frederick, Dr. Carriveau noted that the cool thing about the associate degree is that when a student comes in, they are in a four-year program, and something happens. A nice associate's degree that is very career focused can give students a nice off-ramp so that they don't have to leave with a bunch of student debt and no certification, no degree, no credential to show for it. Building up associate degree programs like this one provides a way to award a credential to a student so that they leave with something if they choose to stop out after two years.

IT WAS MOVED by Regent Dittman, seconded by Regent Frederick, to authorize BHSU, NSU, SDSU, and USD to offer an AA/AS in Career Pathways, as presented. Motion passed.

A copy of the New Program Requests – BHSU, NSU, SDSU, & USD – AA/AS in Career Pathways can be found on pages **411** to **415** of the official minutes.

6-A(2) New Program Requests – SDSMT – BS in Data Science & Engineering

Dr. Pam Carriveau, System Associate VP for Academic Programming, joined via Zoom by Dr. Lance Roberts, SDSMT Provost and VP for Academic Affairs, stated that South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a BS in Data Science and Engineering. The proposed program provides students with a comprehensive foundation in the core principles, tools, and techniques of data science. This interdisciplinary program is rooted in computer science, with supporting elements of statistics, mathematics, and 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.

Regent Beacom noted that data science and data analytics is such a huge need around the country and the state of South Dakota. Every business needs to have that expertise to be able to make decisions today and into the future, so this is a great program for SDSMT to add.

IT WAS MOVED by Regent Dittman, seconded by Regent Beacom to authorize SDSMT to offer a BS in Data Science and Engineering, as presented. Motion passed.

A copy of the New Program Requests – SDSMT – BS in Data Science & Engineering can be found on pages **416** to **422** of the official minutes.

6-B(1) New Certificate Requests – BHSU, NSU, SDSMT & SDSU – Gateway to Architecture and Construction (Undergraduate)

Dr. Pam Carriveau, System Associate VP for Academic Programming, stated Black Hills State University (BHSU), Northern State University (NSU), South Dakota School of Mines & Technology (SDSMT), and South Dakota State University (SDSU), request authorization to offer an undergraduate certificate in Gateway to Architecture and Construction. The proposed certificate will provide a jumpstart for students with a career interest in architecture and construction. Students will explore careers in designing, planning, managing, building, and maintaining the built environment. Students will also take foundational courses in communication and mathematics which are critical skills in these fields. Courses taken in the certificate will be stackable into

academic degrees in related fields including architecture, landscape architecture, interior design, construction management, and construction technology.

This certificate is part of a larger initiative to offer certificates to high school students participating in the HSDC program.

IT WAS MOVED by Regent Dittman, seconded by Regent Lochner, to authorize BHSU, NSU, SDSMT, and SDSU, to offer an undergraduate certificate in Gateway to Architecture and Construction, as presented. Motion passed.

A copy of the New Certificate Requests – BHSU, NSU, SDSMT & SDSU – Gateway to Architecture and Construction (Undergraduate) can be found on pages **423** to **429** of the official minutes.

6-B(2) New Certificate Requests – BHSU, DSU, NSU, SDSMT, SDSU & USD – Gateway to Digital Technology (Undergraduate)

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 School of Mines & Technology (SDSMT), South Dakota State University (SDSU), and the University of South Dakota (USD) request authorization to offer an undergraduate certificate in Gateway to Digital Technology. This certificate provides a jumpstart for South Dakota high school students with a career interest in digital technology, including disciplines like computer science, information systems, networking, artificial intelligence, cybersecurity, web development, health informatics, and data analytics. Courses taken in the certificate will be stackable into academic degrees in those related fields.

This certificate is part of a larger initiative to offer certificates to high school students participating in the HSDC program.

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

A copy of the New Certificate Requests – BHSU, DSU, NSU, SDSMT, SDSU & USD – Gateway to Digital Technology (Undergraduate) can be found on pages **430** to **436** of the official minutes.

6-B(3) New Certificate Requests – BHSU, DSU, NSU, SDSMT, SDSU & USD – Gateway to Health Sciences (Undergraduate)

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 School of Mines & Technology (SDSMT), South Dakota State University (SDSU), and the University of South Dakota (USD) request authorization to offer an undergraduate certificate in Gateway to Health Sciences. This certificate provides a pathway into health sciences programs available at South Dakota Regental Institutions. Students will explore the various roles of health professionals within a healthcare team and familiarize themselves with essential healthcare terminology. Additionally, they will complete math and social science courses that are prerequisites for many degrees in health and human services.

This certificate is part of a larger initiative to offer certificates to high school students participating in the HSDC program.

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

A copy of the New Certificate Requests – BHSU, DSU, NSU, SDSMT, SDSU & USD – Gateway to Health Sciences (Undergraduate)can be found on pages **437** to **447** of the official minutes.

6-B(4) New Certificate Requests – BHSU, DSU, NSU, SDSMT, SDSU & USD – Gateway to STEM

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 School of Mines & Technology (SDSMT), South Dakota State University (SDSU), and the University of South Dakota (USD) request authorization to offer an undergraduate certificate in Gateway to STEM. This certificate provides an opportunity to engage South Dakota high school students about potential future careers in science, technology, engineering, and mathematics (STEM) fields. The Gateway to STEM certificate will serve to provide knowledge about the variety of STEM degree programs within South Dakota Regental Institutions and allow them to explore courses in science, technology, and mathematics.

This certificate is part of a larger initiative to offer certificates to high school students participating in the HSDC program.

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

A copy of the New Certificate Requests – BHSU, DSU, NSU, SDSMT, SDSU & USD – Gateway to STEM can be found on pages **448** to **453** of the official minutes.

6-C General Education Course Approval

Dr. Pam Carriveau, System Associate VP for Academic Programming, stated that the System General Education Committee, Supported by the Academic Affairs Committee, recommends approval of the addition of the course CIV 100 (American Civics) be added to System Graduation Requirement (SGR) #3.

IT WAS MOVED by Regent Dittman, seconded by Regent Petersen, to approve the revision to the system General Education course options, as presented. Motion passed.

A copy of the General Education Course Approval can be found on pages **454** to **457** of the official minutes.

6-D(1) Requests to Seek Accreditation – NSU – CASCE

Dr. Pam Carriveau, System Associate VP for Academic Programming, stated that Northern State University requests approval to seek accreditation from The Council on Accreditation of Strength and Conditioning Education (CASCE) for their MS in Sports Sciences – Strength and Conditioning Specialization program.

IT WAS MOVED by Regent Dittman, seconded by Regent Roberts, to approve NSU's request to seek accreditation from The Council on Accreditation of Strength and Conditioning Education (CASCE) for the MS in Sports Sciences – Strength and Conditioning Specialization, as presented. Motion passed.

A copy of the Requests to Seek Accreditation – NSU – CASCE can be found on pages **458** to **461** of the official minutes.

6-D(2) Requests to Seek Accreditation – SDSU – NCTA

Dr. Pam Carriveau, System Associate VP for Academic Programming, stated that South Dakota State University requests approval to seek accreditation from the National College Testing Association (NCTA) for their Testing Center. This request is not for a program, but a service that SDSU offers.

IT WAS MOVED by Regent Dittman, seconded by Regent Roberts, to approve SDSU's request to seek accreditation from the National College Testing Association (NCTA) for their Testing Center, as presented. Motion passed.

A copy of the Requests to Seek Accreditation – SDSU – NCTA can be found on pages **462** to **464** of the official minutes.

6-E Revised BOR Policy 3.4.1 and BOR Policy 1.4.2 (First and Final Reading)

Holly Farris, System General Counsel, stated that in order to ensure SDBOR institutional compliance with the new requirements set forth by the Stop Campus Hazing Act (SCHA), the proposed revisions update the definition of hazing in the applicable policies related to student conduct and campus safety and security reporting compliance, in alignment with the updated federal requirements and definitions. Campuses will then be able to implement the updated definitions into their local policies and reporting procedures. As this policy update is to align with federal legislation, a request for a first and final reading approval is recommended.

IT WAS MOVED by Regent Dittman, seconded by Regent Lochner, to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the proposed revisions to BOR Policy 3.4.1 (Student Code of Conduct) and BOR Policy 1.4.2 (Prevention of Dating Violence, Domestic Violence, Sexual Assault, and Stalking), as presented. Motion passed.

A copy of the Revised BOR Policy 3.4.1 and BOR Policy 1.4.2 (First and Final Reading) can be found on pages **465** to **502** of the official minutes.

6-F Revised BOR Policy 3.1.1 (First Reading)

Dr. Janice Minder, System VP for Academic Policy and Planning, stated that BOR Policy 3.1.1 Resident and Nonresident Classification of Students has been a policy that impacts multiple offices across the campuses and this past year a group of stakeholders have been working on addressing the definition surrounding residency and ensuring we have continuity across the system.

The question first was prompted due to the addition of resident tuition for the surrounding states through the South Dakota Advantage program. In addition to the South Dakota Advantage state program, students may reside in a surrounding state and attend a South Dakota high school. It was noted that there may be confusion for both internal and external stakeholders (to include parents, high school officials, and students) regarding the residency requirement for the SD Opportunity Scholarship (SDOS) and eligibility.

Dr. Minder noted that she anticipates additional revisions to this policy to be brought forward in July for the second and final reading based on comments she has received from the campus Student Affairs VPs.

IT WAS MOVED by Regent Dittman, seconded by Regent Roberts, to approve the first reading of the proposed revisions to BOR Policy 3.1.1 – Resident and Nonresident Classification of Students, as presented. Motion passed.

A copy of the Revised BOR Policy 3.1.1 (First Reading) can be found on pages **503** to **510** of the official minutes.

BUDGET AND FINANCE

7-A FY26 On-Campus Tuition and Mandatory Fees

Heather Forney, System VP for Finance and Administration, noted that this is the first time the Regental system is proposing a tuition increase since FY22; we had tuition freezes for FY23, FY24, and FY25. We have been very lucky in recent years to have support from the Governor and Legislature in freezing tuition and fees for our students.

It is important to note that, if you were looking at item 5-X in the consent section of today's agenda, on page three of four in that item, you will see that South Dakota is number four in the region at $16,857, with Montana being number one at $14,973. We were $1,884 behind for undergraduate resident tuition, mandatory fees, meals and housing. In the last five years we have made strides to the point where we are number one, meaning we are the most reasonably priced, the most cost-effective system in the region, and have closed that $1,884 gap, and now lead the region on being the most cost effective. That is an important item to note for everyone; that it has been the BOR's focus here and continues to be going forward. To that point, the cost drivers behind any of the requests that are being brought forward today are really what happened with salary policy, which is what were the raises that were authorized by the legislature at 1.25%. The legislature does not give us general funds to pay for those raises for all of our employees. Less than 50% of our employees are paid through general funds, so we have to have a mechanism to make those raises to our staff. That is a significant cost driver as well as an increase of $537 per benefit eligible employee. We have to pay health insurance for those employees; that's gone up again. So, again, we have to find a way to make that payment. Then there are operating costs. We have seen

astronomical increases with inflation in the last five years, that also being in a period where we had tuition freezes. There have been situations where our building insurance has gone up by 450% in that timeframe and our campuses could not raise their tuition and fees to accommodate for that. There were no general funds given to help relieve that burden, so we have seen real significant increases in operating costs across the board.

The overall recommendation to the Board is to increase tuition by 2.9% with a few additional nuances noted below.

- Dakota Advantage Graduate Tuition Expansion;
- DSU requests an 8% annual tuition increase per year for the next five years for on-campus and online PhD programs, inclusive of CPI adjustments;
- SDSMT requests a 5% annual tuition increase for FY26, followed by a 3% annual increase for the subsequent three years, inclusive of CPI adjustments; and
- 2.9% increase for both USD Law and USD Med
- Mandatory Fees, which all students pay.

Additionally, the General Activity Fee (GAF) should be raised by $1 per credit hour at every campus. Furthermore, computer lease fees are proposed to increase by 4% at DSU and SDSMT.

If the recommendations that are made today are authorized, we will have seen less than a 1% increase total year over year for the last five years. In an era where our neighboring states are increasing by double digits, we have really held the line through the leadership and the vision of this board, our legislature and our governor.

Michael Holbeck, SDSU VP for Finance & Budget, as well as Trinity Peterson, SDSU Student Association President, joined Heather to provide additional context surrounding the proposal to raise in the General Activity Fee. Michael noted that SDSU's 2014 bond for the Student Union was funded through the general activity fee. SDSU is requesting to maintain the current rate of $50.85 plus the added dollar of inflation that Heather Forney discussed in conjunction with the SDSU Student Association's Pathway to Premier 2030 GAF Strategic Plan. Trinity Peterson provided a brief summary of the survey her team conducted with the student body at SDSU and the results of that survey. In response to a question from Regent Petersen, Trinity noted that of the students that responded, with the majority indicating their support, it was an even breakdown of the different class sizes with no major disparity among any of those numbers.

Regent Partridge commented that he encouraged all of his colleagues to approve this increase. We do not take this increase lightly. The end in his mind is the deliverable, and that being 1) a quality education, 2) an outstanding experience, and 3) the preparation for future success of our students. If that is in peril, we need to look at what's going on and make sure that we have the right cost structure in order to provide that level of service.

Regent Roberts thanked the Presidents and staff for bringing a relatively conservative request for an increase, especially after having not have an increase for several years, is appreciated and commendable.

Regent Petersen noted that he echoes a lot of what has been said thus far. For the students in the room, his message was that we want to focus not just on the affordability, but the quality of educational services received.

IT WAS MOVED by Regent Frederick, seconded by Regent Lochner, to approve the FY26 On-Campus Tuition and Mandatory Fees as presented in Attachment I. Motion passed.

A copy of the FY26 On-Campus Tuition and Mandatory Fees can be found on pages **511** to **527** of the official minutes.

7-B FY26 Off-Campus Tuition Rates

Heather Forney, System VP for Finance and Administration, noted that if authorized, off-campus tuition rates will increase by 2.9% at all institutions, with the exception of SDSMT, which will experience a 5.0% rise, and DSU, which will see an 8.0% increase for PhD programs. This adjustment aligns with on-campus tuition increases and is intended to cover a 1.25% salary policy, increased health insurance costs, and CPI adjustments. The Dual Credit rate that has also gone up will be equally split between students and the state.

IT WAS MOVED by Regent Frederick, seconded by Regent Lochner, to approve the FY26 Off-Campus Tuition Rates as presented in Attachment I. Motion passed.

A copy of the FY26 Off-Campus Tuition Rates can be found on pages **528** to **530** of the official minutes.

7-C FY26 System, Discipline, Delivery, and Vehicle Registration Fees

Heather Forney, System VP for Finance and Administration, stated that outside of tuition and mandatory fees, students will be assessed specific fees for services and may pay additional fees for higher cost disciplines. Specific services could include processing applications, testing for credit, assessment fees, late fees, parking fees or similar services. Discipline fees are used to support high-cost disciplines in the areas of salaries and/or operating expenses.

The fees for service are summarized below into the following categories: 1) System Fees, 2) Discipline Fees, 3) Delivery Fees, and 4) Vehicle Registration Fees. A justification is included within the agenda item for any new fee or fee being increased above inflation.

At the request of Regent Frederick, SDSMT President Brian Tande, noted that the fees ensure that SDSMT has the most up to date software and the latest technology to set their students up for success when entering the workforce.

Heather noted that these are not mandatory fees that effect all students, but that they are specific to certain disciplines/courses.

IT WAS MOVED by Regent Frederick, seconded by Regent Rasmussen, to approve the FY26 System, Discipline, Delivery, and Vehicle Registration Fees, as presented in Attachment I. Motion passed.

A copy of the FY26 System, Discipline, Delivery, and Vehicle Registration Fees can be found on pages **531** to **540** of the official minutes.

7-D FY26 Housing and Food Service Rates

Heather Forney, System VP for Finance and Administration, stated the proposed housing rates for FY26 allow the universities to address the inflationary increase on operating expenses, the 2% maintenance and repair requirement, and funding adjustments to salary policy and employee healthcare costs. The meal plan rates reflect the third year of the new contract with Sodexo for food operations and any related institutional administrative costs. When including the tuition and mandatory fee rates, the total weighted average cost increase is $520.15, or 2.8%. The impact on students within the system will range from an increase of $443 to $680 per year.

IT WAS MOVED by Regent Frederick, seconded by Regent Beacom, to approve of the FY26 Housing and Food Service Plan rates as presented in Attachments I & II. Motion passed.

A copy of the FY26 Housing and Food Service Rates can be found on pages **541** to **547** of the official minutes.

7-E FY26 Graduate Assistant Stipends

Heather Forney, System VP for Finance and Administration, stated that the Board has traditionally adjusted the minimum stipend for graduate assistants in line with the rate of increase in resident graduate tuition, rounded to the nearest dollar. For FY26, tuition increased by 2.9%, so the stipend amount will be increased by the same percentage.

IT WAS MOVED by Regent Frederick, seconded by Regent Beacom, to approve the BHSU and NSU FY26 minimum graduate assistant stipends in the amount of $4,035 per semester and $1,008 per four-week session; and USD FY26 minimum graduate assistant stipends in the amount of $4,185 per semester and $1,045 per four-week session. Motion passed.

A copy of the FY26 Graduate Assistant Stipends can be found on pages **548** to **549** of the official minutes.

7-F FY26 Special Schools Nonresident Tuition

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

The current tuition rate at SDSBVI is $40,880 for instructional costs and $16,523 for residential care. An inflationary increase is applied to cover salary policy, CPI on operating expenses, and adjustments to health benefit cost per benefit-eligible employee. The Bureau of Finance and Management (BFM) calculated the annual Consumer Price Index (CPI) for the last fiscal year at 2.40%. It is recommended that the inflationary increase be applied to the FY25 rates to set the FY26 rates.

IT WAS MOVED by Regent Frederick, seconded by Regent Rasmussen, to approve the FY26 nonresident instructional tuition rate to be $41,861 and the residence cost to be set at $16,920 for the South Dakota School for the Blind and Visually Impaired. Motion passed.

A copy of the FY26 Special Schools Nonresident Tuition can be found on page **550** of the official minutes.

7-G FY26 General Bill Summary

Heather Forney, System VP for Finance and Administration, noted that the 2025 legislative session concluded with the passage of the FY26 General Bill SB220. The Board of Regents incurred a base general fund decrease of $10,345,254 (or -3.24%). This $10.3M decrease does not include the 1.25% salary policy or health insurance increase funding ($537 per benefit eligible FTE) for generally funded employees as those amounts are appropriated to statewide pools that are allocated by the Bureau of Finance and Management (BFM) after session concludes.

A copy of the FY26 General Bill Summary can be found on pages **551** to **556** of the official minutes.

7-H FY25 General Bill Amendments

Heather Forney, System VP for Finance and Administration, noted that amendments to the FY25 general bill are found in HB1046, which has been approved by the Legislature and sent to the Governor for signature. The portion of the bill relating to the Board of Regents (BOR) is provided in the item. Any changes in the bill are considered one-time and are not base budget adjustments.

A copy of FY25 General Bill Amendments can be found on pages **557** to **558** of the official minutes.

7-I Revised BOR Policy 5.5.1 and BOR Policy 5.5.2 (First and Final Reading)

Heather Forney, System VP for Finance and Administration, stated that these policies have been updated to reflect changes to tuition and fee charges authorized by both the Board and the Legislature. This includes the expansion of Dakota Advantage to capped graduate programs and clarifies the application of certain legislatively authorized reduced tuition programs to online courses. Attachments I and II show the proposed changes. By making these changes, the BOR Policy manual will reflect changes made by the Board and the Legislature to reduced tuition programs.

IT WAS MOVED by Regent Frederick, seconded by Regent Dittman, to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the proposed revisions to BOR Policy 5.5.1 – Tuition and Fees: On-Campus Tuition, and BOR Policy 5.5.2 – Tuition and Fees: Distance Education Tuition with the revisions as shown in Attachments I and II, respectively. Motion passed.

A copy of the Revised BOR Policy 5.5.1 and BOR Policy 5.5.2 (First and Final Reading) can be found on pages **559** to **573** of the official minutes.

7-J Financial and Programmatic Analysis & Stress Testing for SDBOR Institutions

Heather Forney, System VP for Finance and Administration, stated that in recent years, states and public postsecondary institutions have faced significant budgetary challenges due to economic

trends, changing demographics, declining enrollment, and limited funding. These issues require innovative and complex decisions to maintain financial stability and meet student needs.

South Dakota has not been immune to these challenges. Potential enrollment declines impact revenue generation, as our public institutions rely heavily on tuition revenue. The financial health of these institutions depends on strategic enrollment planning and program viability.

On August 18, 2023, a Request for Proposal (RFP) was issued to identify a qualified and experienced consulting firm to develop and conduct data analytics to assess the current and future financial health of all six institutions within the South Dakota regental system. The National Center for Higher Education Management Systems (NCHEMS) was selected for this project, and a contract was executed on October 16, 2023.

The report provided as an attachment to the item issued by NCHEMS, resulted from multiple visits to South Dakota campuses and an analysis of nearly 10 years of program and financial data.

A copy of the Financial and Programmatic Analysis & Stress Testing for SDBOR Institutions can be found on pages **574** to **623** of the official minutes.

7-K Revised BOR Policy 1.7.3 (First Reading)

Holly Farris, System General Counsel, stated the proposed revisions leave crucial components in place, such as institutional designations of officers to educate institutional personnel on relevant requirements and policies, and to oversee compliance with FAA requirements (Certificates of Operation and Part 107 compliance) and state laws regarding UAS. The most significant changes adjust expectations around UAS use in institutional airspace, by clarifying which UAS operations are prohibited (monitoring or recording private institutional spaces or information) as opposed to specifying the locations where UAS may definitively operate. Finally, the proposed revisions clarify the interface with federal authority over certain airspace by denoting that potential violations of applicable laws or policies will be reported to law enforcement for engagement with federal enforcement authorities.

IT WAS MOVED by Regent Frederick, seconded by Regent Lochner, to approve the first reading of the proposed revisions to BOR Policy 1.7.3 (Unmanned Aircraft Systems Policy) as presented. Motion passed.

A copy of the Revised BOR Policy 1.7.3 (First Reading) can be found on pages **624** to **630** of the official minutes.

7-L Revised BOR Policy 1.7.5 (First Reading)

Holly Farris, System General Counsel, stated that BOR institutions and employees will remain obligated to comply with all other applicable BOR policies and any NIL requirements of their respective athletic conference, division, or association, as well as applicable laws. The proposed revisions to this policy instead remove prohibitions on institutional or institutional employee involvement in NIL transactions or facilitation of compensation opportunities that will become obsolete if the House settlement is approved and the NCAA rules in this area change. In essence, with these revisions, at the time of said change, BOR policy will not prohibit what the NCAA and applicable law would permit going forward.

IT WAS MOVED by Regent Frederick, seconded by Regent Dittman, to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the proposed revisions to BOR Policy 1.7.5 (Student-Athlete Commercial Use of Name, Image, and Likeness), as presented. Motion passed.

A copy of the Revised BOR Policy 1.7.5 (First Reading) can be found on pages **631** to **634** of the official minutes.

ADJOURNMENT

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

The meeting adjourned at 11:55 p.m.

Secretary's Executive Session Report

The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on Wednesday, April 2nd, in accordance with SDCL § 1-25-2 to discuss matters authorized therein. Following executive session, on April 3rd, 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. Authorize the General Counsel to proceed with the legal matter(s) within the parameters discussed.

2-J(1). Approve the employment contract for Dan Jackson as head football coach at South Dakota State University.

2-J(2). Approve the employment contract for Travis Johansen as head football coach at the University of South Dakota.

2-J(3). Approve the employment contract for Leanne Williamson as the USD head volleyball coach.

2-J(4). Approve the request from SDSMT for the ability to negotiate multi-year contracts for the head Women's and Men's Basketball Coach positions, as discussed.

2-J(5). Approve the employment contract for Matt Wilber as the NSU head men's basketball coach.

2-J(6). Approve the employment contract for Bryan Petersen as the head men's basketball coach at South Dakota State University.

2-L(1). Approve the evaluation letters for President Elliott and President Gestring, as presented.

2-L(2). Approve honorary degree recommendations by BHSU, DSU, SDSMT, and SDSU, subject to the fulfillment of the requirements set forth in BOR Policy 2.6.3.C.

2-L(3). Award an honorary posthumous Education Specialist Degree to Judith Garland Wright.

2-L(4). Award of two (2) years of prior service credit toward promotion and tenure for Dr. Cheng Hsien Wu (NSU) and Dr. Lyncee Monson (NSU).

2-L(5). Approve the requests to promote both Ms. Carlson and Ms. Grinde to the rank of Lecturer.

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 3 – C
DATE: April 2-3, 2025

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SUBJECT

Student Organization Award Winners for 2024

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

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

Award for Academic Excellence

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

BHSU	Ponder
DSU	TriBeta
NSU	Honors Club
SDSMT	Lambda Chi Alpha
SDSU	Agronomy and Precision Ag Club
USD	Lambda Chi Alpha

Award for Community Service

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

(Continued)

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DRAFT MOTION 20250402_3-C:

I move to accept the recommendations offered by each institution for student organization awards and announce the names of the award winners.

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

BHSU	Shutter Buzz
DSU	Pi Beta Kappa
NSU	South Dakota Education Association at Northern
SDSMT	Lambda Chi Alpha
SDSU	Best Buddies
USD	Student Physical Therapy Association

Award for Organizational Leadership

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

BHSU	Jacket Catholic
DSU	CyberHER Club
NSU	Campus Activities Board (CAB)
SDSMT	Unmanned Aerial Systems
SDSU	SDSU Investment Club
USD	Kappa Alpha Theta

IMPACT AND RECOMMENDATIONS

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

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 3 – C (1)
DATE: April 2-3, 2025

****

SUBJECT

NSU Student Organization Awards

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

At the April 2025 Board of Regents meeting, the Board approves recommendations offered by each institution for the 2024 student organization award winners. The winners of these awards are announced at Board meetings throughout 2025. Northern State University (NSU) Student Organization Awards would be presented at the April 2025 BOR meeting in Aberdeen.

2024 NSU Award for Academic Excellence: Honors Club

By leading the NSU Common Read Program, bringing students to the National Honors Conference, supporting the NSU Cancer Tree, and supporting students through the Honors Law Opportunity Program (HLOP) program the NSU Honors Club and NSU Honors Program stand as the academic backbone of Northern State University. It allows students to create a community of like-minded academic individuals as well as encourage their research interests. Honors members' academic achievements stand as a testament to their diligence, perseverance, and intellectual curiosity. Whether it be through winning awards in academic competitions, engaging in undergraduate thesis research endeavors, presenting at nationally recognized honors conferences, or leading intellectual discussions within our club, our members consistently exemplify excellence in all academic pursuits.

2024 NSU Award for Community Service: South Dakota Education Association (SDEA) at Northern

Over the past year, the NSU SDEA branch of the School of Education has demonstrated significant leadership through its commitment to promoting literacy and providing educational resources to children and families in Aberdeen. One of their key initiatives is the annual Literacy Event, a longstanding tradition that engages children in educational activities while promoting community connections and lifelong learning. The NSU SDEA Literacy Event is a vital community service that highlights our leadership in education. By fostering literacy, providing resources, and connecting families to important services, we

(Continued)

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INFORMATIONAL ITEM

make a lasting impact in the lives of children in Aberdeen. This long-standing tradition, dating back to the 1990s, continues to enrich the community and inspire a love of learning.

2024 NSU Award for Organizational Leadership: Campus Activities Board (CAB)

The Campus Activities Board (CAB) has demonstrated outstanding leadership in fostering student engagement, community involvement, and campus spirit at Northern State University. Through diverse programming, strategic collaboration, and a commitment to inclusivity, CAB has made a significant impact on student life over the past year. One of CAB's key leadership accomplishments has been its ability to create events that promote a sense of belonging and connection among students. Over the past year, CAB has significantly expanded its programming, increasing the number of events to 36 this year, up from 30 last year and 18 the prior year. This growth reflects our commitment to providing more opportunities for student engagement and fostering a vibrant campus life. On average, CAB events attract 80 students per event, with some programs exceeding 200 attendees, demonstrating the broad reach and impact of our initiatives.

IMPACT AND RECOMMENDATIONS

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

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – A (1)
DATE: April 2-3, 2025

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SUBJECT

New Program Request – DSU – Minor in Digital Content Creation

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a minor in Digital Content Creation. The proposed minor will equip students to analyze, plan, and produce appropriate multimodal content or manage media campaigns for current online, app-driven, social-media platforms as well as for traditional and print media.

IMPACT AND RECOMMENDATION

DSU plans to offer the minor in Digital Content Creation on campus and online. DSU does not request new state resources. No new courses will be required. DSU estimates 14 students enrolled and 5 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

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

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DRAFT MOTION 20250402_5-A(1):

I move to authorize DSU to offer a minor in Digital Content Creation, 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.

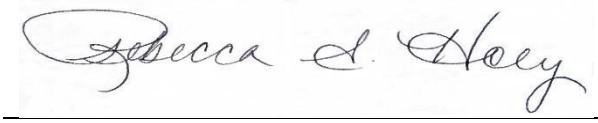
UNIVERSITY:	DSU
TITLE OF PROPOSED MINOR:	**Digital Content Creation**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**This minor is available to all majors except the BS Digital Content Creation**
EXISTING RELATED MAJORS OR MINORS:	**BS Digital Content Creation**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2025**
PROPOSED CIP CODE:	**09.0702**
UNIVERSITY DEPARTMENT:	**College of Arts and Sciences**
BANNER DEPARTMENT CODE:	**DAS**
UNIVERSITY DIVISION:	**Language**
BANNER DIVISION CODE:	**DLAN**

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

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

University Approval

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



11/1/2024

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.

BHSU:	*SDCL § 13-59*	*BOR Policy 1:10:4*
DSU:	*SDCL § 13-59*	*BOR Policy 1:10:5*
NSU:	*SDCL § 13-59*	*BOR Policy 1:10:6*
SDSMT:	*SDCL § 13-60*	*BOR Policy 1:10:3*
SDSU:	*SDCL § 13-58*	*BOR Policy 1:10:2*
USD:	*SDCL § 13-57*	*BOR Policy 1:10:1*

   Board of Regents Strategic Plan 2014-2020

   The BS Digital Content Creation started in Fall 2024 and has already met our enrollment projections of 5 students in the first year. We anticipate those numbers will continue to grow.

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 interdisciplinary minor will equip students to analyze, plan, and produce appropriate multimodal content or manage media campaigns for current online, app-driven, social-media platforms as well as for traditional and print media.

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

   Students with this minor will demonstrate foundational digital creation, communication, and management skills, allowing them to contribute to the many fields needing media management and content expertise (such as business, marketing, entrepreneurship, fundraising, school administration, public service, just to name a few). The minor's small core and interdisciplinary elective courses provide students in multiple disciplines with an attainable asset to supplement their degree and post-graduation marketability.

   The interdisciplinary nature of the program supports the development of multifaceted skills and disciplinary knowledge, producing students with the preparation to tackle complex problems and build creative solutions.

   Students/prospective students also readily understand the concepts of content creation and social media campaign management. While some career tracks need to be explained to

prospective students, this field is one that students engage with many times per day. We anticipate, therefore, that students will understand and be drawn to a field that affects their digital lives in very visible ways.

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

   Graduates with creative problem-solving and digital communication skills are increasingly essential across industries, contributing dynamically to organizational strategies and vision. Specifically, digital content campaigns have become a cornerstone of organizational online communication efforts, leveraging websites, mobile chat platforms, blogs, and other tools to engage stakeholders and enhance customer experiences.

   The COVID-19 pandemic accelerated the need for remote-friendly, digital communication strategies across industries which persists today. This shift led to significant growth in roles focused on digital media management and social media communication, with demand spanning sectors such as healthcare, financial institutions, nonprofits, construction, insurance, technology, education, and state government in South Dakota.

   Key indicators of demand include:
   - A 116.4% increase in demand for paid social media roles.[1]
   - LinkedIn listed Digital Content Creator as #9 among the Top 15 In-Demand Jobs for 2021, with 49% year-over-year growth.[2]
   - A search for "Social Media Communication," “Media Specialist” (30) and "Digital Content" (30) positions on LinkedIn revealed 60+ job openings in South Dakota alone.
   - The U.S. Bureau of Labor Statistics projects employment in media and communication occupations is projected to grow about as fast as the average for all occupations from 2023 to 2033. About 109,500 openings are projected each year, on average, in these occupations.[3]

   These trends highlight the sustained and growing demand for graduates skilled in digital communication and content creation, both nationally and within South Dakota.

[1] Marketing Week, “Steep rise in demand for marketers with digital skills” accessed November 2024. [https://www.marketingweek.com/steep-rise-demand-marketers-digital/]
[2] CNBC.com, “Hiring for these jobs is on the rise in 2021, according to LinkedIn” accessed November 2024. [https://www.cnbc.com/2021/01/12/hiring-for-these-jobs-is-on-the-rise-in-2021-according-to-linkedin.html]
[3] U.S. Bureau of Labor Statistics, "Occupational Outlook Handbook: Media and Communication Occupations," accessed November 2024 [https://www.bls.gov/ooh/media-and-communication/]

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

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 26	FY 27	FY 28	FY 29
Students enrolled in the minor (fall)	**3-5**	**7-8**	**10-12**	**12-14**
Completions by graduates	**2**	**3**	**4**	**5**

*Do not include current fiscal year.

The estimates work from projected enrollments in the proposed DCC major, forecasting the minor as a desirable option for the proposed minimal-credit English major. These estimates also modestly account for the likelihood that current students in English and Digital Arts and Design already have completed multiple interdisciplinary courses included in this minor, if not already fulfilling the entirety of its scope.

7. **What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.**
We propose a minor that equips students with the skills to design, manage, and adapt technology-driven social media campaigns, leveraging DSU's decades-long expertise in digital communication across three colleges. This minor will prepare students for dynamic roles in today's ever-evolving digital landscape.

The proposed minor comprises a foundational course in digital communication (3 credits) and a set of electives (15 credits) tailored to individual interests, ensuring both depth and interdisciplinary breadth. Students can select courses from diverse fields such as marketing, computing, and design, drawing on seven different prefixes across three colleges. These electives include:

- **Digital Arts and Audio Design**: Training in technical and creative digital production using industry-standard hardware and software.
- **English, Design, and Communication**: Foundations in media analysis, planning, and composition for various audiences and contexts.
- **Programming**: Practical skills in digital languages like HTML, CSS, and Java, enabling students to create and manage digital applications.
- **Business Application Programming**: Tools for audience analysis and campaign measurement, fostering data-driven communication strategies.

This minor is modeled on existing programs at other institutions, with adaptations to fit DSU's interdisciplinary focus and unique mission.

Comparable Programs:

1. **Temple University**: The Content Creation minor (21 credits) combines digital media, visual communication, writing, and marketing. Temple University Content Creation Minor
2. **Cleveland State University**: The Digital Content Production minor (19 credits) emphasizes storytelling, podcasting, publishing design, and analytics. Cleveland State Digital Content Production Minor

These programs highlight the growing demand for multidisciplinary training in digital communication. By focusing on skills like social media design, programming, and audience analytics, our program will uniquely position graduates to meet the challenges of today's digital economy.

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

A. Distribution of Credit Hours

Digital Content Creation	Credit Hours	Percent
Requirements in minor	3	17%
Electives in minor	15	83%
Total	18	

B. Required Courses in the Minor

Prefix	Number	Course Title *(add or delete rows as needed)*	Prerequisites for Course *Include credits for prerequisites in subtotal below.*	Credit Hours	New (yes, no)
MCOM	353	Digital Media Communications	None	3	No
			Subtotal	3	

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

Prefix	Number	Course Title *(add or delete rows as needed)*	Prerequisites for Course *Include credits for prerequisites in subtotal below.*	Credit Hours	New (yes, no)
ARTD	280	Digital Photography I	None	3	No
BADM	370	Marketing	None	3	No
CIS	338	Project Management	None	3	No
CMST	311	Business and Professional Communication	None	3	No
DAD	222	Audio Production I	CSC 105*	3	No
DAD	280	Film Editing	None	3	No

ENGL	351	Digital Collection and Curation	Minimum grade of C in ENGL 201, *ENGL 283**	3	No
ENGL	405	Media Studies	Minimum grade of C in ENGL 201, *ENGL 283**	3	No
MCOM	161	Graphic Communication	None	3	No
MCOM	351	Web Design	None	3	No
			Subtotal	15	

*All students take CSC 105 or equivalent and ENGL 201 or equivalent.

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

	Program Courses that Address the Outcomes					
Individual Student Outcome (Same as in the text of the proposal)	MCOM 353	ENGL 405	ENGL 351	MCOM 351	DAD 280	CMST 311
Demonstrate basic proficiency in various forms of digital and social media (visual, verbal, time-based, motion-based, networked)	X	X		X	X	X
Choose and use digital media tools to display and manage original and client-driven content effectively and creatively for the web	X		X	X	X	
Analyze and develop appropriate content and designs for a variety of audiences and purposes	X	X				X

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

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

Online learning platforms
Learning management systems
Mobile learning applications
E-books and textbooks
Virtual classrooms
Webinars and webcasts
Online simulations
Social media
Web 2.0 tools
Augmented reality
Digital cameras
Drone cameras
Video and audio conferencing
Soundboards
Sound editing software
Video editing software
Cloud storage
Web development software
Software and hardware tutorials
Team-based problem solving

Lecture
Discussion

11. Delivery Location

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

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

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

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

	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in AAC Guideline 5.5.*	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	Online Asynchronous	**Fall 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 (online/other distance delivery methods)	Yes	Online Asynchronous	**Fall 2025**

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

None.

13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations

and maintenance, facilities, etc., needed to implement the proposed minor. *Address off-campus or distance delivery separately.*

No additional resources are sought.

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

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

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

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – A (2)
DATE: April 2-3, 2025

****

SUBJECT

New Program Request – NSU – Minor in Exercise Science

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a minor in Exercise Science. The proposed minor aims to provide students with a pathway to supplement their primary field of study with comprehensive knowledge and skills in exercise science. The purpose of the minor is to offer students the opportunity to deepen their understanding of the physiological, biomechanical, and psychological aspects of human movement, exercise, and physical activity. Exercise science is integrative and interdisciplinary across various fields such as health sciences, kinesiology, biology, psychology, or related disciplines. By incorporating coursework in exercise physiology, biomechanics, nutrition, and related disciplines, the minor intends to equip students with a solid foundation in the science behind optimal human performance and health.

IMPACT AND RECOMMENDATION

NSU plans to offer the minor in Exercise Science on campus. NSU does not request new state resources. No new courses will be required. NSU estimates 15 students enrolled and 8 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

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

****

DRAFT MOTION 20250402_5-A(2):

I move to authorize NSU to offer a minor in Exercise 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 other cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Baccalaureate Degree Minor Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
TITLE OF PROPOSED MINOR:	**Exercise Science**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**All bachelor's degrees, except Human Performance**
EXISTING RELATED MAJORS OR MINORS:	**Human Performance and Fitness; Sport Marketing and Administration; Physical Education**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2025**
PROPOSED CIP CODE:	**26.0908**
UNIVERSITY DEPARTMENT:	**Sports Sciences**
BANNER DEPARTMENT CODE:	**NHPE**
UNIVERSITY DIVISION:	**School of Education**
BANNER DIVISION CODE:	**5E**

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

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

University Approval

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

Michael Wanous
President (or Designee) of the University

2/19/2025
Date

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

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

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

BHSU:	*SDCL § 13-59*	*BOR Policy 1.2.1*
DSU:	*SDCL § 13-59*	*BOR Policy 1.2.2*
NSU:	*SDCL § 13-59*	*BOR Policy 1.2.3*
SDSMT:	*SDCL § 13-60*	*BOR Policy 1.2.4*
SDSU:	*SDCL § 13-58*	*BOR Policy 1.2.5*
USD:	*SDCL § 13-57*	*BOR Policy 1.2.6*

   Board of Regents Strategic Plan

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 proposed exercise science minor aims to provide students with a pathway to supplement their primary field of study with comprehensive knowledge and skills in exercise science. The purpose of the minor is to offer students the opportunity to deepen their understanding of the physiological, biomechanical, and psychological aspects of human movement, exercise, and physical activity. Exercise science is integrative and interdisciplinary across various fields such as health sciences, kinesiology, biology, psychology, or related disciplines. By incorporating coursework in exercise physiology, biomechanics, nutrition, and related disciplines, the minor intends to equip students with a solid foundation in the science behind optimal human performance and health.

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

   The exercise science minor seeks to prepare students for careers that require a nuanced understanding of the scientific principles underpinning physical activity, wellness, and human performance.

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.*

   Career projections that the Exercise Science Minor would prepare students for include:

   O-NET Online [9]: According to occupational employment projections for South Dakota, by 2032 careers in

- fitness and wellness coordinators will increase by 4%.
- recreation and fitness studies teachers, postsecondary will increase 3%.
- exercise trainers and group fitness instructors will increase by 14%.
- coaches and scouts will increase by 9%.
- recreation and fitness studies teachers, postsecondary will increase 3%.

United States Department of Labor Projections Central [10]: According to occupational employment projections for South Dakota, by 2030 careers in

- recreation and fitness studies teachers, postsecondary will increase by 10%.
- fitness trainers and aerobics instructors will increase by 19%.
- coaches and scouts will increase by 11%.

SDBOR Workforce and Degree Gap Analysis [11]: According to occupational employment projections for South Dakota, by 2030 careers in

- exercise trainers and group fitness instructors will increase by 12%.

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

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 24	FY 25	FY 26	FY 27
Students enrolled in the minor (fall)	**5**	**8**	**12**	**15**
Completions by graduates	**0**	**0**	**3**	**8**

*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 proposed curriculum is aligned with the major facets in the field of kinesiology, such as biomechanics, exercise physiology, motor learning, and strength and conditioning. The courses align with the Commission on Accreditation for Exercise Sciences.

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.

The proposed exercise science minor curriculum is 17 credits and includes both lecture and laboratory components. These courses provide students with comprehensive hands-on experiences alongside theoretical knowledge. Additionally, the elective structure allows various fields to be represented in the minor (exercise physiology, biomechanics, motor learning, sports psychology) and a broader range of options. The elective selection enables students to tailor their minor to specific interests and career goals within the diverse field of exercise science.

The exercise science minor would be beneficial for majors outside of the Sports Sciences Department (e.g., Biology, Nursing, Psychology) and also to students in the Sports Administration major. The minor is similar to the Human Performance major, but a reduced version to allow students, particularly in the physical sciences who have an interest in pre-med, occupational therapy, healthcare, and more. We expect students who start in Nursing and then choose another degree path (e.g. Psychology) to have completed BIOL 220/L and they may be interested in taking additional courses in sports sciences to earn this minor in exercise science.

A. Distribution of Credit Hours

Exercise Science Minor	**Credit Hours**	**Percent**
Requirements in minor	8	47%
Electives in minor	9	53%
Total	17	100%

B. Required Courses in the Minor

Prefix	**Number**	**Course Title** *(add or delete rows as needed)*	**Prerequisites for Course** *Include credits for prerequisites in subtotal below.*	**Credit Hours**	**New (yes, no)**
Take Either:					
PE	250/L	Human Anatomy and Physiology and Lab		4	No
BIOL	220/L	Human Anatomy and Physiology I and Lab		4	No
Take:					
PE	350/L	Exercise Physiology and Lab	PE 250/L or BIOL 220/L	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.

***Select 3 (9 credits) electives.**

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)**
PE	378	Therapeutic Exercises and Assessment for Special Populations		3	No
PE	400	Exercise Test & Prescription	PE 350	3	No
PE	450	Clinical Exercise Physiology	PE 350	3	No
PE	452	Motor Learning & Development		3	No

PE	454	Biomechanics	PE 250	3	No
PE	457	Psychology of Human Performance		3	No
PE	463	Neuromuscular Exercise Physiology	PE 350	3	No
PE	464	Advanced Biomechanics Lab Techniques	PE 454	3	No
PE	482	Theory of Strength & Conditioning	PE 350	3	No
			Subtotal	9	

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

South Dakota Board of Regent Student Learning Outcomes

Individual Student Outcome (Same as in the text of the proposal)	PE 250/L BIOL 220/L	PE 350/L	PE 378	PE 400	PE 450	PE 452	PE 454	PE 457	PE 463	PE 464	PE 482
PLO 1: Critical and Creative Thinking Students will understand concepts needed to design programs and interventions that enhance individuals' well-being or promote best practices in exercise science.				X	X	X	X		X	X	X
PLO 2: Foundations and Skills for Lifelong Learning Students will acquire proficiency in foundational content knowledge related to the career field of exercise science.	X	X	X	X	X	X	X	X	X	X	X
PLO 3: Teamwork & Problem Solving Students will develop proficiency in problem-solving within the realm of exercise management, demonstrating the ability to meticulously design, assess, and execute strategic solutions to address open-ended inquiries or attain specific objectives in the field.	X	X	X					X			

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

Lecture, Labs, and Experiential Learning

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.

Face to face (01)

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 an item.

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

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

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

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

None.

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

No additional resources needed; all courses are currently offered.

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.*

NSU built the Nora Staael Evert Human Performance Lab in the 1988, and in 2023, NSU launched a new $200,000 human performance and fitness lab through a grant from EPSCOR with a NSU match. The state-of-the-art equipment elevates student and faculty research. The Human Performance Lab engages students in the high-impact practice of undergraduate research and aligns with BOR Strategic Plan Goal 3, and Northern's minor in Exercise Science will broaden the number of students conducting research with and engaging with Northern's two sports sciences labs, giving students meaningful experiential learning opportunities.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – A (3)
DATE: April 2-3, 2025

****

SUBJECT

New Program Request – NSU – MS in Sports Sciences

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 an MS in Sports Sciences. The proposed program provides a flexible and dynamic educational experience by offering students the choice of two specializations: Biomechanics & Exercise Physiology and Strength & Conditioning. These tailored options align with emerging trends in the sports industry and with standards set forth by national accrediting bodies in Sports Sciences. This approach empowers students to customize their education, ensuring alignment with their unique interests and career aspirations. This program is an excellent option for students interested in health, fitness, strength and conditioning, sports performance, and biomechanics.

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 – MS in Sports Sciences

****

DRAFT MOTION 20250402_5-A(3):

I move to authorize NSU to offer a MS in Sports Sciences, as presented.

Full Proposal – MS Sports Sciences
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 complete a graduate degree at a regional comprehensive university close to their hometown while supporting their long-term career goals.

Program Description:

Catalog Description: The Master of Science in Sports Sciences provides a flexible and dynamic educational experience by offering students the choice of two specializations: Biomechanics & Exercise Physiology and Strength & Conditioning. These tailored options align with emerging trends in the sports industry and with standards set forth by national accrediting bodies in Sports Sciences. This approach empowers students to customize their education, ensuring alignment with their unique interests and career aspirations. This program is an excellent option for students interested in health, fitness, strength and conditioning, sports performance, and biomechanics. Courses offer a well-rounded curriculum that combines classroom learning with hands-on practical experiences.

Strength & Conditioning Specialization Course Catalog Description: The Strength & Conditioning specialization focus is on developing the skills and knowledge necessary for creating effective training programs that enhance athletic performance. This specialization prepares you for a successful career as a coach in multiple settings, including colleges, professional programs, private settings, and secondary schools. With hands-on learning experiences in Northern's biomechanics labs and Wolves Athletics and coursework grounded in current research, this program ensures a seamless transition to your career. Upon graduation, you'll be well-equipped to make meaningful contributions to the field of strength and conditioning.

Biomechanics & Exercise Physiology Course Catalog Description: The Biomechanics & Exercise Physiology specialization explores the intricate relationship between human movement and physiological responses. This specialized track delves into the fundamental principles of biomechanics and exercise physiology, providing students with an in-depth understanding of how the human body responds to sport and physical activity. Through a blend of theoretical coursework and hands-on laboratory experiences, students will gain practical skills in biomechanical analysis and exercise prescription. Topics covered include biomechanical assessments, neuromuscular control, cardiovascular and respiratory responses to exercise, and the application of these principles in designing tailored exercise interventions. This specialization prepares graduates for impactful roles in research, sports performance, rehabilitation, and exercise science, fostering a comprehensive understanding of the intricate mechanisms governing human movement and physiological adaptations.

Strategic Impact –

NSU Strategic Impact:

Mission Alignment

Northern's MS in Sports Sciences aligns seamlessly with Northern State University's mission by offering a specialized academic opportunity in exercise physiology, biomechanics, and strength

and conditioning. This program supports Northern's Strategic Enrollment Management (SEM) plan, which focuses on expanding graduate academic programs with robust enrollments and space for growth. In response to program growth trajectory, the University has redistributed an additional faculty line to Sports Sciences, and this new master's degree creates a growth opportunity for graduate enrollments.

Northern's MS in Sports Sciences prepares students for careers in health, wellness, and sports-related fields and enriches the local and regional community by contributing to the overall well-being of individuals within the community.

Strategic Plan Alignment

The MS in Sports Sciences strongly aligns with Northern State University's strategic plan, particularly

priorities 1, 3, and 5. [1] By offering an advanced academic program in Sports Sciences, NSU contributes to Priority 1 by expanding student access and success in a specialized field, fostering socioeconomic mobility, and serving the public good through education. Priority 3 is addressed through the program's potential to establish collaborative public/private partnerships, enhancing opportunities in the realms of health, recreation, and regional economic development. Furthermore, the Sports Sciences program inherently supports Priority 5 by providing a comprehensive educational experience focusing on experiential learning, aligning seamlessly with NSU's commitment to outstanding regional liberal arts and professional studies. This strategic alignment ensures that the proposed program contributes significantly to the university's overarching mission and goals.

Existing Program Array

The MS in Sports Sciences represents a financially prudent investment, maximizing the program offerings for a fully staffed Department of Sports Sciences. All 500-level courses in the program are cross-listed with 400-level courses, which expands program offerings with an efficient workload rotation for NSU faculty. The revamped program is poised to attain accreditation in Strength & Conditioning, elevating academic standards, improving recruitment messaging, and ensuring long-term quality for the program. This new program enhances the educational quality and accuracy of degrees awarded for more than half the students currently enrolled in Northern's MSEd in Sport Performance and Leadership program.

Northern's MSEd in Sport Performance and Leadership has consistently grown since its inception in 2012, and the program had an enrollment of 44 in fall 2024. Approximately half the students currently enrolled in the MSEd are pursuing careers in Biomechanics & Exercise Science and Strength & Conditioning. Offering a stand-alone MS in Sport Sciences with these two specializations enables Northern to award a degree that better aligns with the learning outcomes and career expectations of our students.

A new MS in Sports Sciences degree with two specializations offers a strategic marketing advantage and opportunities for accredited programs, enabling Northern to better recruit and serve our graduate students. Students in the MS in Sports Sciences will be better able to market themselves and their degree as preparing them for careers in Biomechanics & Exercise Science and Strength & Conditioning.

[1] https://northern.edu/sites/default/files/2023-11/strategic-plan-northern-state-university-2023.pdf

BOR Strategic Impact:

The MS in Sports Sciences aligns with the South Dakota Board of Regents Strategic Plan [2] goals in the following ways:

Goal #3 Academic Excellence, Student Outcomes, and Educational Attainment

The proposed program is driven by a commitment to align our programs with the rigorous demands of advanced studies in sports sciences, ensuring that our graduates are well-equipped for the complexities of their chosen field. The move responds to the evolving landscape of the sports industry, where specialized knowledge is increasingly crucial for meeting the dynamic needs of diverse career paths. By tailoring our programs to fit specific areas within the sports domain, we aim to better prepare our students for success in their chosen fields. The Sports Sciences MS is an improved and further advanced version of the current Sports Performance & Leadership MSEd program.

The program includes two specializations in Biomechanics & Exercise Physiology and Strength & Conditioning. The specializations directly align with student outcomes - 15% go into strength and conditioning and 14% pursue careers in health care (e.g., DPT, Chiropractic) in the last five years (2017-2022). One of the two specializations would go through accreditation. The strength and conditioning specialization will be accredited through the Council on Accreditation of Strength and Conditioning Education (CASCE).

Goal #4 Workforce Development & Economic Development

There is a growing demand for well-trained coaches, researchers, and leaders in various sports and organizations. Graduates with this degree will be well-positioned to pursue career opportunities in the sports industry. Industries related to sports performance are expected to grow 28% in South Dakota. Data projections nationwide expect fitness industry professionals to grow by 14% by 2032. Nationwide, careers in coaching are expected to grow by 9% and the need for officials will grow by 10%. Careers in sports are competitive, allowing specializations enables graduates to remain viable.

Northern's MS Sports Sciences reflects our commitment to providing students with programs that meet and exceed industry standards, ensuring their readiness and competitiveness in the ever-evolving sports sciences landscape. For example, the decision to offer a Strength & Conditioning specialization aligns with the accreditation standards set by the Commission of Accreditation in Strength & Conditioning Education (CASCE), ensuring that students seeking Certified Strength & Conditioning Specialist (CSCS) certification benefit from a curriculum that meets the rigorous criteria set by the accrediting body. Graduate programs are required to have CASCE accreditation in order for students to obtain the CSCS after 2030. Having a specialization titled ‘Strength and Conditioning' will make it clear to prospective students and employers that graduates are prepared for careers in the field.

Goal #5 – Financial Health and Competitiveness

The number of faculty in the Sports Sciences program has increased from 4 to 5 in response to growing enrollments in the existing master’s program and 3 existing undergraduate programs in the department. The new faculty line in Sports Sciences was reallocated from an underperforming

program. No new infrastructure would be needed. In preparation for the addition of the MS in Sports Sciences, the department added three new courses: Sport Analytics, Neuromuscular Exercise Physiology, and Advanced Biomechanics Lab Techniques, all of which are in the course rotations of the 5 faculty. The faculty lines are in place and can cover all courses with a one- or two-year rotation. The current MSEd in Sport Performance and Leadership is too broad, which hampers our recruiting efforts when students are seeking a graduate program in a specific career field (e.g., strength and conditioning, biomechanics).

The graduate faculty chair for the existing program meets with an average of 36 potential graduate students each academic year, and students who are not choosing to pursue graduate studies at Northern often site that they prefer a MS degree over an MSEd. In addition, alumni of Northern's current program, including those serving on the Sports Sciences Advisory Board, report that they would prefer their degree be an MS instead of an MSEd, as the field of Sports Sciences has grown in rigor and scientific research over the last 15 years.

[2] SDBOR Strategic Plan. https://sdbor.edu/wp-content/uploads/2023/09/StrategicPlan_22_27.pdf

Program Summary:

The classification of this program will be 31.0501 [Health and Physical Education, General]. This program is proposed to be offered beginning Fall 2025 on campus at NSU as well as online utilizing Hy-Flex teaching methods. NSU will pursue program accreditation through the Council on Accreditation in Strength and Conditioning Education (CASCE). Because NSU will host two external reviewers (one for each specialization) as a part of this accreditation process, the Board Office waived the external review required by the new program proposal process.

Duplication and Competition:

USD offers an MS in Kinesiology and Sport Management and SDSU offers an MS in Sport and Recreation Administration and an MS in Nutrition and Exercise Science.

The Integrated Postsecondary Education Data System (IPEDS) for 2022-2023 reporting shows that South Dakota produced a total of 60 graduate completers in related fields.

Regental Universities[1]:

University	Master's Degrees Conferred in Related Fields	Total Number of Master's Degrees Conferred at Each Institution
SDSU – Sport and Recreation Administration, MS	11	334
SDSU – Nutrition and Exercise Sciences, MS	18	
USD – Kinesiology and Sport Management, MS	21	530

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

Private SD Universities[2]:

University	Master's Degrees Conferred in Related Fields	Total Number of Master's Degrees Conferred At Each Institution
Augustana University, Sports Administration and Leadership, MA	10	190

Total Sum of SD Findings:

University	Total Master's Degrees in Related Fields Conferred in SD	Total Number of Master's Degrees Conferred (All SD Universities Listed Above)
Total	60	1054

The number of conferred master's degrees in fields related to Sports Sciences, as reported by IPEDs, was 60 for all of South Dakota.

Regarding duplication, NSU argues that its program will specialize in Strength & Conditioning and Biomechanics & Exercise Physiology. The programs at USD and SDSU do not focus on Strength and Conditioning. NSU's existing MSEd in Sports Sciences has experienced significant growth in the last 10 years. They also argue that this program will give student-athletes more options, especially those interested in working with Division II programs.

Competitor University Peers[3]:

University	Total Master's Degrees in Related Fields Conferred	Total Number of Master's Degrees Conferred at Each Institution
Fort Hays State University, Strength and Conditioning	28	794
Indiana University of Pennsylvania, Strength and Conditioning	65	536
Western Colorado University, Exercise Physiology and Kinesiology	11	177

Workforce Outlook/State Need:

South Dakota Department of Labor & Regulation statistics [1]: According to job opening data by occupation in South Dakota, over a six-month period (June-December) 2023 in

- Coaches and Scouts had 124 job openings, 69 new postings

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

[3] IPEDS, 2022-2023

- Exercise Trainers and Group Fitness Instructors had 50 job openings, 35 new postings
- Recreation Workers had 83 job openings, 60 new postings
- Strength & Conditioning had 5 job openings.

Nationwide, LinkedIn lists positions available for 1,668 personal trainers, 829 fitness trainers, 2,051 coaches, and over 9,000 jobs in sport management on one date in March 2024. [2]

According to the South Dakota Department of Labor & Regulation, in the following occupations, graduates can earn [3]

- Recreation and Fitness Studies Teachers, Postsecondary, mean $60,010, median $58,900
  - Eastern South Dakota, mean $64,130, median $64,520
- Coaches and Scouts, mean $45,790, median $38,930
  - Eastern South Dakota, mean $47,720, median $40,810
- Exercise Trainers and Group Fitness Instructors, mean $36,130, median $33,280
  - Eastern South Dakota, mean $33,720, median $30,150

According to the United States Bureau of Labor Statistics, in the following occupations, graduates working in the US can earn [4]:

- Recreation and Fitness Studies Teachers, Postsecondary, mean $82,020, median $72,650
- South Dakota is ranked 3rd for highest concentration of jobs
- Coaches and Scouts, mean $57,450, median $44,890
- Montana (1), Iowa (2), and North Dakota (4) are among the top five states for highest concentration of employment for coaches/scouts
- Exercise Physiologist, mean $55,820, median $51,350
- Exercise Trainers and Group Fitness Instructors, mean $50,170, median $45,380
- Montana has the highest concentration of jobs

According to the United States Bureau of Labor Statistics, regional need in the following occupations is [4]:

- Recreation and Fitness Studies Teachers, Postsecondary, South Dakota is ranked 3rd for highest concentration of jobs
- Coaches and Scouts, Montana (1), Iowa (2), and North Dakota (4) are among the top five states for highest concentration of employment for coaches/scouts
- Exercise Trainers and Group Fitness Instructors, Montana has the highest concentration

[1] https://www.southdakotaworks.org/vosnet/default.aspx
[2] https://www.linkedin.com/jobs/fitness-trainer-jobs/?currentJobId=3821899539
[3] https://dlr.sd.gov/lmic/documents/wages/sd_statewide_occupational_wages_2022.pdf
[4] https://www.bls.gov/bls/blswage.htm

Student Learning Outcomes:

1. Assessment and Evaluation of Physical Performance: Students will demonstrate the ability to assess and evaluate physical performance across multiple domains (e.g., strength, endurance, flexibility, movement patterns) using a variety of tools and technologies (e.g.,

fitness testing protocols, motion analysis, force platforms) to guide individualized programming and decision-making.

2. Program Design and Implementation: Students will apply evidence-based principles to design, implement, and modify strength and conditioning programs or exercise interventions tailored to meet the specific needs of diverse populations, including athletes, clinical populations, and general fitness clients.

3. Communication and Instruction: Students will develop the ability to communicate effectively and professionally with a wide range of audiences, including clients, athletes, healthcare providers, and colleagues. This includes providing clear verbal and written instructions, feedback, and performance assessments to facilitate optimal program adherence and understanding.

4. Ethical and Professional Behavior: Students will demonstrate professional behavior and ethical conduct in all interactions, adhering to the highest standards of practice, confidentiality, and cultural sensitivity as outlined by professional organizations.

5. Critical Thinking and Evidence-Based Practice: Students will critically analyze and synthesize current research in sports sciences, integrating evidence-based practices into program design, performance evaluation, and injury prevention strategies to improve client outcomes and ensure safety.

6. Health, Wellness, and Injury Prevention: Students will demonstrate an understanding of how to design and implement exercise programs that not only enhance athletic performance but also focus on improving overall health, promoting wellness, and preventing injury while considering recovery, nutrition, and lifestyle factors.

7. Lifelong Learning and Professional Development: Students will recognize the importance of lifelong learning by engaging in continuous professional development, pursuing advanced certifications, attending workshops, and staying current with the latest research and trends in sports science and exercise science.

8. Collaboration and Leadership in Multidisciplinary Settings: Students will exhibit leadership and collaborative skills within multidisciplinary teams, working effectively with other health professionals (e.g., physicians, nutritionists, athletic trainers) to enhance client outcomes and foster a supportive training and recovery environment.

Projected Enrollment:

ESTIMATES	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
	FY 26	FY 27	FY 28	FY 29	FY 30	FY 31
Students new to the university	15	15	16	16	17	17
Students from other university programs	12					
Students off-campus or distance						
continuing students		14	14	15	16	17
Total students in the program (fall)	**27**	**29**	**30**	**31**	**33**	**34**
Program credit hours (major Courses)**	441	477	492	510	543	561
Graduates	12	13	13	14	15	15

**Do not include current fiscal year.*

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

The Sports Sciences department received requests from undergraduate and graduate students to offer MS degrees in Sports Sciences and to offer focused specializations to advance career and doctoral-level pursuits. Through the post-graduate outcomes research, they found that 35% of graduates are coaching at the collegiate level, and approximately 15% go into strength and conditioning coaching roles, sport management, or healthcare. With the specialization accreditations, the department will meet the needs of its students and aid in their success post-graduation. Accreditation by CASCE for the Strength & Conditioning specialization is a certification mandate by 2030. Being one of the very few graduate programs accredited by CASCE will increase demand and enrollment numbers.

Projected Revenue/Expenses:

FINANCIAL HEALTH SUMMARY	1st FY24	2nd FY25	3rd FY26	4th FY27	5th FY28	6th FY29
TUITION & FEE REVENUES	139,412	150,792	155,534	161,224	171,657	177,347
PROGRAM EXPENSES	101,648	100,896	101,537	102,210	102,917	103,659
NET (T&F REVENUES LESS PROGRAM EXPENSES)	**37,764**	**49,896**	**53,997**	**59,014**	**68,739**	**73,687**
OTHER SUPPORTING REVENUES	-	-	-	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	**37,764**	**49,896**	**53,997**	**59,014**	**68,739**	**73,687**

NSU has invested in the growing Sports Sciences programs by reallocating one additional faculty line to Sports Sciences. The department has five dedicated faculty supporting all academic programs. Sports Sciences faculty are dedicated to pursuing accreditation. The Chair is leading and overseeing program accreditation as part of their chair workload, and all of the faculty are contributing to accreditation work as part of their service to the university under normal workload. The discipline fee funds will be used to support program accreditation as well as human performance and biomechanics labs and research.

The five faculty in Sports Sciences will teach nearly all of the courses in the three undergraduate programs and the two graduate programs in Sports Sciences. Sports Sciences has one graduate teaching assistant (GTA), employs coaches and staff in Northern Athletics to teach specific courses (e.g. coaching, strength and conditioning, athletic training), and employs staff from the South Dakota School for the Blind and Visually Impaired (SDSBVI) to teach specialized courses (adapted physical education). Fully staffed with five faculty, the Sports Sciences uses very few adjuncts to teach technical courses like CPR.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – A (4)
DATE: April 2-3, 2025

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SUBJECT

New Program Request – NSU – BSEd in Science Education

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 BSEd in Science Education. The proposed program will provide a path to teaching certification in multiple science disciplines through one comprehensive major. NSU's Science Education degree prepares individuals through content knowledge and practical experiences to teach a wide range of science courses. Upon completion of this program individuals learn a combination of biological, physical, geographical, chemical, and earth sciences and are able to share the excitement of general science at the middle and high school level.

The intent to plan has been approved by the Executive Director and was presented to the Board as an informational item at the June 2023 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 – BSEd in Science Education

****

DRAFT MOTION 20250402_5-A(4):

I move to authorize NSU to offer a BSEd in Science Education, as presented.

Full Proposal – BSEd Science Education
Northern State University

BOR Recommendation: The Board of Regents Academic Affairs and the Executive Director support the program request. This program has the potential to increase the number of secondary science teachers who will be well-prepared to teach a wide range of subjects, which is particularly valuable for rural school districts.

Program Description:

Catalog Description: Northern State University's BSEd Science program provides a path to teaching certification in multiple science disciplines through one comprehensive major. NSU's Science Education degree prepares individuals through content knowledge and practical experiences to teach a wide range of science courses. Upon completion of this program, individuals learn a combination of biological, physical, geographical, chemical, and earth sciences and are able to share the excitement of general science at the middle and high school levels.

Strategic Impact –

NSU Strategic Impact:

Northern State University (NSU) is statutorily authorized to offer university academic programs in accordance with SDCL § 13-59-1 "in the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs." Board Policy 1:10:6 establishes the mission of NSU as a comprehensive regional university to: "serve the educational and programming needs of [its] geographic region and offer several undergraduate and limited master's-level programs. Faculty emphasis is on teaching, scholarly research and creative activity, and service. Universities operating within this sector are nationally recognized to promote access to affordable education in a regional location. Northern State University (NSU) focuses on personalized teaching and student services and expands access through its special emphasis on E-Learning. NSU has unique characteristics and is critical in advancing student access, affordability, degree completion, and quality education in South Dakota."

NSU's mission 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." Developing the next level of educator-scholars, versed in all areas of science and equipped with practical experiences, meets the mission of the University through educational opportunities and community outreach. The BSEd in Science meets and supports the NSU mission, primarily by providing preparation for teachers and serving the educational needs of the region as well as the workforce needs of the region and nation.

To help Northern students pursuing careers in secondary education, Northern State University now generally facilitates our students earning two degrees a - BS in their content area (Biology or Chemistry) and a BSED Secondary Education. This same approach to earn two degrees - one in secondary education and one in a content area - is not possible with the BSED Science because there is not a stand-alone degree called BS Science and nor would there be any demand for that stand-alone degree. Also, the number of 100 and 200-level classes needed across the sciences would make it impossible to create a robust stand-alone degree called BS Science. The BSED

Science is similar to the BSED Social Sciences, and both of those programs need to be stand-alone degrees to enable students to learn the content and pedagogy they need to teach effectively.

BOR Strategic Impact:

Through the BSEd Science, Northern will offer a comprehensive science education program that integrates a combination of biology, chemistry, geography, physics, and earth science in one degree. Through this degree, Northern will professionally prepare students for careers teaching across disciplines in the sciences, enabling them to better serve students in small regional and rural schools.

The proposed program contributes directly to BOR Strategic Plan Goal 3 (Academic Excellence, Student Success, and Educational Attainment), Academic Excellence Action Step 2, which calls for prioritizing new program proposals with high-impact practices and workforce alignment. [1] Students in Northern's BSEd Science program will integrate lab experiences, undergraduate research, practical experiences, and/or other similar high-impact practices into their understanding of the scientific method.

Students graduating from NSU's BSED Secondary Education and BS Biology / BS Chemistry already gain practical experiences through undergraduate research, serving as a STEM outreach educator, or both. These experiences build confidence and skills with science content and delivery. STEM outreach at NSU is overseen by a School of Education graduate student and science faculty member and allows pre-service teachers to design and deliver science programs to elementary classrooms in northeastern South Dakota. Topical science programs range from chemical to life science to physical, all focusing on important science standards addressed in the elementary classroom. Each developed training will include science and math in the curriculum, built around a particular topic with project development and statistical training included. As part of these efforts, we will also formulate a successful internship program for students pursuing careers as STEM educators to help increase the number of teachers in these fields and provide well-trained, knowledgeable teachers in the workplace while influencing young minds at the elementary and middle school levels. To date, the program has been very successful and continues to grow, and with the help of the new Harvey Jewett IV Regional Science Education Center (RSEC), NSU continues to expand its efforts to bring science education to more communities and students in the region.

It also will contribute to Goal 4 (Workforce and Economic Development), Workforce Alignment Action Step 1 which calls for the alignment of new or enhanced undergraduate programs to the South Dakota and national workforce and will contribute to Workforce Alignment Action Step 3, which places special emphasis on STEM, Teacher Education, Nursing and Healthcare, and Business undergraduate completion.

Research shows that achievement and interest in science and math fields falter after 4th grade and significantly drop at 8th grade. [2] After this point, the decreased interest in learning science and math affects the aptitude of young minds. However, STEM fields are growing rapidly, particularly in the healthcare and computer science arenas. Data show that careers in STEM fields will continue to rise over the next decade. [3] To accommodate this need, it is increasingly important to train teachers and expose students early and often to STEM fields. To meet the secondary education STEM shortage, it is imperative to consider different educational models for training secondary teachers, as they relate to science and math, as well as to provide additional opportunities to learn science and math from individuals trained in such fields. Key elements to

successfully expose students to STEM fields are: 1) teachers who are knowledgeable in science and math content, 2) effective delivery methods, and 3) adequate time to cover topics. Providing a comprehensive degree that provides secondary teachers with a base knowledge across multiple science fields prepares teachers with the knowledge and pedagogical skills to adequately deliver a variety of science topics and it exposes teacher candidates to multiple projects, labs, and assignments across science fields, better preparing them to create effective science lessons.

[1] SDBOR Strategic Plan. https://sdbor.edu/wp-content/uploads/2023/09/StrategicPlan_22_27.pdf
[2] National Science and Technology Council. https://obamawhitehouse.archives.gov/sites/default/files/microsites/ostp/stem_stratplan_2013.pdf
[3] The South Dakota Department of Labor and Regulation. Occupational Employment Projections - Long Term. https://dlr.sd.gov/lmic/lb/2022/lbart_sept22_occupational_projections_2020_2030.aspx

Program Summary:

The classification of this program will be 13.1316 [Science Teacher Education, General Science Teacher Education]. This program is proposed to be offered beginning Fall 2025 on campus at NSU as well as online utilizing Hy-Flex teaching methods. This program will be included in NSU CAEP and SD Department of Education accreditations for teacher preparation programs.

Duplication and Competition:

Black Hills State University is the only institution among the six regental schools that provides a similar program. In 2021-2022, BHSU had 4 graduates of the BSEd Science Education, and in 2022-2023, BHSU had 1 graduate of the BSEd in Science Education. Northern State University seeks to provide such a program due to the nature of the middle and high schools our region serves. Many schools are rural in northeastern and central South Dakota, and these schools require teachers versed in a variety of science disciplines. Currently, NSU focuses on either biology or chemistry, which does not adequately prepare teachers to teach sciences in all areas. NSU requests this degree to address the needs of the region.

The Integrated Postsecondary Education Data System (IPEDS) for 2022-2023 reporting shows that South Dakota produced a total of **5 undergraduate** completers in related fields.

Regental Universities[1]:

University	Bachelor's Degrees Conferred in Related Fields	Total Number of Bachelor's Degrees Conferred at Each Institution
BHSU – Math and Science Education, BSEd	0	370
BHSU – Science Education, BSEd	1	

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

NSU - Biology	2	285
NSU – Chemistry Education, BSEd	0	
SDSU – Biology Education, BSEd	0	1824
SDSU – Chemistry Education, BSEd	1	
SDSU – Physics Education, BSEd	0	
USD – Biology Education, BSEd	0	1166
USD – Chemistry Education, BSEd	0	

Private SD Universities[2]:

University	**Bachelor's Degrees Conferred in Related Fields**	**Total Number of Bachelor's Degrees Conferred At Each Institution**
Dakota Wesleyan, Biology Education, BSEd, and Science Teacher Education, BSEd	0	149
Mount Marty University, Biology Education, BSEd, and Chemistry Education, BSEd	1	136

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	5	3930

Competitor University Peers[3]:

University	**Total Bachelor's Degrees in Related Fields Conferred**	**Total Number of Bachelor's Degrees Conferred at Each Institution**
University of Maine, Farmingham; Secondary Education Science, BSEd	1	280

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

[3] IPEDS, 2022-2023

Midwestern State University Texas; Secondary Education Science, BSEd	0	235
University of Wisconsin – Superior; Broad Field Science, BSEd	0	405

Workforce Outlook/State Need:

Middle and high school science teachers are needed in South Dakota, as apparent from job searches on SchoolSpring (https://www.schoolspring.com/), Indeed (https://www.indeed.com/), and K12Jobspot (https://k12jobspot.com/). Specifically searching for science middle and high school teachers on these sites, there were 13 unique positions in rural locations in South Dakota. Not all positions are posted on these sites, as districts advertise their positions and may not utilize more universal search engines.

All postings are listed as "high school science" or "middle school science" with a generalization of understanding and teaching science in mind/need. Some positions include math as a part of the requirements. A current search posted by E-learning at Northern State University states that "successful candidates should be confident in their subject mastery, well-versed in content standards, and dedicated to sharing their instructional skills with students across the state." This also suggests the need to be broadly trained in science to effectively teach in rural communities.

With a general search for "science teacher" through K12Jobpsot, over 2,000 positions were identified within the United States. Most of these positions are at private and public schools, or private entities, which require science educators versed in all areas of science.

The most recent US Bureau of Labor and Statistics' Occupational Outlook Handbook indicates that the 2021 median pay for middle school teachers is $61,320 and the median pay for high school teachers is $61,820.

Based on the South Dakota Department of Education "data dashboard," [4] the median baseline salary of new teachers in South Dakota in Aberdeen, SD is $42,500. According to the South Dakota Department of Labor, the median wage estimate for South Dakota middle school teachers is $48,037, and for high school teachers is $48,096 (both with a range of $37,793 to $60,902) [5]. Data are not specific to science.

[4] https://doe.sd.gov/data/Teacher-Salary.aspx

[5] https://dlr.sd.gov/lmic/menu_occupational_wages.aspx

Student Learning Outcomes:

Students will:

1. Design, interpret, and discuss scientific data: Develop the capability to create, comprehend, and critically discuss scientific data, applying principles of scientific inquiry.

2. Communicate scientific findings effectively: Demonstrate effective communication of scientific findings through both oral and written presentations, utilizing discipline-specific methodologies and tools.
3. Evaluate sources and analyze data: Identify, evaluate, and synthesize relevant scientific sources to accurately analyze and interpret data.
4. Demonstrate collaborative research skills: Exhibit teamwork and collaboration skills in research and project-based activities, contributing effectively to group efforts and shared objectives.
5. Design and conduct scientific research: Show proficiency in designing and conducting original scientific research, adhering to established methodologies.
6. Establish proficiency in core scientific disciplines: Acquire comprehensive knowledge and practical skills across foundational scientific areas, including biology, chemistry, physics, and earth sciences.

Projected Enrollment:

ESTIMATES	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
Students new to the university	6	6	7	7	8	9
Students from other university programs	1	2	3	3	3	3
Students off-campus or distance	1	2	3	3	3	3
continuing students		7	10	10	11	12
Total students in the program (fall)	**8**	**17**	**23**	**23**	**25**	**27**
Program credit hours (major Courses)**	704	1496	2059	2059	2218	2376
Graduates			2	6	8	10

**Do not include current fiscal year.*

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

The current enrollment in the BSEd Biology and BSEd Chemistry programs, combined, is nine students. Northern State University led the South Dakota Board of Regents initiative to start an apprenticeship program for Secondary Education students. Drawing from current enrollments in the Secondary Education apprenticeship program and using these numbers along with the interest by prospective students, i.e., the number of student inquiries for Secondary Science programs, NSU started with 8 students with projected growth thereafter. NSU was conservative in its estimates. Each year they anticipate 80% of the students to persist within the program, thus the estimation of continuing students is 80% of the total students new to the program. They anticipate growth because they are beginning to offer

courses in the science content area of the BSEd Secondary Science as HyFlex to allow flexibility in student learning, capture a wider audience, support the apprenticeship program, and grow the BSEd Secondary Science degree.

Projected Revenue/Expenses:

FINANCIAL HEALTH SUMMARY	1st FY24	2nd FY25	3rd FY26	4th FY27	5th FY28	6th FY29
TUITION & FEE REVENUES	42,338	86,820	116,941	116,941	127,293	137,644
PROGRAM EXPENSES	53,012	54,364	55,716	57,068	58,420	59,772
NET (T&F REVENUES LESS PROGRAM EXPENSES)	**(10,674)**	**32,456**	**61,225**	**59,873**	**68,872**	**77,872**
OTHER SUPPORTING REVENUES	-	-	-	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	**(10,674)**	**32,456**	**61,225**	**59,873**	**68,872**	**77,872**

NSU is not making any new one-time or continuing investments in personnel, instructional technology, or facilities to support the BSEd Science Education. All of the courses in the BSEd Science Education are already taught at Northern by existing faculty in sciences and education. NSU is creating this major to directly address the needs of school districts in the region and to give Northern students the opportunity to earn a degree that best meets and prepares them for their career goals. Students who want to be science teachers in small to mid-sized districts are expected to teach across all science disciplines, and the BSEd Science Education better prepares them to teach their students than a stand-alone biology education or chemistry education degree.

Existing faculty in science and education can teach the students in this program, as they already offer all of the courses. Since most of the science courses are introductory, faculty can increase the lecture section without impacting workload. Faculty workload in the education program is well managed to maximize efficiencies and enrollments. The Education Dean and Chair are confident they can manage the students in this program with the addition of one course each semester.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – A (5)
DATE: April 2-3, 2025

****

SUBJECT

New Program Request – SDSMT – Minor in Creativity and Collaboration in STEM

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 Creativity and Collaboration in STEM. The proposed minor will provide students in STEM majors the opportunity to grow their skillset beyond the technical aspects of their disciplines. This interdisciplinary minor will include courses in five categories: 1) Art and Music, 2) Culture and Literature, 3) Collaboration, 4) Communication, and 5) Understanding People.

IMPACT AND RECOMMENDATION

SDSMT plans to offer the minor in Creativity and Collaboration in STEM on campus and online. SDSMT does not request new state resources. No new courses will be required. SDSMT estimates 14 students enrolled and 6 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: SDSMT – Minor in Creativity and Collaboration in STEM

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DRAFT MOTION 20250402_5-A(5):

I move to authorize SDSMT to offer a minor in Creativity and Collaboration in STEM, 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:	**Creativity and Collaboration in STEM**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**BS**
EXISTING RELATED MAJORS OR MINORS:	**None**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2025**
PROPOSED CIP CODE:	**30.9999**
UNIVERSITY DEPARTMENT:	**Humanities, Arts, and Social Sciences**
BANNER DEPARTMENT CODE:	**MHSS**
UNIVERSITY DIVISION:	**4L**
BANNER DIVISION CODE:	**4L**

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

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

University Approval

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

President of the University

Click here to enter a 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*)? ☐ *Yes* ☒ *No*

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

South Dakota School of Mines and Technology (SDSMT) requests authorization to offer a baccalaureate minor in Creativity and Collaboration in STEM. This minor will prepare students for professional success in their careers by broadening and enhancing their skillsets in creative thinking, collaboration, and communication within the context of their STEM education, which is the focus of our university. For students in engineering majors with limited electives, this minor will provide an opportunity to round out their technical skills with in-demand professional competencies.

The Creativity and Collaboration in STEM Minor will support Goal 4: Workforce and Economic Development of the South Dakota Board of Regents' Strategic Plan 2022-2027 by equipping students with competencies that employers are looking for in today's college graduates. The proposed minor would also advance our university mission to "educate scientists and engineers to address global challenges, innovate to reach our creative potential, and engage in partnerships to transform society" and will contribute to the SDSMT Strategic Plan 2023-2028 in Pillar 1: Academic and Co-Curricular Excellence, especially Objective 1.1: "Offer distinctive academic programs that are responsive to industry needs and prepare graduates to solve global challenges and serve as leaders in an increasingly competitive interconnected world." Skills in communication, teamwork, and critical thinking are rated as the most important career readiness competencies for recent graduates by employers and they tend to rate the proficiency of graduates as lower in these areas than graduates rate themselves as reported in the National Association of Colleges and Employers' Job Outlook 2024 Report.[1] This minor will support students' growth in problem-solving, ability to work in a team, and communication skills, which were the top three most highly sought attributes on recent graduates' resumes in 2024 according to the National Association of Colleges and Employers.[2] Furthermore, as reported by Forbes earlier this year, "Approximately 73% of organizations surveyed in the World Economic Forum's Future of Jobs Survey reported that creative thinking skills was a top priority for them when considering talent as we move into the future, agreeing that this skill set is increasing in relevance and importance."[3]

[1] https://www.naceweb.org/career-readiness/competencies/recruiters-and-students-have-differing-perceptions-of-new-grads-proficiency-in-competencies
[2] https://www.naceweb.org/talent-acquisition/candidate-selection/the-key-attributes-employers-are-looking-for-on-graduates-resumes
[3] https://www.forbes.com/sites/rachelwells/2024/01/28/70-of-employers-say-creative-thinking-is-most-in-demand-skill-in-2024/

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

The purpose of the Creativity and Collaboration in STEM Minor is to give students in STEM majors the opportunity to grow their skillset beyond the technical aspects of their disciplines. This interdisciplinary minor will include courses in five categories: 1) Art and Music (ART, ARTH, MUS), 2) Culture and Literature (ENGL, HUM, PHIL), 3) Collaboration (PSYC), 4) Communication (ENGL), and 5) Understanding People (PSYC, SOC).

Many universities have begun to implement minors aimed at enhancing creativity and collaboration, especially among STEM students. Colorado School of Mines offers a Minor in Culture, Creativity, and Communication which has a large range of course options across disciplines to provide flexibility for students.[4] Embry-Riddle Aeronautical University now offers the Humanistic STEM minor to encourage students to develop creative-problem solving skills, communication, and engage multiple perspectives.[5] Other relevant examples of universities offering minors to support students' growth in creativity and/or collaboration skills include Stony Brook University's STEM in Literature and Culture Minor, Indiana University of Pennsylvania's Minor in Professional Teamwork and Leadership, and Colorado State University-Pueblo's Creative Wellness minor. [6,7,8]

4. How will the proposed minor benefit students?

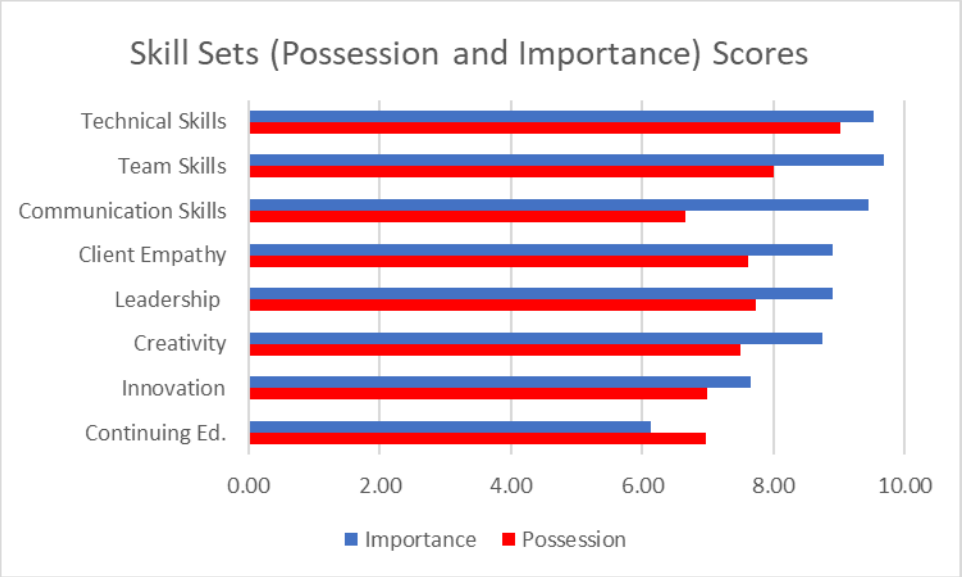
The proposed Creativity and Collaboration in STEM Minor will benefit students by offering them a tangible way to develop and showcase a broader set of competencies that complement their technical skillset and are valued and sought after by employers. Having this minor on a student's resume will set them apart by signaling that they will bring more to their work than technical proficiency and have the potential to adapt and grow throughout their career. As mentioned previously, competencies in creativity, collaboration, and communication are rated as the most important by employers and are the attributes they seek out when hiring recent graduates.[1] According to the American Management Association, "Today's workforce needs to be able to navigate a continuous stream of information, trends, and practices in a fast-paced, competitive global economy. Today's workforce needs creativity, collaboration skills, communication skills, and the ability to think critically. *These* are the sought-after skills today's business demands—*these* are the skills that **define success**." [9] Furthermore, in a recent Harris Poll survey, more than 75% of employers reported prioritizing creative thinking when deciding on who to hire, more than half of recent college graduates wish they had developed their creative skills more in college, and 85% of hiring managers think the changes brought about by artificial intelligence in the workplace will only increase the need

[4] https://catalog.mines.edu/undergraduate/programs/HASS/#minorstext
[5] https://catalog.erau.edu/worldwide/arts-sciences/minors/humanistic-stem/
[6] https://www.stonybrook.edu/sb/bulletin/current/academicprograms/slc/
[7] https://www.iup.edu/team-leadership/professional-teamwork-and-leadership-minor/
[8] https://catalog.csupueblo.edu/college-of-humanities-arts-and-social-sciences/psychology/creative-wellness-minor/
[9] https://www.amanet.org/resources/success-skills/

for creative thinking among employees.[10] This minor offers a way for our STEM students, especially those in engineering programs for whom there are generally few opportunities to take electives in non-technical subjects, especially at the upper-level, to continue to develop these "success skills" throughout their academic career at Mines.

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 proposed minor is not specific to any particular occupation or career field, but the skills it would enhance are in demand across industries and labor markets. In a survey of employers at our university's career fair in 2023 (administered as part of an NSF IUSE funded program), there was little difference in how important technical skills were rated by employers for our graduates to have compared to how they rated our graduates' technical proficiency. However, three of the largest gaps between importance and skill proficiency were found for communication skills, team skills, and creativity (see figure below).



   Furthermore, in data from the National Association of College Employers' 2023 Student Survey and Job Outlook 2024 Survey, there are clear gaps in how employers view the proficiency of recent graduates in these skills and how new graduates view their own competencies. For example, whereas 79.4% of recent graduates rated themselves as very or extremely proficient in communication, only 55.2% of employers rated recent graduates as such. Similarly, 86.9% of new graduates rated themselves as very or extremely proficient in teamwork, but employers rated only 78.1% of recent graduates as such.[1]

   Finally, in a May 2023 survey of 1,010 employers conducted by the American Association of Colleges and Universities, it was found that at least 75% of employers looked for evidence of skills in communication, critical and creative thinking, problem-solving, and teamwork when

[10] https://www.businesswire.com/news/home/20240904329233/en/Canva-Report-Reveals-Creativity-Is-Crucial-for-Career-Success-but-Graduates-Are-Falling-Short

making hiring decisions.[11] The same report found that the importance of creative and innovative thinking in identifying strong job candidates has increased substantially among employers from 2018 to 2023 (from 64% rating it as very important to 76%); similar trends are also seen for ability to solve complex problems and ability to work with people from different backgrounds.

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

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY XX	FY XX	FY XX	FY XX
Students enrolled in the minor (fall)	**3**	**6**	**10**	**14**
Completions by graduates	**0**	**0**	**3**	**6**

*Do not include current fiscal year.

We used the following methodology to estimate enrollments and completions. We held a focus group to collect feedback on this minor from students with a range of majors. Of the ten students who participated, most expressed interest in the minor and two asked for further details on it. We also conducted a survey, which was sent to a random sample of 300 undergraduates at SDSMT. Seventeen students completed the survey, of whom 23.5% (4) stated they would be somewhat or very likely to consider pursuing this minor if it were offered. Furthermore, 64% (11) reported a somewhat or very positive impression of this minor based on the information provided. In looking at enrollment for upper-level Music (317) and Art (492) courses as a leading indicator, we usually have about 30 students per year in these classes so if only about 15% of them pursued the minor, it would be about 5 students per year. Based on these figures, and a conservative approach, we estimate the minor starting with 3 students and growing steadily from there based on increased awareness and perceived benefit.

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

The proposed Creativity and Collaboration in STEM Minor is designed to offer our STEM students the opportunity to bolster skills in creativity, collaboration, and communication that will benefit them professionally and personally. The minor will be composed entirely of courses that we currently offer regularly and is designed with flexibility in mind in order to maximize the ability of students to find a path through the minor that works for their interests and goals. The curriculum is responsive to workforce needs, as discussed above,[1,3,10,11] and is comparable to a growing number of interdisciplinary minors offered at other universities that aim to enhance creativity and/or collaboration. For example, the Minor in Culture, Creativity, and Communication at Colorado School of Mines features a similar degree of flexibility and interdisciplinarity, though our proposed minor has more focus on collaboration and more options in art and music.[12] Additional examples include Embry-Riddle Aeronautical University's Humanistic STEM Minor[13] and Indiana University of Pennsylvania's Professional Teamwork

[11] https://dgmg81phhvh63.cloudfront.net/content/user-photos/Research/PDFs/AACU-2023-Employer-Report.pdf
[12] https://catalog.mines.edu/undergraduate/programs/HASS/#minorstext
[13] https://catalog.erau.edu/worldwide/arts-sciences/minors/humanistic-stem/

and Leadership Minor.[14] As well, there is increasing recognition of the value of the arts for fostering students' creative thinking and collaboration skills, well-roundedness, and wellbeing at STEM-focused universities.[15]

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

A. Distribution of Credit Hours

Creativity and Collaboration in STEM	Credit Hours	Percent
Required Category 1 (Art and Music)	6	33.33%
Required Category 2 (Culture and Literature)	3	16.67%
Required Category 3 (Collaboration)	3	16.67%
Required Category 4 (Communication)	3	16.67%
Required Category 5 (Understanding People)	3	16.67%
Total	18*	100%

*Note: 9 of the 18 total credit hours must be at the 300/400 level.

B. Required Courses in the Minor

N/A

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

Students will choose 6 hours from Category 1, and then 3 hours from each of Categories 2-5, as indicated below. Students must complete 9 hours out of the 18 hours required for the minor at the 300/400 level.

Category 1: Select 6 credits from the following list. Credits: 6

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
ART	111	Drawing I	None	3	No
ART	121	Design I 2D	None	3	No
ART	261	Photography I	None	3	No
ART	492	Topics	None	3	
ARTH	100	Art Appreciation	None	3	

[14] https://www.iup.edu/team-leadership/professional-teamwork-and-leadership-minor/
[15] https://www.insidehighered.com/news/students/academics/2023/04/25/where-stem-and-arts-live-harmony

ARTH	211	History of World Art I	None	3	
ARTH	321	Modern and Contemporary Art	None	3	
MUS	117	Music in Performance I	None	1	
MUS	317	Music in Performance II	None	1	

Category 2: Select 3 credits from the following list. Credits: 3

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
ENGL	300	Environmental Literature and Culture	None	3	No
ENGL	392	Topics	None	3	No
HUM	200	Connections: Humanities and Technology	None	3	No
HUM	375	Computers and Society	None	3	No
PHIL	233	Philosophy and Literature	None	3	No

Category 3: Select 3 credits from the following list. Credits: 3

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
PSYC	310	Leadership in Context	None	3	No
PSYC	319	Teams and Team Building	None	3	No

Category 4: Select 3 credits from the following list. Credits: 3

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
ENGL	279	Communication in the STEM Workplace	ENGL 101*	3	No
ENGL	289	STEM Communication for Technical and Public Audiences	ENGL 101*	3	No

Category 5: Select 3 credits from the following list. Credits: 3

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
PSYC	101	General Psychology	None	3	No
PSYC	102	Psychology of Personal Growth	None	3	No
PSYC	351	Psychology of Mind and Body	None	3	No
PSYC	392	Topics	None	3	No
SOC	100	Introduction to Sociology	None	3	No
SOC	492	Topics	None	3	No

***Pre-requisites Note:** ENGL 101 is a pre-requisite for some of the courses in the minor; all undergraduate degrees at South Dakota Mines require ENGL 101 (or an equivalent course), so students will complete the necessary pre-requisites as part of their degree.*

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? *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.*

	Program Courses that Address the Outcomes				
Individual Student Outcome (Same as in the text of the proposal)	ART 111 121 261 492 ARTH 100 211 321 MUS 117 317	ENGL 300 392 HUM 200 375 PHIL 233	PSYC 310 319	ENGL 279 289	PSYC 101 102 351 392 SOC 100 492
Demonstrate creative thinking and expression through interpretation and/or production of artistic works.	X	X			
Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.			X	X	
Communicate effectively with a range of audiences through various means.		X		X	
Demonstrate self and social awareness.			X		X

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

The courses in this minor will employ various instructional approaches/technologies to support students in achieving the stated learning outcomes. Most of the courses will be offered face-to-face and include multiple instructional strategies such as lectures, active learning, project-based learning, and discussion.

11. Delivery Location

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

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

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

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

	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in AAC Guideline 2.4.3.B.*	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	Online Asynchronous; HyFlex	**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 (online/other distance delivery methods)	No		Choose an item. Choose an item.

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

None

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

There is no need for any additional resources, financial or otherwise, to enable us to implement the proposed minor. The Department of Humanities, Arts, and Social Sciences currently regularly offers the courses in the proposed minor with existing faculty and campus resources.

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.*

None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – A (6)
DATE: April 2-3, 2025

****

SUBJECT

New Program Request – SDSU – Minor in Bison 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 a minor in Bison Studies. The proposed minor prepare students to enter the field of bison production and management by exploring habitat management techniques, animal husbandry, basic veterinary care, and the importance of bison to North American culture. The purpose of this minor is to develop students in the field of bison studies so that they may work with private industry, natural resource management, or tribal nations.

IMPACT AND RECOMMENDATION

SDSU plans to offer the minor in Bison Studies on campus. SDSU does not request new state resources. Two new courses will be required. SDSU estimates 35 students enrolled and 25 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: SDSU – Minor in Bison Studies

****

DRAFT MOTION 20250402_5-A(6):

I move to authorize SDSU to offer a minor in Bison Studies, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	**SDSU**
TITLE OF PROPOSED MINOR:	**Bison Studies**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**Any**
EXISTING RELATED MAJORS OR MINORS:	**Animal Science (B.S.) - Food Animal Health Specialization; Animal Science (B.S.) - Industry Relations Specialization; Animal Science (B.S.) - Production Management Specialization; Animal Science (B.S.) - Science Specialization; Ecology and Environmental Science (B.S.) - Rangeland Ecology & Management Specialization**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2025**
PROPOSED CIP CODE:	**01.0999**
UNIVERSITY DEPARTMENT:	**Animal Science**
BANNER DEPARTMENT CODE:	**SANS**
UNIVERSITY DIVISION:	**College of Agriculture, Food and Environmental Sciences**
BANNER DIVISION CODE:	**3F**

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

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

University Approval

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

Barry H Dunn

President of the University

2-4-2025
Date

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

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

   The bison studies program will support South Dakota State University's mission, as outlined in SDBOR Policy 1.2.5, by offering academic programs in the liberal arts and sciences as well as professional education in agriculture, education, engineering, home economics, business economics, nursing, and pharmacy. Bison are a species that falls underneath the facets of both animal science and natural resources, which are both housed in the College of Agriculture, Food and Environmental Sciences at SDSU. Bison studies is a growing field in academia, and South Dakota State University is uniquely positioned to utilize its existing resources to offer this program. The education, training, internship opportunities, and research derived from the program fall within the land grant university's mission by providing education in a growing field in these sectors. This minor provides students with opportunities to use this knowledge to serve this industry in future service and research. By housing the Center of Excellence for Bison Studies, two dedicated bison faculty, and as the official research partner with the largest bison producer in the world (Turner Enterprises), SDSU has strategically placed itself at the forefront of bison research and teaching capabilities. This minor will capitalize on these relationships by offering a unique field of study that will inevitably draw more students. The proposed minor aligns with Goal 4, Workforce and Economic Development, of the SDBOR strategic plan by providing an enhanced undergraduate opportunity that aligns with a need for a greater workforce in the growing bison industry in South Dakota and the nation. Similarly, the proposed minor aligns with the SDSU Strategic Plan goal to Achieve Excellence Through Transformative Education as it is a unique and innovative undergraduate program with an emphasis on workforce and economic development of the growing bison industry.

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 prepare students to enter the field of bison production and management by exploring habitat management techniques, animal husbandry, basic veterinary care, and the importance of bison to North American culture. The purpose of this minor is to develop students in the field of bison studies so that they may work with private industry, natural resource management, or tribal nations.

   Bison production has reached an all-time high in the United States since the era of market hunting. Bison meat has entered the US meat industry market share and gains more of that share every year. Bison producers now encompass every state in the continental US, and there is a need for the producers to be supported by academics and professionals. The minor will help generate students that will enter the workforce to give detailed support to the producers in their daily management, feeding, and production of bison. It will also give students the ability to enter the bison production system themselves and raise bison for profit or in their home tribes as cultural herds.

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

   Bison production is becoming more and more relevant as consumer demand for healthier meat products increases. With this rapid growth of animals, producers, and production types, students who wish to enter this workforce will need an educational path that provides

information and experiences unique to the bison industry to expand their future career success. The proposed minor includes specialized coursework and application in bison studies to prepare students for positions in this growing 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.*

Bison production has reached an all-time high in the United States since the era of market hunting. The estimated herd size in the United States is approximately 400,000[1], with 192,477 of those animals owned in private herds located in 1,986 private ranches across the US.[1] Bison meat has entered the US meat industry market share and gains more of that share every year, currently earning premium prices compared to beef.[2] Bison producers now encompass every state in the continental US, and there is a need for the producers to be supported by academics and professionals. This minor will help generate students that will enter the workforce to give detailed support to the producers in their daily management, feeding, and production of bison. While there is not a full market assessment of bison-related positions available, there are multiple positions for persons specifically with bison related skills at both the Turner Enterprise for Ecoagriculture and the National Bison Association.[1,3] This minor also gives students the ability to enter the bison production system themselves and raise bison for profit, or in their home tribes as cultural herds. Students will also have added value in the field of wildlife and fisheries science/natural resource management as park biologists, managers, zookeepers, and experts in the field of wildlife conservation.

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

	Fiscal Years*			
	1st	**2nd**	**3rd**	**4th**
Estimates	**FY 26**	**FY 27**	**FY 28**	**FY 29**
Students enrolled in the minor (fall)	10	15	25	35
Completions by graduates	0	5	10	25

*Do not include current fiscal year.

The Department of Animal Science anticipates student enrollment in the minor in year one at 10 students and growing to 35 students by year four. Estimated enrollments are based on enrollment in two special topics courses (Introduction to Bison Management and Current Issues in Bison Industry) and student feedback. In fall 2024, there were 27 students enrolled in Current Issues in Bison Industry. In spring 2025, another special topics course, Introduction to Bison Management, will be offered and currently has enrolled 21 students. Enrollment in these bison-focused courses signals that there is strong interest in the field.

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

The Center of Excellence for Bison Studies (CoE) was established at SDSU in 2021. Prior to and since its creation, it identified a strategic niche that SDSU could utilize by working with

[1] National Bison Association. https://bisoncentral.com/bison-by-the-numbers/
[2] USDA. https://www.ams.usda.gov/mnreports/ams_2827.pdf
[3] Tedturner.com

bison producers across the Midwest and United States. Through the Center's and the University's efforts, SDSU is now at the forefront of the bison industry. This curriculum will reinforce this position by being the only land grant university to offer a bison-specific minor.

Curriculum was determined through collaboration with the CoE, Department of Animal Science (AS), and the Department of Natural Resource Management (NRM). The bison specific courses form the core of the curriculum. AS 101-101L or WL 220 provide general principles in animal care and range management that are necessary to begin more in-depth studies specific to the species of bison and thus are required prerequisites. Bison are a range dominant species, thus knowledge of principles of range management are necessary for successful bison production. The requirement of an internship/research/field experience credit is justified by the heavy emphasis potential employers (e.g. Turner Enterprises) place on prior experiential learning with bison. The remaining elective courses offer opportunities to learn about various production systems including intensive management or a stronger focus on conservation and range management.

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

A. Distribution of Credit Hours

Bison Studies Minor	Credit Hours	Percent
Requirements in minor	13 - 14	67%
Electives in minor	4 -5	33%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
AS OR WL	101-101L 220	Introduction to Animal Science and Laboratory (3, 1 cr.) Introduction to Wildlife & Fisheries Management (3 cr.)	None	3-4	No
AS	231	Introduction to Bison Management	AS 101-101L or WL 220	3	Yes
AS	431	Advanced Bison Production	AS 231	3	Yes
RANG	205	Introduction to Range Management	None	2	No
RANG	205L	Introduction to Range Management Lab	None	1	No
		Select one of the following:			
AS	494	Internship	AS 101 or AS 104	1	No
AS	498	Research	None	1	No
NRM	494	Internship	None	1	No
NRM	496	Field Experience	None	1	No
NRM	498	Research	None	1	No

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
			Subtotal	13-14	

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

Select 4-5 credits from the following list.

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
AGEC	271	Farm and Ranch Management	None	3	No
AS / RANG	215	Introduction to Integrated Ranch Management	None	3	No
AS	264	Ruminant Livestock Production	None	3	No
AS	494	Internship	AS 101 or AS 104	1-2	No
AS	498	Research	None	1-2	No
NRM	494	Internship	None	1-2	No
NRM	496	Field Experience	None	1-2	No
NRM	498	Research	None	1-2	No
RANG	321	Wildland Ecosystems	None	3	No
RANG	374	Habitat Conservation and Management	None	3	No
RANG	374L	Habitat Conservation and Management Lab	None	1	No
VET	403	Animal Diseases and Their Control	None	3	No

Students will be required to choose electives that do not overlap with requirements in their major.

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

After completion of this minor, students will be able to:

- Describe and demonstrate basic animal husbandry techniques and strategies
- Utilize marketing principles as they apply to bison, bison products and associated value-added opportunities.
- Conduct in depth analysis of habitat management and practices for bison production, including basic plant and soil characteristics applicable to range and grazing management.
- Develop grazing practices that fit individual models/persons.
- Employ and interpret common methods and techniques of population management.
- Develop advanced skills in bison production that are specific to Natural Resource Management or Animal Science.

Individual Student Outcome	AS 101L-101L or WL 220*	AS 231*	AS 431*	RANG 205*	AGEC 271	AS / RANG 215	AS 264	AS 494, AS 496, AS 498, NRM 494, NRM 496, NRM 498	RANG 321	RANG 374-374L	VET 403
Describe and demonstrate basic	X	X	X								

Individual Student Outcome	AS 101L-101L or WL 220*	AS 231*	AS 431*	RANG 205*	AGEC 271	AS / RANG 215	AS 264	AS 494, AS 496, AS 498, NRM 494, NRM 496, NRM 498	RANG 321	RANG 374-374L	VET 403
animal husbandry techniques and strategies.											
Utilize marketing principles as they apply to bison, bison products and associated value-added opportunities.		X	X		X						
Conduct in depth analysis of habitat management and practices for bison production including basic plant and soil characteristics applicable to range and grazing management.		X	X	X							
Develop grazing practices that fit individual models/producers.			X	X							
Employ and interpret common methods and techniques of population management.	X	X	X								
Develop advanced skills in bison production that are specific to Natural Resource Management or Animal Science.			X			X	X	X	X	X	X

**Required Courses*

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

Instructional approaches will include face-to-face lectures and hands-on activities. In the bison specific courses, field trips will also be utilized to obtain hands-on interactions with live bison. This will be completed at either Custer State Park in conjunction with their annual round up or at Bad River Ranch owned by Turner Enterprises in Ft. Pierre, SD.

11. Delivery Location

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

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

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

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

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

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

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

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

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.*

SDSU does not request new state resources. Bison Studies is a growing field in academia, and South Dakota State University is uniquely positioned to utilize its existing resources to offer

this course. By housing the Center of Excellence for Bison Studies, two dedicated bison faculty, and as the official research partner with the largest bison producer in the world (Turner Enterprises), SDSU has strategically placed itself at the forefront of bison research and teaching capabilities.

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

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

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

Appendix A
Corresponding Curriculum Requests – New Course Requests

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	**College of Agriculture, Food & Environmental Sciences / Animal Science**
Institution	**Division/Department**
Dennis D. Hedge	2/3/2025
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
AS 231	Introduction to Bison Management	3

Course Description

The introductory course provides the foundations of bison management and production theory. This course will focus on the discussion of various principles that are necessary to understand before utilizing field work in relation to bison.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
AS 101-101L OR WL 220	Introduction to Animal Science & Lab Introduction to Wildlife & Fisheries Management	Pre-req

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ Unique Course

Prefix & No.	Course Title	Credits
WL 220	Introduction to Wildlife and Fisheries Management	3
AS 264	Ruminant Livestock Production	3

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

The proposed course is specific to bison production and management and will focus only on that species. WL 220 is a broad-based course that covers multiple species of wildlife and fish, with a maximum of one or two lectures that directly relate to bison production. Similarly, AS 264 covers livestock species of beef cattle, sheep and goats, and currently has no lectures specifically focused on bison. Although some principles (e.g. digestive systems, grass management) from these courses are broad enough to have some application to bison production, that is not the focus of either course.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: This course will be part of the workload of an existing faculty member. This class is currently being taught as a Topics course. AS 231 will be

taught once per year in the spring semester.

3.2. Existing program(s) in which course will be offered: Bison Studies Certificate, Bison Studies Minor

3.3. Proposed instructional method by university *(as defined by AAC Guideline 2.4.3.A)*: R - Lecture

3.4. Proposed delivery method by university *(as defined by AAC Guideline 2.4.3.B and 2.4.3.B(A-1))*: 001 - Face to Face

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? ☐Yes, max per section: ☒ No

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

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

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

4.1. University Department: Animal Science

4.2. Banner Department Code: SANS

4.3. Proposed CIP Code: 01.0901

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

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

Rosie Nold	Rosie Nold	12/10/2024
Request Originator	**Signature**	**Date**
John R Jaeger	John R Jaeger	12/10/2024
Department Chair	**Signature**	**Date**
James Connors	James Connors	12/10/2024
School/College Dean	**Signature**	**Date**

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
   Bison Studies is a growing field in academia, and South Dakota State University is uniquely positioned to utilize its existing resources to offer this course. By housing the Center of Excellence for Bison Studies, two dedicated bison faculty, and as the official research partner with the largest bison producer in the world (Turner Enterprises), SDSU has strategically placed itself at the forefront of bison research and teaching capabilities. This course will capitalize on these relationships by offering a unique field of study that will inevitably draw more students into undergraduate and graduate populations. By offering this course to students in numerous majors at SDSU, they will be better equipped to service the needs of the bison industry, whether their career paths take them into private industry, public management, or tribal relations. The proposed course will provide students an introduction to all aspects of the bison industry including animal management, health and nutrition, grazing management, and marketing, thus providing students a broad knowledge that enhances their ability to enter any aspect of the industry.
2. Note whether this course is: ☒ Required ☐ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
   This course may be an elective for any student; however, it may be of interest to students in the Animal Science Department, Natural Resource Management Department, and School of American and Global Studies. Applicable programs include all Animal Science specializations, Ecology and Environmental

Science – Rangeland Ecology and Management Specialization, Conservation Planning and Park Management, Wildlife and Fisheries Science, and American Indian and Indigenous Studies.

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).
   Philip Urso, Assistant Professor, Ph.D.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
   Adequate facilities to teach this course successfully are present at SDSU. Current plans include a partnership with SDSU, Custer State Park, and Bad River Ranches (Turner Enterprises). This partnership will work in tandem with bison round ups to get students hands on experiences working with animals.
8. Note whether adequate library and media support are available for the course.
   Library and media support is available and more than adequate for this course.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
    N/A

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	**College of Agriculture, Food & Environmental Sciences / Animal Science**
Institution	**Division/Department**
Dennis D. Hedge	2/3/2025
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
AS 431-531	Advanced Bison Production	3

Course Description

An in-depth course focusing on bison management and production techniques specific to bison. Intensive, governmental, and tribal production systems will be thoroughly explored.

AS 431 Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
AS 231	Introduction to Bison Management	Pre-req

AS 431 Registration Restrictions

Junior or Senior standing only

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ Unique Course

Prefix & No.	Course Title	Credits
WL 411-411L	Principles of Wildlife Management and Lab	2, 1
AS 474-474L	Cow-Calf Management and Lab	2, 1

Provide explanation of differences between proposed course and existing system catalog

courses below:
The proposed course is specific to bison production and management and will focus only on that species. WL 411-411L is a broad-based course that covers multiple species of wild birds, mammals and herps, with a maximum of one or two lectures that directly relate to bison production. Similarly, AS 474-474L is specific to cow-calf production and currently has no lectures specifically focused on bison. Although some principles (e.g. digestive systems, grass management) from these courses are broad enough to have some application to bison production, that is not the focus of either course.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: Workload is available to teach this course. AS 431-531 will be taught once per year in the fall semester.

3.2. Existing program(s) in which course will be offered: Bison Studies Certificate, Bison Studies Minor

3.3. Proposed instructional method by university *(as defined by AAC Guideline 2.4.3.A)*: R - Lecture

3.4. Proposed delivery method by university *(as defined by AAC Guideline 2.4.3.B and 2.4.3.B(A-1))*: 001 - Face to Face

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? ☐Yes, max per section: ☒ No

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

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

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

4.1. University Department: Animal Science

4.2. Banner Department Code: SANS

4.3. Proposed CIP Code: 01.0901

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

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

Rosie Nold	Rosie Nold	12/10/2024
Request Originator	**Signature**	**Date**
John R Jaeger	John R Jaeger	12/10/2024
Department Chair	**Signature**	**Date**
James Connors	James Connors	12/10/2024
School/College Dean	**Signature**	**Date**

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

Bison Studies is a growing field in academia, and South Dakota State University is uniquely positioned to utilize its existing resources to offer this course. By housing the Center of Excellence for Bison Studies, two dedicated bison faculty, and as the official research partner with the largest bison producer in the world (Turner Enterprises), SDSU has strategically placed itself at the forefront of bison research and teaching capabilities. This course will capitalize on these relationships by offering a unique field of study that will inevitably draw more students into undergraduate and graduate populations. By offering this

course to students in numerous majors at SDSU, they will be better equipped to service the needs of the bison industry, whether their career paths take them into private industry, public management, or tribal relations. The proposed course will provide students with in-depth study of all aspects of bison production including animal management, health and nutrition, grazing management, and marketing, thus providing students technical expertise to make them sought after employees for many aspects of the bison industry.

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

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

This course may be an elective for any student; however, it may be of interest to students in the Animal Science Department, Natural Resource Management Department and School of American and Global Studies. Applicable programs include all Animal Science specializations, Ecology and Environmental Science – Rangeland Ecology and Management Specialization, Conservation Planning and Park Management, Wildlife and Fisheries Science, and American Indian and Indigenous Studies.

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

Graduate students enrolling in AS 531 will be subjected to an additional assignment which includes an academic style presentation to be presented to the full class. This presentation may be inclusive of their research or industry topics as assigned.

5. Desired section size 25

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

Philip Urso, Assistant Professor, Ph.D.

7. Note whether adequate facilities are available and list any special equipment needed for the course.

Adequate facilities to teach this course successfully are present at SDSU. Current plans include a partnership with SDSU, Custer State Park, and Bad River Ranches (Turner Enterprises). This partnership will work in tandem with bison round ups to get students hands on experiences working with animals.

8. Note whether adequate library and media support are available for the course.

Library and media support is available and more than adequate for this course.

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

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

N/A

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – A (7)
DATE: April 2-3, 2025

****

SUBJECT

New Program Request – SDSU – Minor in Oceti Sakowin Language

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a minor in Oceti Sakowin Language. The Oceti Sakowin language is the official Indigenous language of South Dakota. Consisting of three dialects, Dakota, Lakota, and Nakota, it is spoken across the region by 38 tribal nations, taught in schools from pre-k to college and is an important aspect of daily communication across industries. In this minor, students will learn to effectively speak, read, and write in the Oceti Sakowin language, with courses consisting of conversation, grammar, reading comprehension, culture and literature. Students will also develop skills important to civic engagement, including translation, transcription, working with fluent speakers and historical materials, language planning, teaching methods, and building domains for the use of Oceti Sakowin language as a medium of communication. The minor will complement a wide range of majors from medicine and social services to agriculture and architecture with tools and skills to enhance cultural competency.

IMPACT AND RECOMMENDATION

SDSU plans to offer the minor in Oceti Sakowin Language on campus. SDSU does not request new state resources. No new courses will be required. SDSU estimates 15 students enrolled and 5 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: SDSU – Minor in Oceti Sakowin Language

****

DRAFT MOTION 20250402_5-A(7):

I move to authorize SDSU to offer a minor in Oceti Sakowin Language, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	**SDSU**
TITLE OF PROPOSED MINOR:	**Oceti Sakowin Language**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**Any**
EXISTING RELATED MAJORS OR MINORS:	**American Indian and Indigenous Studies (B.A. and Minor), Basic Oceti Sakowin Language Certificate**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2025**
PROPOSED CIP CODE:	**16.1001**
UNIVERSITY DEPARTMENT:	**American and Global Studies**
BANNER DEPARTMENT CODE:	**SSAG**
UNIVERSITY DIVISION:	**College of Arts, Humanities and Social Sciences**
BANNER DIVISION CODE:	**3S**

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

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

University Approval

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

Barry H Dunn — President of the University — 2/19/2025 Date

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

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

   SDSU is currently authorized to deliver programs in American Indian and Indigenous Studies, including a certificate in Basic Oceti Sakowin Language. The university's mission is to offer a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve

the quality of life in South Dakota, the region, the nation, and the world. The Oceti Sakowin Language minor will support South Dakota State University's mission, as outlined in SDBOR Policy 1.2.5, by offering academic programs in the liberal arts and sciences as well as professional education in agriculture, education, engineering, home economics, business economics, nursing, and pharmacy. The minor in Oceti Sakowin Language contributes to this mission because it helps students learn the language that is indigenous to the land on which SDSU resides and also because it provides student-centered education, as many of the students are Dakota/Lakota and that language is their ancestral language.

In addition, the minor supports SDSU's Wokini Initiative. The Wokini Initiative is SDSU's collaborative and holistic framework to support American Indian student success and Indigenous Nation-building. As a land-grant university, South Dakota State University's mission is to serve the state of South Dakota by providing access to the benefits of higher education for all people. The Wokini Initiative aligns opportunities for students to pursue degrees that will impact the students, their communities, and their tribes while recognizing the importance of family and culture.

The Oceti Sakowin Language Minor fulfills the Board of Regents' mission "to provide an excellent, efficient, accessible, equitable, and affordable public University […] that improves South Dakota's overall educational attainment and research productivity, while enriching the intellectual, economic, civic, social, and cultural life of the state, its residents, and its communities." The proposed minor offers a unique opportunity for both tribal and non-tribal residents to learn the State's official Indigenous language, helping them to develop an inherently unique skill set and gain knowledge grounded in the history, culture, and environment of South Dakota. Students will be equipped with communication, networking, and critical thinking skills that will foster economic development and enrich the civic, social, and cultural lives of residents, communities, and the broader state as they 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.

The Oceti Sakowin language is the official Indigenous language of South Dakota. Consisting of three dialects, Dakota, Lakota, and Nakota, it is spoken across the region by 38 tribal nations, taught in schools from pre-k to college and is an important aspect of daily communication across industries. In this minor, students will learn to effectively speak, read, and write in the Oceti Sakowin language, with courses consisting of conversation, grammar, reading comprehension, culture and literature. Students will also develop skills important to civic engagement, including translation, transcription, working with fluent speakers and historical materials, language planning, teaching methods, and building domains for the use of Oceti Sakowin language as a medium of communication. The minor will complement a wide range of majors from medicine and social services to agriculture and architecture with tools and skills to enhance cultural competency.

4. How will the proposed minor benefit students?

SDSU serves a broad population of students that go on to make significant impacts in their fields. The opportunity to learn the Oceti Sakowin language can serve a range of demographics across fields of study to foster personal development, intercultural competency, and civic engagement. Many of the students coming through the Lakota classes that are members of the Oceti Sakowin have expressed that learning the language is important to their identity and

understanding themselves. Students from other Tribal Nations and ethnicities often express that they are interested to learn an Indigenous language or find it to be a unique opportunity. Students from linguistically related Tribal Nations may also find that learning Oceti Sakowin language can strengthen their efforts to learn their community's language, as well as inform other related areas of education, curriculum and resource development, and language revitalization efforts. The opportunity for students of all backgrounds to learn Oceti Sakowin language represents cross-cultural community building that can produce countless positive impacts for both the State of South Dakota and its nine Tribal Nations.

Students currently have the opportunity to pursue the Basic Oceti Sakowin Language Certificate. With further advanced study, students may also have the opportunity to obtain certification through the State of South Dakota for the Native American Lakota Dakota Nakota permit to teach in K-12 schools.

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 State of South Dakota is home to nine federally recognized tribes representing diverse bands of the Dakota and Lakota. In 2020, SB126 recognized "The official indigenous language of the state is the language of the Oceti Sakowin, Seven Council Fires, also known by treaty as the Great Sioux Nation, comprised of three dialects, Lakota, Dakota, and Nakota."

The cultural competency offered through an Oceti Sakowin minor would support a workforce prepared for government-to-government tribal relations, as well as the tourism industry managed by the State and Tribal nations. There is a growing need within the workforce for culturally competent Oceti Sakowin language speakers. The greatest need is evident in the K-12 school system. This need includes tribal, immersion, and urban schools. There is growing interest in using the Oceti Sakowin Essential Understanding Standards (OSEUS) in schools, and there is a trend towards an increasing number of Oceti Sakowin immersion and dual language schools, as well as public schools initiating Oecti Sakowin language and culture at the K-12 level. Therefore, there is a need for more teachers with Oceti Sakowin language and cultural competency. With advanced study in the minor, students may have the opportunity to earn certification through the State of South Dakota for the Native American Lakota Dakota Nakota teaching permit, enabling them to teach in K-12 schools.

Beyond the field of education, individuals with competency in the Oceti Sakowin language and culture are being sought out for consultation in planning and construction projects through architecture and design firms, collaboration in anthropological research, as well as Tribal and State historic preservation and cultural property management. Museums have established fellowship programs across the country to recruit staff that can support building programs, interpreting and managing collections, and maintaining archives. Tribal governments are also focusing on efforts to strengthen land and animal management, land stewardship, and healthcare. All of these careers are opportunities to apply the specific skillset gained from cultural competency in the Oceti Sakowin language. The cultural competency offered through an Oceti Sakowin Language minor would support a workforce prepared for government-to-government tribal relations, as well as the tourism industry managed by the State and Tribal nations.

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

The School of American and Global Studies anticipates enrollment in the minor in year one at 2 students and growing to 15 students by year four. Enrollment estimates are based on current enrollments in LAKL 101-202 as well as workplace need assessments of K-12 schools, tribal colleges, and immersion schools. SDSU started offering upper level Oceti Sakowin language courses beginning in 2023 and has seen program growth with the expansion. It is anticipated that consistently offering upper level courses will increase interest and enrollment.

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

*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 Oceti Sakowin Language minor would be the first and only Indigenous language program like it in South Dakota. While multiple Tribal Colleges and SDBOR schools offer Oceti Sakowin languages, few offer courses beyond the introductory level. Furthermore, there is a growing need across the state and tribal communities for a workforce with Oceti Sakowin language skills.

The curriculum follows national standards and best practices as established by the Modern Language Association and the American Council on the Teaching of Foreign [Second] Language and is parallel to the other world languages taught at SDSU (French, German, and Spanish). That is, it offers a scaled language-learning core – LAKL 201, 202, 301, 302 – where students acquire an intermediate-level language proficiency, which are paired with two elective courses that focus on workplace skills: teaching methods, translation, or history and culture.

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

A. Distribution of Credit Hours

Oceti Sakowin Language Minor	**Credit Hours**	**Percent**
Requirements in minor	12	66%
Electives in minor	6	34%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
LAKL	201	Intermediate Lakota I	AIS/LAKL 101 (4) and AIS/LAKL 102 (4) or instructor consent	3	No
LAKL	202	Intermediate Lakota II	AIS/LAKL 101 (4) and AIS/LAKL 102 (4) or instructor consent	3	No
LAKL	301	Intermediate High Lakota I	LAKL 202	3	No
LAKL	302	Intermediate High Lakota II	LAKL 301	3	No
			Subtotal	12	

*Credit hours in parentheses ( ) indicate prerequisite courses not counted in the minor requirements. The net number of prerequisites not counted is 8 credits. These prerequisites, LAKL 101 and LAKL 102, are both approved SGR #4 courses. Students will be able to complete the courses as part of their general education coursework. We are currently working with the SD Department of Education to be recognized as an official licensing institution for the "Native American Lakota, Dakota, Nakota Language and Culture Permit".[1] Succesful completion of the minor will serve as SDSU's demonstration of proficiency for the permit. The permit is a five-year renewable permit awarded to a non-educator entering the education profession to teach Lakota, Dakota, or Nakota languages and culture in grades K-12. In order to obtain said permit, applicants must demonstrate proficiency in the language and culture as well as complete a methods course.[2] Based on national standards of the MLA and ACTFL, a minimum intermediate-high level proficiency is needed to effectively teach. LAKL 101-202 would not be a sufficient language core to obtain intermediate-high proficiency in the Oceti Sakowin language.

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

Select 6 credits from the following:

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
LAKL	420	Oceti Sakowin Language Teaching Methods	LAKL 202	3	Yes
LAKL	444	Oceti Sakowin Language: Transciption and Translation	LAKL 202	3	Yes
LAKL	433	Oceti Sakowin Language: History and Culture	LAKL 301	3	Yes

[1] **24:28:09:05. Native American Lakota, Dakota, Nakota language and culture permit.** The Native American Lakota, Dakota, Nakota language and culture permit is a five-year renewable permit awarded to a non-educator entering the education profession to teach Lakota, Dakota, or Nakota languages and culture in grades K-12. The Native American Lakota, Dakota, Nakota language and culture permit is limited to the areas of Native American language and culture. (https://sdlegislature.gov/Rules/Administrative/24:28:09:05)

[2] For eligibility requirements, see: https://sdlegislature.gov/Rules/Administrative/24:28:09:06.

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

After completion of the minor students will be able to:

- Wotakuye Kinship – demonstrate both knowledge and understanding of Oceti Sakowin kinship as a foundation to worldview and reciprocal approach to life, land, language, and community.
- Ehanna Woyakapi History – critically evaluate and value the role of historic and contemporary Oceti Sakowin and intertribal experiences, relationships, and networks.
- Oceti Sakowin Wowicohan Worldview and Culture – recognize and apply guiding values in community-centered service, communication, and research.
- Oceti Sakowin iapi kin Wookahnige Understands Oceti Sakowin Language – comprehend spoken and written Oceti Sakowin Language across domains.
- Oceti Sakowin iapi kin Wohdaka Speaks the Oceti Sakowin Language – speak the Oceti Sakowin Language to communicate across domains.

	Program Courses that Address the Outcomes						
Individual Student Outcome	LAKL 201*	LAKL 202*	LAKL 301*	LAKL 302*	LAKL 440	LAKL 444	LAKL 433
Wotakuye Kinship– demonstrate both knowledge and understanding of Oceti Sakowin kinship as a foundation to worldview and reciprocal approach to life, land, language, and community.	I	I	R	R	M	M	M
Ehanna Woyakapi History– critically evaluate and value the role of historic and contemporary Oceti Sakowin and intertribal experiences, relationships, and networks.	I	I	R	R	M	M	M
Oceti Sakowin Wowicohan Worldview and Culture – recognize and apply guiding values in community-centered service, communication, and research.	I	I	R	R	M	M	M
Oceti Sakowin iapi kin Wookahnige Understand Oceti Sakowin Language– comprehend spoken and written Oceti Sakowin Language across domains.	I	I	R	R	M	M	M
Oceti Sakowin iapi kin Wohdaka Speaks the Oceti Sakowin Language – speak the Oceti Sakowin Language to communicate across domains.	I	I	R	R	M	M	M

Courses Addressing Outcomes I = Introduce; R = Reinforce; M = Master

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

Instructional approaches will include face-to-face discussions and hands-on activities. The courses will focus heavily on students learning to speak and comprehend the Oceti Sakowin Language. In-person classes will introduce students to building domains for the use of the language as a medium of communication. Students will be exposed to a range of resources for enhancing their proficiency including:

- use of contemporary platforms and apps (weather forecasts, news resources, stores, and restaurants),
- access to historic materials (newspapers, oral histories, and archival resources),
- scaffolded curriculum that prepares them for high frequency, everyday conversations embedded in Oceti Sakowin Culture,
- access to a broad network of Oceti Sakowin and Indigenous language revitalization experts.

11. Delivery Location

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

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

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

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

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

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

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

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

The university requests an exception to the Board policy that limits minors to a total of 18 credits, including prerequisites. The Oceti Sakowin Language Minor will be used as part of SDSU's certification for the SD DOE "Native American Lakota, Dakota, Nakota Language and Culture Permit."[3] Successful completion of the minor will serve as demonstration of proficiency for the permit. The permit is a five-year renewable permit awarded to a non-educator entering the education profession to teach Lakota, Dakota, or Nakota languages and culture in grades K-12. In order to obtain said permit, applicants must demonstrate proficiency in the language and culture as well as complete a methods course.[4] Based on national standards of the MLA and ACTFL, a minimum intermediate-high level proficiency is needed to effectively teach. LAKL 101-202 would not be a sufficient language core to obtain intermediate-high proficiency in the Oceti Sakowin language.

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

SDSU does not request new state resources. The program was designed around the expertise of existing personnel and an updated course rotation.

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.

[3] **24:28:09:05. Native American Lakota, Dakota, Nakota language and culture permit.** The Native American Lakota, Dakota, Nakota language and culture permit is a five-year renewable permit awarded to a non-educator entering the education profession to teach Lakota, Dakota, or Nakota languages and culture in grades K-12. The Native American Lakota, Dakota, Nakota language and culture permit is limited to the areas of Native American language and culture. (https://sdlegislature.gov/Rules/Administrative/24:28:09:05)

[4] For eligibility requirements, see: https://sdlegislature.gov/Rules/Administrative/24:28:09:06.

Appendix A
Corresponding Curriculum Requests - New Course Requests

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	**College of Arts, Humanities and Social Sciences / School of American and Global Studies**
Institution	**Division/Department**
Dennis D. Hedge	2/13/2025
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
LAKL 420	Oceti Sakowin Language Teaching Methods	3

Course Description

This course prepares students to apply their Oceti Sakowin Language (N/D/Lakota) proficiency to teaching. Students will gain an understanding of learning and community dynamics in teaching Oceti Sakowin Language, both Indigenous and Western approaches to education, and applied experience. Students will be prepared to develop their own curriculum and lesson plans, as well as strategies to continue to nurture their own language learning and speaking.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
LAKL 202	Intermediate Lakota II	Pre-Req

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
MFL 420	K-12 Foreign Language Methods	3
	Varies	

Provide explanation of differences between proposed course and existing system catalog courses below:
MFL 420 provides teaching methods for foreign languages (French, German, and Spanish) in the K-12 setting. Content methods courses are also offered under various prefixes including, but not limited to, ARTE, CMST, ELED, ENGL, HLTH, MATH, MUS, PE, and SEED. The proposed course, LAKL 420, will look at the unique methods required to teach an Indigenous language. It will also cover methods for teaching the language in an immersion setting (including pre-K), which is a high-need area in the state and region.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: Workload is available to offer this course. This course will be taught every even spring.

3.2. Existing program(s) in which course will be offered: Oceti Sakowin Language Minor
3.3. Proposed instructional method by university *(as defined by AAC Guideline 2.4.3.A)*: D-Discussion
3.4. Proposed delivery method by university *(as defined by AAC Guideline 2.4.3.B and 2.4.3.B(A-1))*: 001 - Face to Face, 015 - Online Asynchronous, 018 - Online Synchronous, 030 - Hybrid F2F
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? ☒Yes, max per section: 20 ☐ No
3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐Yes ☒ No
3.10. Is this prefix approved for your university? ☒ Yes ☐ No

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

4.1. University Department: School of American and Global Studies
4.2. Banner Department Code: SSAG
4.3. Proposed CIP Code: 16.1001
Is this a new CIP code for the university? ☐ Yes ☒ No

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

A. James Murphy	A. James Murphy	11/12/2024
Request Originator	**Signature**	**Date**
Christine Garst-Santos	Christine Garst-Santos	1/28/2025
Department Chair	**Signature**	**Date**
Jason Zimmerman	Jason Zimmerman	1/28/2025
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 prepare students and equip them with methods for teaching Oceti Sakowin language (Dakota/Lakota/Nakota) in pre-K-12 classrooms. The course is required to receive the L/D/Nakota Language & Culture Endorsement (Native American Lakota Dakota Nakota Teaching Permit) from the State of SD.
2. Note whether this course is: ☐ Required ☒ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
   None
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
   N/A
5. Desired section size 20
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
   Erin Griffin, Assistant Professor, Ph.D.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
   Facilities are adequate and no special equipment is needed for the course.
8. Note whether adequate library and media support are available for the course.
   Adequate library and media support are available.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No

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

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	**College of Arts, Humanities and Social Sciences / School of American and Global Studies**
Institution	**Division/Department**
Dennis D. Hedge	2/13/2025
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
LAKL 433	Oceti Sakowin Language: History and Culture	3

Course Description

This course focuses on enhancing student proficiency in the Oceti Sakowin language through history and culture teachings. Students will engage with varied resources including oral histories, published narratives, and archival materials through the medium of Oceti Sakowin language. Students will develop research, presentational, and comprehension skills based on Oceti Sakowin history and culture.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
LAKL 301	Intermediate High Lakota II	Pre-Req

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
FREN/GER/SPAN 433	French/German/Spanish Culture & Civilization	3
SPAN 435	Latin American Culture & Civilization	3

Provide explanation of differences between proposed course and existing system catalog courses below:
Similar to FREN/GER/SPAN 433 and SPAN 435, this course covers language- and culture-specific information of the target language and geographical region. LAKL 433 will focus on Oceti Sakowin history and culture.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: Workload is available to offer this course. This course will be taught every fall.

3.2. Existing program(s) in which course will be offered: Oceti Sakowin Language Minor
3.3. Proposed instructional method by university *(as defined by AAC Guideline 2.4.3.A)*: D-Discussion
3.4. Proposed delivery method by university *(as defined by AAC Guideline 2.4.3.B and 2.4.3.B(A-1))*: 001 - Face to Face, 015 - Online Asynchronous, 018 - Online Synchronous, 030 - Hybrid F2F
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? ☒Yes, max per section: 20 ☐ No
3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐Yes ☒ No
3.10. Is this prefix approved for your university? ☒ Yes ☐ No

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

4.1. University Department: School of American and Global Studies
4.2. Banner Department Code: SSAG
4.3. Proposed CIP Code: 16.1001
Is this a new CIP code for the university? ☐ Yes ☒ No

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

A. James Murphy	A. James Murphy	11/12/2024
Request Originator	**Signature**	**Date**
Christine Garst-Santos	Christine Garst-Santos	1/28/2025
Department Chair	**Signature**	**Date**
Jason Zimmerman	Jason Zimmerman	1/28/2025
School/College Dean	**Signature**	**Date**

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
   This class will cover how Oceti Sakowin cultures have developed throughout history, and will explore geography, history, politics, and art. History and culture courses are common elements of all language majors and minors, allowing students to investigate the many cultural influences that have impacted present-day speakers, and they are required to do extensive research and writing in the language.
2. Note whether this course is: ☐ Required ☒ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
   None
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
   N/A
5. Desired section size 20
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
   Erin Griffin, Assistant Professor, Ph.D.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
   Facilities are adequate and no special equipment is needed for the course.
8. Note whether adequate library and media support are available for the course.
   Adequate library and media support are available.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No

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

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	**College of Arts, Humanities and Social Sciences / School of American and Global Studies**
Institution	**Division/Department**
Dennis D. Hedge	2/13/2025
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
LAKL 444	Oceti Sakowin Language: Transcription and Translation	3

Course Description

This course guides students through transcription and translation of the Oceti Sakowin language. Historic and contemporary resources will be used to develop research skills, enhance comprehension, acquire methods and tools, and further understand and demonstrate Oceti Sakowin cultural competency.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
LAKL 202	Intermediate Lakota II	Pre-Req

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
SPAN 444	Spanish Translation	3
FREN 302	Translating French	3

Provide explanation of differences between proposed course and existing system catalog courses below:
Similar to FREN 302 and SPAN 444, LAKL 444 provides language-specific transcription and translation techniques and considerations, however focused on the Oceti Sakowin language.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: Workload is available to offer this course. This course will be taught every odd spring.

3.2. Existing program(s) in which course will be offered: Oceti Sakowin Language Minor

3.3. Proposed instructional method by university *(as defined by AAC Guideline 2.4.3.A)*: D-

Discussion

3.4. Proposed delivery method by university *(as defined by AAC Guideline 2.4.3.B and 2.4.3.B(A-1))*: 001 - Face to Face, 015 - Online Asynchronous, 018 - Online Synchronous, 030 - Hybrid F2F

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? ☒Yes, max per section: 20 ☐ No

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

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

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

4.1. University Department: School of American and Global Studies

4.2. Banner Department Code: SSAG

4.3. Proposed CIP Code: 16.1001

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

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

A. James Murphy	A. James Murphy	11/12/2024
Request Originator	**Signature**	**Date**
Christine Garst-Santos	Christine Garst-Santos	1/28/2025
Department Chair	**Signature**	**Date**
Jason Zimmerman	Jason Zimmerman	1/28/2025
School/College Dean	**Signature**	**Date**

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
   LAKL 444 will train students in Oceti Sakowin language in the methods and process of transcription and translation. This course is an advancement of the Oceti Sakowin language course offerings at SDSU. Experience in transcription and translation of oral speech, historic materials, and contemporary resources provides students the opportunity to advance their proficiency in the language through applied use. These methods can be especially effective when immersive experiences are not an option because they are hearing and learning to comprehend fluent speech through recordings, while also applying language use to real world experience.
2. Note whether this course is: ☐ Required ☒ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
   None
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
   N/A
5. Desired section size 20
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
   Erin Griffin, Assistant Professor, Ph.D.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
   Facilities are adequate and no special equipment is needed for the course.
8. Note whether adequate library and media support are available for the course.
   Adequate library and media support are available.

9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
    N/A

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – B (1)
DATE: April 2-3, 2025

****

SUBJECT

New Graduate Certificate Request – DSU & SDSU – Literacy Instructional Coaching

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) and South Dakota State University (SDSU) request authorization to offer a graduate certificate in Literacy Instructional Coaching. SDSU and DSU are partnering with the South Dakota Department of Education (DOE) to provide a graduate certificate that will provide coursework toward becoming a literacy instructional coach in school-based settings. Each course in the 18-credit certificate is aligned to the Science of Reading, ensuring that existing and future Literacy Instructional Coaches are well-equipped to support teachers in promoting effective, research-based literacy instruction. The coursework will support literacy leaders coach their peers through the process of developing students' literacy skills and overall literacy proficiency.

IMPACT AND RECOMMENDATION

The proposed certificate will be offered on campus and online. No new resources are requested. Eighteen new 1-credit-hour courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: DSU – Literacy Instructional Coaching

****

DRAFT MOTION 20250402_5-B(1):

I move to authorize DSU & SDSU to offer a graduate certificate in Literacy Instructional Coaching, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	**DSU, SDSU**
TITLE OF PROPOSED CERTIFICATE:	**Literacy Instructional Coaching Certificate**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2025**
PROPOSED CIP CODE:	**13.0301**
UNIVERSITY DEPARTMENT:	**DSU: Department of Education** **SDSU: School of Education, Counseling and Human Development**
BANNER DEPARTMENT CODE:	**DSU: DEDU** **SDSU: SECHD**
UNIVERSITY DIVISION:	**DSU: College of Education and Human Performance** **SDSU: College of Education and Human Sciences**
BANNER DIVISION CODE:	**DSU: 8E** **SDSU: 3H**

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

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

University Approval

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

Institutional Approval Signature
President or Chief Academic Officer of the University

Date

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

Undergraduate Certificate ☐ Graduate Certificate ☒

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

South Dakota State University (SDSU) and Dakota State University (DSU) request

authorization to offer a Literacy Instructional Coaching Certificate. Literacy is an area identified by the South Dakota Department of Education as high need for children. SDSU and DSU are partnering with the South Dakota Department of Education (DOE) to provide a graduate certificate that will provide coursework toward becoming a literacy instructional coach in school-based settings. In August 2023, the DOE launched a literacy initiative that puts phonics education at the forefront of reading and writing instruction.[1] Each course in the 18-credit certificate is aligned to the Science of Reading, ensuring that existing and future Literacy Instructional Coaches are well-equipped to support teachers in promoting effective, research-based literacy instruction. The coursework will support literacy leaders coach their peers through the process of developing students' literacy skills and overall literacy proficiency.

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 1.2.2 states Dakota State University's mission is to offer academic programs in computer management, computer information technologies, cyber security, education with an emphasis in computer and technology systems, and other related undergraduate and graduate programs. 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 certificate aligns with the statutory missions of both SDSU and DSU. Both universities are authorized to offer majors in education. The proposed certificate will contribute to the strategic goals in educational and workforce skill development outlined in the SDBOR, DSU, and SDSU strategic plans.

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.*

   SDSU and DSU will deliver the Literacy Instructional Coaching certificate in partnership with the South Dakota Department of Education through a literacy grant. As part of this grant, these courses will meet the needs of school districts to train professionals in school-based settings to work with children around literacy. Literacy is an area identified by the South Dakota Department of Education as high need for children. According to the National Assessment of Educational Progress in 2022, only 33% of US 4th graders and 35% of South Dakota 4th graders were proficient in reading. In 8th graders, this was 31% in the US in 32% in South Dakota.[2] Training school professionals to work with children around literacy and the science of reading is paramount to improving South Dakota schools.

5. **Who is the intended audience for the certificate program (including but not limited to the**

[1] South Dakota Department of Education, Science of Reading professional development available for educators https://doe.sd.gov/teachsd/emails/041724/Story-2.html

[2] National Center for Education Statistics. (2022). NAEP Reading: National Achievement-Level Results. Retrieved from https://www.nationsreportcard.gov/reading/nation/achievement/#:~:text=Thirty-three%20percent%20of%20fourth-grade%20students%20performed%20at%20or,comparison%20to%201992%2C%20the%20first%20reading%20assessment%20year.

majors/degree programs from which students are expected)?

The certificate is targeted at teachers and leaders in K-12 schools.

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

      Yes. The certificate would be offered as a stand-alone certificate. SDSU and DSU will partner with the South Dakota Department of Education to deliver this certificate through a grant to K-12 educators.

   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 education programs. This includes the Curriculum and Instruction (M.Ed.), Educational Administration (M.Ed.), and Education and Technology (M.S.Ed.).

   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 18-credit certificate will be stackable to SDSU's Curriculum and Instruction (M.Ed.) and DSU's Education and Technology (M.S.Ed.).

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

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
EDFN	757	Critical Issues in Literacy Coaching	None	1	Yes
EDFN	758	Coaching Using the Science of Learning	None	1	Yes
EDFN	759	Literacy Coaching Frameworks and Andragogy	None	1	Yes
EDFN	761	Developing Instructional Capacity	None	1	Yes
EDFN	762	Literacy Assessment and Learning	None	1	Yes

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
EDFN	763	Data-Informed Literacy Coaching	None	1	Yes
EDFN	764	Literacy Coaching for Differentiated Instruction	None	1	Yes
EDFN	766	Disciplinary Literacy Coaching	None	1	Yes
EDFN	767	School-Wide Literacy Intervention	None	1	Yes
EDFN	768	Literacy Curriculum Evaluation	None	1	Yes
EDFN	769	Literacy Curriculum Mapping	None	1	Yes
EDFN	770	Family and Community Literacy Engagement	None	1	Yes
EDFN	771	Promoting Literacy Policies and Programs	None	1	Yes
EDFN	772	Integrating Technology in Literacy Coaching	None	1	Yes
EDFN	773	Literacy Instructional Leadership	None	1	Yes
EDFN	774	Implementing Literacy Coaching Cycles	None	1	Yes
EDFN	776	Sustaining Literacy Coaching Cycles	None	1	Yes
EDFN	777	Practicum: Applying Coaching Cycles	None	1	Yes
			Subtotal	18	

SDSU and DSU request an exception for the number of credit hours required for this graduate certificate. The Literacy Instructional Coaching Certificate will require 18 credits to meet the South Dakota Department of Education's grant requirements. Each course is aligned to the Science of Reading, ensuring that existing and future Literacy Instructional Coaches are well-equipped to support teachers in promoting effective, research-based literacy instruction.

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.*

Graduates of the program will:

1. Demonstrate Foundational Knowledge of Literacy (ILA Standard 1)
   - Understand and articulate the theoretical, historical, and evidence-based foundations of reading and writing processes and instruction.
   - Apply knowledge of language development—including phonemic awareness, phonics, fluency, vocabulary, and comprehension—to support literacy development across diverse learners.
2. Implement Effective Literacy Instruction (ILA Standard 2)
   - Utilize a wide range of instructional practices, approaches, and curriculum materials, including technology, to support reading and writing development.

- Design and adapt instruction that is culturally responsive and developmentally appropriate to meet the needs of all students.

3. Use Assessment to Inform Instruction (ILA Standard 3)
   - Employ a variety of assessment tools and practices to plan, evaluate, and adjust effective reading and writing instruction.
   - Interpret and use assessment data to inform instruction and communicate results to students, parents, and colleagues.
4. Create Inclusive and Engaging Literate Environments (ILA Standard 4)
   - Foster positive and motivating environments that promote active engagement in literacy learning.
   - Implement instructional strategies that respect and value the diversity of learners, including cultural, linguistic, and cognitive differences.
5. Engage in Professional Learning and Leadership (ILA Standard 6)
   - Reflect on personal practice to improve instruction and student learning outcomes.
   - Collaborate with colleagues, families, and communities to support literacy development.
   - Advocate for effective literacy practices and policies at the local, state, and national levels.
6. Provide Targeted Support for Diverse Learners (ILA Standards 2 & 4)
   - Identify and support struggling readers and English Language Learners with evidence-based interventions.
   - Monitor the effectiveness of interventions and make data-driven decisions to adjust instruction accordingly.

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	1: Demonstrate Foundational Knowledge of Literacy (ILA Standard 1)	2: Implement Effective Literacy Instruction (ILA Standard 2)	3: Use Assessment to Inform Instruction (ILA Standard 3)	4: Create Inclusive and Engaging Literate Environments (ILA Standard 4)	5: Engage in Professional Learning and Leadership (ILA Standard 6)	6: Provide Targeted Support for Diverse Learners (ILA Standards 2 & 4)
EDFN 757	X					
EDFN 758	X	X				
EDFN 759	X	X				
EDFN 761	X	X				
EDFN 762	X	X				
EDFN 763	X	X				
EDFN 764	X	X				
EDFN 766			X			X
EDFN 767		X		X	X	
EDFN 768		X		X		
EDFN 769		X	X			
EDFN 770				X	X	X
EDFN 771						X
EDFN 772						X
EDFN 773		X			X	
EDFN 774			X	X		X
EDFN 776	X					X
EDFN 777					X	X

9. Delivery Location.

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a

university to offer programs off-campus and through distance delivery.

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

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

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

	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in AAC Guideline 2.4.3.B.*	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	Online Asynchronous, Online Synchronous, Hybrid Online, Hybrid F2F	**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 (online/other distance delivery methods)	No		

10. Additional Information:

Additional Admission Requirements
TOEFL: 71 Internet-based
TOEFL Essentials: 7.5
IELTS: 6.0
Duolingo: 100

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – B (2)
DATE: April 2-3, 2025

****

SUBJECT

New Graduate Certificate Request – NSU – Gifted Education

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 graduate certificate in Gifted Education. The proposed certificate will prepare educators with advanced skills and knowledge to support gifted learners in K-12 settings. This program focuses on the academic field of gifted education, which examines the cognitive, social, and emotional needs of gifted children, and provides specialized strategies for curriculum development, teaching, and fostering creativity. Through this certificate, educators gain expertise in identifying and nurturing exceptional talents, addressing the unique educational needs of gifted students.

IMPACT AND RECOMMENDATION

The proposed certificate will be offered on campus, online, and through HyFlex delivery. NSU does not request new resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: NSU – Gifted Education

****

DRAFT MOTION 20250402_5-B(2):

I move to authorize NSU to offer a graduate certificate in Gifted Education, 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:	NSU
TITLE OF PROPOSED CERTIFICATE:	Gifted Education
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	13.1004
UNIVERSITY DEPARTMENT:	Special Education
BANNER DEPARTMENT CODE:	NSPE
UNIVERSITY DIVISION:	Millicent Atkins School of Education
BANNER DIVISION CODE:	5E

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

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

University Approval

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

Michael Wanous

Institutional Approval Signature
President or Chief Academic Officer of the University

2/5/2025
Date

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

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

   Undergraduate Certificate ☐ Graduate Certificate ☒

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

   The graduate certificate in gifted education prepares educators with advanced skills and knowledge to support gifted learners in K-12 settings. This program focuses on the academic field of gifted education, which examines the cognitive, social, and emotional needs of gifted children, and provides specialized strategies for curriculum development, teaching, and fostering creativity. Through this certificate, educators gain expertise in identifying and nurturing exceptional talents, addressing the unique educational needs of gifted students.

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

BHSU:	*SDCL § 13-59*	*BOR Policy 1.2.1*
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

   The graduate certificate in gifted education, though not offered as a major, aligns well with Northern State University's mission to "provide quality programs" that support "excellence in teaching and learning" and serve diverse student needs. This certificate complements NSU's existing master's degree in special education, expanding the scope of inclusive education to ensure that gifted students, like students with other unique needs, receive specialized support.

   Aligned with NSU's strategic plan, which emphasizes "academic excellence" and "student-centered learning experiences," NSU's graduate certificate in gifted education provides educators with targeted skills to create engaging, differentiated learning environments that meet the unique needs of gifted students. The certificate furthers NSU's commitment to fostering "personal and intellectual growth" for all students by equipping educators to help gifted learners reach their full potential through specialized instruction and curriculum development.

   The certificate also responds to priorities outlined in the BOR Strategic Plan. The BOR emphasizes increasing the quality of educational outcomes and meeting statewide workforce needs, particularly in K-12 education. The certificate's focus on gifted education addresses a specific workforce need for educators trained to serve all levels of student ability, ensuring South Dakota schools have teachers who can foster high-achieving students' intellectual growth. This aligns with BOR's goal of "enhancing the learning experience to better prepare graduates" for diverse educational settings, and it reflects the Board's commitment to supporting "educational

excellence" across South Dakota's schools by increasing the qualifications of its teaching workforce.

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.*

NSU's graduate certificate in gifted education offers substantial benefits for students and addresses a growing workforce demand in both gifted and special education. For graduate students, this certificate provides a unique credential that enhances their qualifications, making them more competitive in roles that require specialized knowledge in supporting diverse learners, including those who are gifted. As South Dakota schools and districts increasingly prioritize inclusive and differentiated learning, educators trained in gifted education are well-positioned to meet these evolving demands.

There is significant workforce demand for educators skilled in supporting students with specialized learning needs. The South Dakota Department of Labor projects steady demand for special education teachers in the state (5.36%)[1] from 2022-2032 driven by efforts to address diverse learner needs and improve educational outcomes. Nationally, the U.S. Bureau of Labor Statistics forecasts a 4% growth rate for special education teachers from 2021 to 2031[2], driven by rising enrollment and an increased focus on individualized instruction, particularly in rural and underserved areas where demand for qualified teachers is even higher.

While specific data on gifted education teachers are limited, school districts increasingly seek teachers with expertise in both special and gifted education as part of a holistic approach to individualized learning. This trend is particularly relevant in South Dakota, where smaller districts require educators with a broad skill set to address the full range of student needs. Educators with this certificate are prepared to create enriching learning environments that help retain and challenge high-ability students, which aligns with state educational priorities and supports workforce demands for versatile, multi-skilled teachers.

Graduate students in NSU's graduate certificate in gifted education will gain marketable skills that address both gifted and special education needs, which are increasingly valued in today's K-12 settings. This versatility makes graduates attractive candidates for a variety of roles, including specialized teaching, gifted and talented program coordination, and differentiated instruction roles within inclusive classrooms. Furthermore, graduates can bring immediate value to their schools by helping meet the specific needs of gifted learners, potentially improving retention rates and learning outcomes for this student group, which are key areas of focus for South Dakota's educational strategy. Finally, the curriculum included in the graduate certificate specifically aligns with what is required to obtain the gifted education endorsement through the SD Department of Education.

[1]https://dlr.sd.gov/lmic/menu_projections.aspx
[2]https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm#tab-6

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

The intended audience for the graduate certificate in gifted education is in-service (licensed) teachers seeking to expand their expertise in supporting gifted learners within their current roles. This certificate is designed to complement the credentials of licensed teachers across various fields, allowing them to enhance their instructional skills. It is particularly valuable for educators with backgrounds in special education, elementary or secondary education, and those working in roles where they support diverse learners.

Additionally, educators aiming to assume leadership positions, such as gifted program coordinators or specialists in differentiated instruction, may find this certificate enhances their professional profile. This flexibility allows teachers from any educational background to gain specialized skills in gifted education, broadening their impact in K-12 educational settings.

6. Certificate Design

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

The graduate certificate in gifted education is designed as a stand-alone credential for educators who are not necessarily seeking an additional degree. Instead, this certificate leads directly to an endorsement in gifted education, equipping educators with specialized knowledge and skills to address the unique needs of gifted students, a growing area of focus in education.

This stand-alone option responds to areas of high workforce demand, as districts increasingly seek educators with expertise in differentiated instruction for diverse learners, including those who are gifted. By completing this certificate, educators can enhance their qualifications to meet state and district demands for specialized instructional support, particularly in rural and under-resourced schools where teachers often need additional credentials to serve a wide range of abilities in one classroom. This endorsement strengthens educators' ability to create enriched, student-centered learning environments, supporting educational goals at both state and national levels for inclusive, individualized education.

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 graduate certificate in gifted education serves as a valuable, supplemental credential that enhances a student's primary field of study, particularly within teacher education. This certificate is especially beneficial for graduate students currently working in special education or pursing a master's in special education, where the added focus on gifted learners broadens their expertise in supporting students with diverse learning needs. Additionally, graduate students currently working in elementary and secondary education or pursuing a master's in education would benefit, as this credential equips teachers with skills to

differentiate instruction effectively, addressing a wide range of abilities within inclusive classrooms.

Graduate students already in educational leadership roles or currently in master's programs for educational leadership or those aspiring to roles such as gifted program coordinators, curriculum specialists, or instructional coaches may also find this certificate valuable, as it prepares them to guide and implement programming tailored to high-ability students.

The endorsement in gifted education adds significant value to a teacher's qualifications across multiple educational settings, supporting workforce demand for versatile educators prepared to address specialized needs in K-12 schools.

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 graduate certificate in gifted education is a stackable credential, with all nine credits eligible for transfer toward the Master of Science in Education (MSEd) in Special Education at Northern State University. This stackable certification allows educators to apply their coursework toward a higher degree, providing a seamless pathway for those who wish to further specialize in supporting diverse learners.

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)**
SPED	550	Gifted and Talented		3	No
SPED	551	Curriculum and Instruction in Gifted Education		3	No
SPED	552	Nature of Creativity and Assessment		3	No
			Subtotal	9	

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.*

- Identify and analyze the unique cognitive, social, and emotional characteristics of gifted and talented students.
- Design and implement differentiated curriculum and instructional strategies to meet the diverse learning needs of gifted students.
- Evaluate and apply assessment methods for identifying gifted students and measuring their growth and learning outcomes.
- Examine and foster creativity in gifted learners by applying theories and strategies that promote creative thinking.
- Critically assess and adapt teaching methods to create inclusive and supportive environments that challenge and engage gifted students.

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

Individual Student Outcome (Same as in the text of the proposal)	*EXAMPLE* SPCM 101	SPED 550	SPED 551	SPED 552
EXAMPLE: Demonstrate effective oral and written communication	X			
Identify and analyze the unique cognitive, social, and emotional characteristics of gifted and talented students.		X		
Design and implement differentiated curriculum and instructional strategies to meet the diverse learning needs of gifted students.			X	
Evaluate and apply assessment methods for identifying gifted students and measuring their growth and learning outcomes.				X
Examine and foster creativity in gifted learners by applying theories and strategies that promote creative thinking.				X
Critically assess and adapt teaching methods to create inclusive and supportive environments that challenge and engage gifted students.			X	

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

9. Delivery Location.

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

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

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

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

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

	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in AAC Guideline 2.4.3.B.*	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	X02 HyFlex, X15 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 certificate through distance learning (e.g., as an on-line program)? *This question responds to HLC definitions for distance delivery.*

	Yes/No	***If Yes, identify delivery methods***	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	X02 HyFlex, X15 Online asynchronous	**Fall 2025**

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – B (3)
DATE: April 2-3, 2025

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SUBJECT

New Graduate Certificate Request – NSU – Alternative Certification for General Education Teachers

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 graduate certificate in Alternative Certification for General Education Teachers. The proposed certificate is designed to formally recognize and validate the completion of essential coursework and training for individuals seeking to meet state teaching requirements through the South Dakota Department of Education (DOE) alternative certification pathway.

IMPACT AND RECOMMENDATION

The proposed certificate will be offered on campus, online, and through HyFlex delivery. NSU does not request new resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: NSU – Alternative Certification for General Education Teachers

****

DRAFT MOTION 20250402_5-B(3):

I move to authorize NSU to offer a graduate certificate in Alternative Certification for General Education Teachers, 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:	NSU
TITLE OF PROPOSED CERTIFICATE:	Alternative Certification for General Education Teachers
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	13.0101
UNIVERSITY DEPARTMENT:	Teacher Education
BANNER DEPARTMENT CODE:	NESE
UNIVERSITY DIVISION:	Millicent Atkins School of Education
BANNER DIVISION CODE:	5E

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

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

University Approval

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

Michael Wanous

Institutional Approval Signature
President or Chief Academic Officer of the University

2/5/2025
Date

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

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

   Undergraduate Certificate ☐ Graduate Certificate ☒

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

   Northern State University's graduate certificate in alternative certification for general education teachers is designed to formally recognize and validate the completion of essential coursework and training for individuals seeking to meet state teaching requirements through the SD Department of Education alternative certification pathway. This graduate certificate alone does not result in teacher certification; additional requirements must be fulfilled through the South Dakota Department of Education.

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

BHSU:	*SDCL § 13-59*	*BOR Policy 1.2.1*
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

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.*

   NSU proposes establishing a graduate certificate in alternative certification for general education teachers to address critical academic, professional, and workforce needs. This initiative formalizes an existing and approved curriculum to meet state requirements, providing clear benefits for students, faculty, and South Dakota's educational system.

   Offering a graduate certificate provides official recognition for individuals who complete the alternative certification coursework, elevating their professional credentials. This formal designation helps schools and districts easily identify candidates who meet the state's alternative certification standards, ensuring a qualified teacher workforce.

   Without a certificate program, students pursuing alternative certification coursework are classified as non-degree seeking. Their programs of study are not visible in the NSU catalog or Degree Works, complicating progress tracking for students, faculty, and Graduate Studies staff. A certificate program would address these gaps by streamlining progress tracking, assigning advisors to support students, and ensuring clarity for all stakeholders.

Establishing a formal certificate program enables the Chair of Teacher Education to better plan course offerings, manage faculty workloads, and respond to enrollment demands. With an estimated 12 students currently pursuing alternative certification coursework at NSU, the program provides a structure to ensure efficient resource allocation and academic planning.

South Dakota introduced the alternative certification process for general education teachers on July 1, 2017, to address teacher shortages and provide career changers with a pathway into education. Currently, the state has 39 open positions for secondary teachers listed on the South Dakota Teacher Placement System.[1] Additionally, six secondary content areas are considered critical needs for the Dakota Corps Scholarship and the Critical Needs Teaching Scholarship. NSU's certificate program directly supports this state initiative by formally recognizing and promoting the preparation of qualified educators in these high-need areas.

The curriculum for alternative certification, approved by the South Dakota Department of Education, requires 12 transcripted credits in classroom management, teaching methods, student assessment, differentiated instruction, and adolescent psychology. Administrative rule also requires students complete a course in SD Indians in order to teach in the state, which adds another 3 credit course to the certificate. NSU already offers this coursework, making the addition of a formal certificate a natural and efficient enhancement to the existing framework.

Northern State University is approved by the SD Department of Education for alternative certification for general education, and Northern already offers all of the courses required for alternative certification. Northern has teachers pursuing alternative certification for general education taking Northern courses. Right now, Northern is tracking these students on an Excel file and manually updating the file, which is not efficient or an effective use of staff or technology systems. Formalizing the pathway in a graduate certificate enables Northern to better serve our students. Students seeking alternative certification in general education will have a program in Degree Works, have an assigned faculty advisor, and will earn a graduate certificate. The University of South Dakota offers an alternative certification program, allowing them to track the students pursuing this credential in Degree Works and in their program-seeking headcount.

By formalizing the pathway with a graduate certificate, Northern aligns with best practices in program delivery and recognition, offering students a streamlined, officially designated credential that meets the state's professional standards and that will appear on the student's transcript.

[1] Associated School Boards of South Dakota's Teacher Placement System. https://teachers.cometeachinsd.com/

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

Students eligible to enroll in NSU's alternative certification for general education teachers graduate certificate program must first have been granted a Preliminary Alternative Teacher Certificate by the South Dakota Department of Education. Completing the coursework in NSU's alternative certification for general education teachers graduate certificate program is the next step toward obtaining a permanent alternative teaching certificate, also issued by the South Dakota Department of Education.

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

      The certificate is a stand-alone educational credential issued to individuals pursuing alternative teacher certification through the South Dakota Department of Education. The coursework is designed to align with the specific requirements for alternative teacher certification established by the State of South Dakota.

   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.**

      Individuals seeking alternative certification from the state of South Dakota must complete the coursework contained in NSU's alternative certification for general education teachers graduate certificate program

   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 a stackable credential, and all credits can be applied to NSU's MSEd in Educational Studies: Secondary Education.

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.*

Northern's alternative certification for general education teachers graduate certificate program is required to be more than 12 credit hours to meet coursework requirements set by the SD Department of Education for the alternative certification pathway.

The curriculum is already recognized by the SD Department of Education as meeting the coursework requirements for the alternative certification pathway.

The curriculum for Northern's alternative certification for general education teachers graduate certificate program includes 5 courses already required in Northern's MSEd in Educational Studies: Secondary Education. These courses are already supported by Northern and taught on a regular basis by highly qualified faculty.

Prefix	Number	Course Title *(add or delete rows as needed)*	Prerequisites for Course	Credit Hours	New

			Include credits for prerequisites in subtotal below.		**(yes, no)**
INED	511	SD Indian Studies		3	No
EDFN	540	Classroom Management		3	No
SEED	520	5-12 Philosophy and Pedagogy		3	No
SPED	704	Inclusive Education		3	No
EPSY	528	Child & Adolescent Psychology		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.*

Students will:

- Demonstrate an understanding of South Dakota's Native American history, culture, and education systems, and apply culturally responsive teaching strategies to create an inclusive classroom environment.
- Develop and implement classroom management strategies that foster a positive learning environment, support student engagement, and handle diverse classroom behaviors effectively.
- Articulate and apply educational philosophies and pedagogical methods that support effective teaching and learning practices in secondary education, with an emphasis on meeting the needs of diverse learners.
- Use a variety of educational assessment tools and techniques to evaluate student learning, guide instruction, and support student growth and achievement, ensuring alignment with state and national standards.
- Apply principles of differentiated instruction and knowledge of child and adolescent psychology to create developmentally appropriate, equitable, and engaging learning experiences that meet the diverse needs of students.

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

Individual Student Outcome (Same as in the text of the proposal)	INED 511	EDFN 540	SEED 520	SPED 704	EPSY 528
Demonstrate an understanding of South Dakota's Native American history, culture, and education systems, and apply culturally responsive teaching strategies to create an inclusive classroom environment	X				
Develop and implement classroom management strategies that foster a positive learning environment, support student engagement, and handle diverse classroom behaviors effectively.		X		X	
Articulate and apply educational philosophies and pedagogical methods that support effective teaching and learning practices in secondary education, with an emphasis on meeting the needs of diverse learners.			X	X	
Use a variety of educational assessment tools and techniques to evaluate student learning, guide instruction, and support student growth and achievement, ensuring alignment with state and national standards.			X		
Apply principles of differentiated instruction and knowledge of child and adolescent psychology to create developmentally appropriate, equitable, and engaging learning experiences that meet the diverse needs of students.				X	X

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

9. Delivery Location.

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

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., USD 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	No		Choose an item. Choose an item.

	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in AAC Guideline 2.4.3.B.*	***Intended Start Date***

Distance Delivery (online/other distance delivery methods)	Yes	X02 HyFlex, X15 Online Asynchronous	**Fall 2025**
Does another BOR institution already have authorization to offer the program online?	Yes	**If yes, identify institutions:** USD	

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

	Yes/No	***If Yes, identify delivery methods***	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	X02 HyFlex, X15 Online Asynchronous	**Fall 2025**

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – B (4)
DATE: April 2-3, 2025

****

SUBJECT

New Graduate Certificate Request – NSU – Alternative Certification for Special Education Teachers

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 graduate certificate in Alternative Certification for Special Education Teachers. The proposed certificate is designed to formally recognize and validate the completion of essential coursework and training for individuals seeking to meet state teaching requirements through the South Dakota Department of Education (DOE) alternative certification pathway. Completion of this graduate certificate does not automatically confer a special education endorsement.

IMPACT AND RECOMMENDATION

The proposed certificate will be offered on campus, online, and through HyFlex delivery. NSU does not request new resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: NSU – Alternative Certification for Special Education Teachers

****

DRAFT MOTION 20250402_5-B(4):

I move to authorize NSU to offer a graduate certificate in Alternative Certification for Special Education Teachers, 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:	NSU
TITLE OF PROPOSED CERTIFICATE:	**Alternative Certification for Special Education Teachers**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2025**
PROPOSED CIP CODE:	**13.1001**
UNIVERSITY DEPARTMENT:	**Teacher Education**
BANNER DEPARTMENT CODE:	**NESE**
UNIVERSITY DIVISION:	**Millicent Atkins School of Education**
BANNER DIVISION CODE:	**5E**

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

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

University Approval

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

Michael Wanous

Institutional Approval Signature
President or Chief Academic Officer of the University

2/5/2025
Date

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

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

   Undergraduate Certificate ☐ Graduate Certificate ☒

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

   Northern State University's graduate certificate in alternative certification for special education teachers is designed to formally recognize and validate the completion of essential coursework and training for individuals seeking to meet state teaching requirements through the SD Department of Education alternative certification pathway. Completion of this graduate certificate does not automatically confer a special education endorsement. Additional requirements, as specified by the South Dakota Department of Education, must be met to obtain the endorsement.

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

BHSU:	*SDCL § 13-59*	*BOR Policy 1.2.1*
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

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.*

   NSU proposes the establishment of a graduate certificate in alternative certification for special education teachers to formally recognize individuals who complete the approved curriculum for alternative certification, aligning with South Dakota Department of Education requirements.

   Offering a graduate certificate provides formal acknowledgment of the achievement of individuals who complete the required coursework. This enhances their professional credentials and ensures that schools and districts can easily identify candidates who meet the state's alternative certification standards.

   Currently, students pursuing alternative certification coursework are classified as non-degree seeking, meaning their programs of study are not documented in the NSU catalog or Degree Works system. This lack of formal recognition makes it challenging for students, NSU faculty, and Graduate Studies staff to track progress toward credential completion. A certificate program would resolve these issues by providing clear pathways, enabling progress tracking, and ensuring students are assigned an advisor for academic support throughout the program.

Additionally, establishing a formal certificate program allows the Chair of Teacher Education to plan course offerings more effectively, align faculty workloads with program demand, and manage enrollment efficiently. This operational clarity ensures NSU is prepared to meet the needs of students while maintaining academic excellence.

The need for this program is underscored by South Dakota's significant shortage of special education teachers. The U.S. Department of Education lists special education as a shortage area at all levels (PreK-12) within the state.[1] As of January 3, 31 special education positions were advertised on the SD Teacher Placement website, highlighting the urgency of producing qualified professionals in this field.[2] K-12 Special Education is a critical need occupation for the purpose of the Critical Needs Scholarship and the Dakota Corps Scholarship.

South Dakota implemented the Special Education Alternative Certification pathway on July 1, 2017, to address this critical shortage. This pathway allows experienced educators with valid teaching certificates and relevant professional experience to earn the necessary endorsement by completing a 15-credit DOE-approved curriculum. This curriculum includes a 6-credit, year-long special education practicum and 9 credits in special education law, assessment, and instructional methods.

Northern State University is approved by the SD Department of Education for alternative certification for Special Education, and Northern already offers all of the courses required for alternative certification. Northern has teachers pursuing alternative certification for Special Education taking Northern courses. Right now, Northern is tracking these students on an Excel file and manually updating the file, which is not efficient or an effective use of staff or technology systems. Formalizing the pathway in a graduate certificate enables Northern to better serve our students. Students seeking alternative certification in Special Education will have a program in Degree Works, have an assigned faculty advisor, and will earn a graduate certificate. The University of South Dakota offers an alternative certification program, allowing them to track the teachers pursuing this credential in Degree Works and in their program-seeking headcount.

By formalizing the pathway with a graduate certificate, Northern aligns with best practices in program delivery and recognition, offering students a streamlined, officially designated credential that meets the state's professional standards and that will appear on the student's transcript.

[1] Associated School Boards of South Dakota's Teacher Placement System. https://teachers.cometeachinsd.com/
[2] U.S. Department of Education. Teacher Shortage Areas. https://tsa.ed.gov/#/reports

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

Students eligible to enroll in the alternative certification for special education teachers graduate certificate program must already hold a valid teaching certificate and have at least three years of teaching experience in the last five years. Completing the coursework for the alternative certification for special education teachers graduate certificate is the next step toward obtaining the special education endorsement issued by the South Dakota Department of Education.

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

      The certificate is a stand-alone educational credential issued to individuals pursuing alternative special education teacher certification through the South Dakota Department of Education. The coursework is designed to align with the specific requirements for alternative special education teacher certification established by the State of South Dakota.

   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.**

      Individuals seeking alternative certification from the State of South Dakota must complete the coursework contained in the alternative certification for special education teachers graduate certificate program.

   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 a stackable credential, and all credits can be applied to Northern's MSEd in Special Education.

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.*

Northern's alternative certification for special education teachers graduate certificate program is required to be more than 12 credit hours to meet coursework requirements set by the SD Department of Education for the alternative certification pathway.

The curriculum is already recognized by the SD Department of Education as meeting the coursework requirements for the alternative certification pathway.

The curriculum for Northern's alternative certification for special education teachers graduate certificate program includes coursework already taught in Northern's MSEd in Special Education. These courses are already supported by Northern and taught on a regular basis by highly qualified faculty.

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)
EDAD	720	Special Education Law for School Administrators		3	No
SPED	531	Identification and Assessment in Special Education		3	No
SPED	704	Inclusive Education		3	No
SPED	795	Practicum		6	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.*

Students will:

- Demonstrate a comprehensive understanding of special education law, including compliance with IDEA and Section 504, and apply legal and ethical considerations when administering special education services in their schools.
- Skillfully utilize a variety of assessment tools and methods to accurately identify students with disabilities and plan individualized education programs (IEPs) tailored to their unique needs.
- Design and implement evidence-based instructional strategies that promote inclusion and meet the diverse needs of students with disabilities, fostering equitable and supportive learning environments in both special education and general education classrooms.
- Effectively apply their knowledge of special education practices in real-world settings through hands-on practicum experiences, demonstrating leadership and advocacy for students with disabilities in their schools.

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

Individual Student Outcome (Same as in the text of the proposal)	EDAD 720	SPED 531	SPED 704	SPED 795
Demonstrate a comprehensive understanding of special education law, including compliance with IDEA and Section 504, and apply legal and ethical considerations when administering special education services in their schools.	X			
Skillfully utilize a variety of assessment tools and methods to accurately identify students with disabilities and plan individualized education programs (IEPs) tailored to their unique needs.		X		
Design and implement evidence-based instructional strategies that promote inclusion and meet the diverse needs of students with disabilities, fostering equitable and supportive learning environments in both special education and general education classrooms.			X	
Effectively apply their knowledge of special education practices in real-world settings through hands-on practicum experiences, demonstrating leadership and advocacy for students with disabilities in their schools.				X

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

9. Delivery Location.

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

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

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

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

	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in AAC Guideline 2.4.3.B.*	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	X02 HyFlex, X15 Online Asynchronous	**Fall 2025**
Does another BOR institution already have authorization to	Yes	**If yes, identify institutions:** USD	

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 (online/other distance delivery methods)	Yes	X02 HyFlex, X15 Online Asynchronous	**Fall 2025**

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – B (5)
DATE: April 2-3, 2025

****

SUBJECT

New Undergraduate Certificate Request – SDSU – Bison 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 an undergraduate certificate in Bison Studies. The proposed certificate will develop students into successful managers and producers in the field of bison production. Students will be prepared on adequate bison nutrition, herd management, health protocols, and grazing management. The certificate will focus on fundamentals of the production, day-to-day management, and raising bison for profit and cultural purposes.

IMPACT AND RECOMMENDATION

The proposed certificate will be offered on campus. SDSU does not request new resources. Two new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSU – Bison Studies

****

DRAFT MOTION 20250402_5-B(5):

I move to authorize SDSU to offer an undergraduate certificate in Bison Studies, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	**SDSU**
TITLE OF PROPOSED CERTIFICATE:	**Bison Studies**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2025**
PROPOSED CIP CODE:	**01.0999**
UNIVERSITY DEPARTMENT:	**Animal Science**
BANNER DEPARTMENT CODE:	**SANS**
UNIVERSITY DIVISION:	**College of Agriculture, Food and Environmental Sciences**
BANNER DIVISION CODE:	**3F**

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

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

University Approval

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

Barry H Dunn

Institutional Approval Signature
President or Chief Academic Officer of the University

2-4-2025
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 Bison Studies Certificate will develop students into successful managers and producers in the field of bison production. Students will be prepared on adequate bison nutrition, herd management, health protocols, and grazing management. The certificate will focus on fundamentals of the production, day-to-day management, and raising bison for profit and cultural purposes. Bison are a keystone species in North American ecology and heritage. This program will highlight this species such that students will learn immersive techniques and gain

new knowledge and respect for the national mammal of the United States.

Bison production has reached an all-time high in the United States since the era of market hunting. Bison meat has entered the US meat industry market share and gains more of that share every year. Bison producers now encompass every state in the continental US, and there is a need for the producers to be supported by academics and professionals. The certificate will produce graduates that will enter the workforce prepared to give detailed support to the producers in their daily management, feeding, and production of bison. It will also give students the ability to enter the bison production system themselves and raise bison for profit or in their home tribes as cultural herds.

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

The bison studies program will support South Dakota State University's mission, as outlined in SDBOR Policy 1.2.5, by offering academic programs in the liberal arts and sciences as well as professional education in agriculture, education, engineering, home economics, business economics, nursing, and pharmacy. Bison are a species that falls underneath the facets of both animal science and natural resources, which are both housed in the College of Agriculture, Food and Environmental Sciences at SDSU. Bison studies is a growing field in academia, and South Dakota State University is uniquely positioned to utilize its existing resources to offer this program. This certificate provides students with opportunities to use this knowledge to serve this industry in future service and research. By housing the Center of Excellence for Bison Studies, two dedicated bison faculty, and as the official research partner with the largest bison producer in the world (Turner Enterprises), SDSU has strategically placed itself at the forefront of bison research and teaching capabilities. This certificate will capitalize on these relationships by offering a unique field of study that will inevitably draw more. The proposed certificate aligns with Goal 4, Workforce and Economic Development, of the SDBOR strategic plan by providing an enhanced undergraduate opportunity that aligns with a need for a greater workforce in the growing bison industry in South Dakota and the nation. Similarly, it aligns with the SDSU Strategic Plan goal to Achieve Excellence Through Transformative Education as it is a unique and innovative undergraduate opportunity with an emphasis on workforce and economic development of the growing bison industry.

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

Bison production has reached an all-time high in the United States since the era of market hunting. The estimated herd size in the United States is approximately 400,000[1], with 192,477 of those animals owned in private herds located in 1,986 private ranches across the US.[1] Bison meat has entered the US meat industry market share and gains more of that share every year, currently earning premium prices compared to beef.[2] Bison producers now encompass every state in the continental US, and there is a need for the producers to be supported by academics and professionals. This certificate will help generate graduates prepared to enter the workforce

[1] National Bison Association. https://bisoncentral.com/bison-by-the-numbers/
[2] USDA. https://www.ams.usda.gov/mnreports/ams_2827.pdf

to give detailed support to the producers in their daily management, feeding, and production of bison. While there is not a full market assessment of bison related positions available, there are multiple positions for persons specifically with bison related skills at both the Turner Enterprise for Ecoagriculture and the National Bison Association.[1,3] This certificate also gives students the ability to enter the bison production system themselves and raise bison for profit or in their home tribes as cultural herds. Students will also have added value in the field of wildlife and fisheries science/natural resource management as park biologists, managers, zookeepers, and experts in the field of wildlife conservation.

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 primarily undergraduate students in the Departments of Animal Science and Natural Resource Management, which total over 700 students in fall 2024.[4] In addition, bison play a pivotal role in American Indian culture, making the courses and certificate of interest to American Indian and Indigenous Studies majors.

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; however, there is the potential for this to appeal to non-traditional and/or non-degree seeking students.

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 will be a value-added credential to students enrolled in Animal Science, Ecology and Environmental Science - Rangeland Ecology and Management, Wildlife and Fisheries Sciences, and American Indian and Indigenous Studies.

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

This certificate is not designed as a stackable credential. However, students will be able to apply the credits to their undergraduate degrees.

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).

[3] Tedturner.com
[4] Edify, SDSU Program Enrollment, accessed December 17, 2024

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
AS OR WL	101-101L 220	Introduction to Animal Science and Laboratory (3, 1 cr.) Introduction to Wildlife & Fisheries Management (3 cr.)	None	3-4	No
AS	231	Introduction to Bison Management	AS 101-101L or WL 220	3	Yes
AS	431	Advanced Bison Production	AS 231	3	Yes
RANG	205	Introduction to Range Management	None	2	No
RANG	205L	Introduction to Range Management Lab	None	1	No
			Subtotal	12-13	

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.*

After completion of this certificate, students will be able to:

- Describe and demonstrate basic animal husbandry techniques and strategies.
- Utilize marketing principles as they apply to bison, bison products and associated value-added opportunities.
- Conduct in depth analysis of habitat management and practices for bison production, including basic plant and soil characteristics applicable to range and grazing management.
- Develop grazing practices that fit individual models/persons.
- Employ and interpret common methods and techniques of population management.

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	AS 101-101 or WL 220	AS 231*	AS 431*	RANG 205-205L*
Describe and demonstrate basic animal husbandry techniques and strategies.	X	X	X	
Utilize marketing principles as they apply to bison, bison products and associated value-added opportunities.		X	X	
Conduct in depth analysis of habitat management and practices for bison production, including basic plant and soil characteristics applicable to range and grazing management.	X	X	X	X
Develop grazing practices that fit individual models/producers.			X	X
Employ and interpret common methods and techniques of population management.	X	X	X	

9. Delivery Location.

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

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

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

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

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

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

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

Appendix A
Corresponding Curriculum Requests – New Course Requests

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	**College of Agriculture, Food & Environmental Sciences / Animal Science**
Institution	**Division/Department**
Dennis D. Hedge	2/3/2025
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
AS 231	Introduction to Bison Management	3

Course Description

The introductory course provides the foundations of bison management and production theory. This course will focus on the discussion of various principles that are necessary to understand before utilizing field work in relation to bison.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
AS 101-101L OR WL 220	Introduction to Animal Science & Lab Introduction to Wildlife & Fisheries Management	Pre-req

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ Unique Course

Prefix & No.	Course Title	Credits
WL 220	Introduction to Wildlife and Fisheries Management	3
AS 264	Ruminant Livestock Production	3

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

The proposed course is specific to bison production and management and will focus only on that species. WL 220 is a broad-based course that covers multiple species of wildlife and fish, with a maximum of one or two lectures that directly relate to bison production. Similarly, AS 264 covers livestock species of beef cattle, sheep and goats, and currently has no lectures specifically focused on bison. Although some principles (e.g. digestive systems, grass management) from these courses are broad enough to have some application to bison production, that is not the focus of either course.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: This course will be part of the workload of an

existing faculty member. This class is currently being taught as a Topics course. AS 231 will be taught once per year in the spring semester.

3.2. Existing program(s) in which course will be offered: Bison Studies Certificate, Bison Studies Minor

3.3. Proposed instructional method by university *(as defined by AAC Guideline 2.4.3.A)*: R - Lecture

3.4. Proposed delivery method by university *(as defined by AAC Guideline 2.4.3.B and 2.4.3.B(A-1))*: 001 - Face to Face

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? ☐Yes, max per section: ☒ No

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

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

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

4.1. University Department: Animal Science

4.2. Banner Department Code: SANS

4.3. Proposed CIP Code: 01.0901

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

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

Rosie Nold	Rosie Nold	12/10/2024
Request Originator	**Signature**	**Date**
John R Jaeger	John R Jaeger	12/10/2024
Department Chair	**Signature**	**Date**
James Connors	James Connors	12/10/2024
School/College Dean	**Signature**	**Date**

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
   Bison Studies is a growing field in academia, and South Dakota State University is uniquely positioned to utilize its existing resources to offer this course. By housing the Center of Excellence for Bison Studies, two dedicated bison faculty, and as the official research partner with the largest bison producer in the world (Turner Enterprises), SDSU has strategically placed itself at the forefront of bison research and teaching capabilities. This course will capitalize on these relationships by offering a unique field of study that will inevitably draw more students into undergraduate and graduate populations. By offering this course to students in numerous majors at SDSU, they will be better equipped to service the needs of the bison industry, whether their career paths take them into private industry, public management, or tribal relations. The proposed course will provide students an introduction to all aspects of the bison industry including animal management, health and nutrition, grazing management, and marketing, thus providing students a broad knowledge that enhances their ability to enter any aspect of the industry.
2. Note whether this course is: ☒ Required ☐ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
   This course may be an elective for any student; however, it may be of interest to students in the Animal Science Department, Natural Resource Management Department, and School of American and Global

Studies. Applicable programs include all Animal Science specializations, Ecology and Environmental Science – Rangeland Ecology and Management Specialization, Conservation Planning and Park Management, Wildlife and Fisheries Science, and American Indian and Indigenous Studies.

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).
   Philip Urso, Assistant Professor, Ph.D.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
   Adequate facilities to teach this course successfully are present at SDSU. Current plans include a partnership with SDSU, Custer State Park, and Bad River Ranches (Turner Enterprises). This partnership will work in tandem with bison round ups to get students hands on experiences working with animals.
8. Note whether adequate library and media support are available for the course.
   Library and media support is available and more than adequate for this course.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
    N/A

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	**College of Agriculture, Food & Environmental Sciences / Animal Science**
Institution	**Division/Department**
Dennis D. Hedge	2/3/2025
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
AS 431-531	Advanced Bison Production	3

Course Description

An in-depth course focusing on bison management and production techniques specific to bison. Intensive, governmental, and tribal production systems will be thoroughly explored.

AS 431 Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
AS 231	Introduction to Bison Management	Pre-req

AS 431 Registration Restrictions

Junior or Senior standing only

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ Unique Course

Prefix & No.	Course Title	Credits
WL 411-411L	Principles of Wildlife Management and Lab	2, 1

Prefix & No.	Course Title	Credits
AS 474-474L	Cow-Calf Management and Lab	2, 1

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

The proposed course is specific to bison production and management and will focus only on that species. WL 411-411L is a broad-based course that covers multiple species of wild birds, mammals and herps, with a maximum of one or two lectures that directly relate to bison production. Similarly, AS 474-474L is specific to cow-calf production and currently has no lectures specifically focused on bison. Although some principles (e.g. digestive systems, grass management) from these courses are broad enough to have some application to bison production, that is not the focus of either course.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: Workload is available to teach this course. AS 431-531 will be taught once per year in the fall semester.

3.2. Existing program(s) in which course will be offered: Bison Studies Certificate, Bison Studies Minor

3.3. Proposed instructional method by university *(as defined by AAC Guideline 2.4.3.A)*: R - Lecture

3.4. Proposed delivery method by university *(as defined by AAC Guideline 2.4.3.B and 2.4.3.B(A-1))*: 001 - Face to Face

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? ☐Yes, max per section: ☒ No

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

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

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

4.1. University Department: Animal Science

4.2. Banner Department Code: SANS

4.3. Proposed CIP Code: 01.0901

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

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

Rosie Nold	Rosie Nold	12/10/2024
Request Originator	**Signature**	**Date**
John R Jaeger	John R Jaeger	12/10/2024
Department Chair	**Signature**	**Date**
James Connors	James Connors	12/10/2024
School/College Dean	**Signature**	**Date**

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

Bison Studies is a growing field in academia, and South Dakota State University is uniquely positioned to utilize its existing resources to offer this course. By housing the Center of Excellence for Bison Studies, two dedicated bison faculty, and as the official research partner with the largest bison producer in the

world (Turner Enterprises), SDSU has strategically placed itself at the forefront of bison research and teaching capabilities. This course will capitalize on these relationships by offering a unique field of study that will inevitably draw more students into undergraduate and graduate populations. By offering this course to students in numerous majors at SDSU, they will be better equipped to service the needs of the bison industry, whether their career paths take them into private industry, public management, or tribal relations. The proposed course will provide students with in-depth study of all aspects of bison production including animal management, health and nutrition, grazing management, and marketing, thus providing students technical expertise to make them sought after employees for many aspects of the bison industry.

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

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

This course may be an elective for any student; however, it may be of interest to students in the Animal Science Department, Natural Resource Management Department and School of American and Global Studies. Applicable programs include all Animal Science specializations, Ecology and Environmental Science – Rangeland Ecology and Management Specialization, Conservation Planning and Park Management, Wildlife and Fisheries Science, and American Indian and Indigenous Studies.

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

Graduate students enrolling in AS 531 will be subjected to an additional assignment which includes an academic style presentation to be presented to the full class. This presentation may be inclusive of their research or industry topics as assigned.

5. Desired section size 25

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

Philip Urso, Assistant Professor, Ph.D.

7. Note whether adequate facilities are available and list any special equipment needed for the course.

Adequate facilities to teach this course successfully are present at SDSU. Current plans include a partnership with SDSU, Custer State Park, and Bad River Ranches (Turner Enterprises). This partnership will work in tandem with bison round ups to get students hands on experiences working with animals.

8. Note whether adequate library and media support are available for the course.

Library and media support is available and more than adequate for this course.

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

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

N/A

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C (1)
DATE: April 2-3, 2025

****

SUBJECT

New Specialization Request – DSU – Cybersecurity Management Specialization – BS in Business Administration

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a Cybersecurity Management specialization within the BS in Business Administration program. The proposed specialization develops managers and corporate leaders that can administer business and discuss the intricacies of cyber security in a business environment. This is an intersection of BBA curriculum emphasizing the development of business acumen and soft skills with technical understanding from the cybersecurity discipline.

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 – Cybersecurity Management – Business Administration (BS)

****

DRAFT MOTION 20250402_5-C(1):

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

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Specialization

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

UNIVERSITY:	DSU
TITLE OF PROPOSED SPECIALIZATION:	**Cybersecurity Management**
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	**BBA Business Administration**
BANNER PROGRAM CODE:	**DBUS**
INTENDED DATE OF IMPLEMENTATION:	**5/12/2025**
PROPOSED CIP CODE:	**52.0201**
UNIVERSITY DEPARTMENT:	**Business**
BANNER DEPARTMENT CODE:	**DBUS**
UNIVERSITY DIVISION:	**College of Business & Information Systems**
BANNER DIVISION CODE:	**DCBIS**

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

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

University Approval

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

Rebecca L. Hoey

Institutional Approval Signature
President or Chief Academic Officer of the University

10/8/2024
Date

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

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

Baccalaureate ☒ Master's ☐ Doctoral ☐

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

This specialization develops managers and corporate leaders that can administer business and discuss the intricacies of cyber security in a business environment. This is an intersection of BBA curriculum emphasizing the development of business acumen and soft skills with technical understanding from the cybersecurity discipline.

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.*

In today's rapidly evolving cyber landscape, a business foundation is essential for any technology professional aiming to lead and innovate at the highest levels. While technical cyber degrees provide deep expertise in cybersecurity and technology, they often lack the critical business skills necessary for roles like Chief Technology Officer (CTO) and Chief Innovation Officer (CIO). Our proposed program addresses this gap, equipping students not only with robust technical knowledge but also with essential business acumen to make strategic, high-level decisions. The integration of business principles with cyber skills also builds a unique skill set that is highly relevant for students with entrepreneurial aspirations in the tech sector. This degree provides a solid foundation in business strategy, financial literacy, and leadership—skills necessary to lead tech-focused companies, drive innovation, and make informed decisions in an increasingly complex digital economy. By blending cyber expertise with a business core, this program prepares graduates to bridge the communication gap between technical and non-technical stakeholders, enabling them to effectively advocate for strategic initiatives and guide their organizations towards sustainable growth. This combination is exactly what aspiring tech executives and entrepreneurs need to thrive in high-responsibility roles, ensuring that technology decisions align with organizational goals and market demands.

This specialization proactively meets the needs of today's cyber-business leadership pipeline and addresses a clear need beyond traditional cyber programs, positioning graduates to succeed in a broader range of impactful, high-demand roles.

The 2023 ICS2 Cybersecurity workforce study, as cited by NIST[1], states there will be a 3.4 million global shortage of cybersecurity professionals in 2023. While there are more cybersecurity professionals in the workplace, the gap continues to grow, with a 12.6% increase year over year. This creates staffing shortages, currently estimated at 521,827 professionals in a very specific and important industry.

There is also a shift in the staffing of the cybersecurity profession, with more professionals entering the field without working previously in an IT role. This demonstrates the acceptance of professionals

[1] https://www.nist.gov/document/workforcedemandonepager

with various backgrounds in a traditional technical field and accentuates the need for business professionals that understand the cybersecurity landscape. [2]

One of the strategic priorities for the South Dakota government is to lead the way in Cybersecurity. [3] According to the South Dakota Governor's Office of Economic Development, as of 2021, the state houses 1,179 cybersecurity companies, and 3,491 state residents work in the industry.

The global cybersecurity market is expected to reach $478.68 billion by 2030 according to Strategic Market Research, with North America accounting for over 25% of the share.[4] According to the SD Office of Economic Development, there were 1,179 cybersecurity companies and 3,491 employees in 2021. The "Scientific, and Technical Services" sector added 4,000 jobs added in the past five years – a growth of 25%.[5]

Graduates with this degree can expect salaries (2023) between $67,687[6] and $123,771[7], reflecting the average annual salaries for Business administration and Cybersecurity in South Dakota. Graduates will be able to administer business decisions and effectively communicate in business environments that range from operations to the C-Suite arena the Cybersecurity field.

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 course in the Bachelor of Business Administration program. This specialization has the following courses:

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
		General Education Requirement	30	
		BBA Core Requirement	60	
		General Electives	9	
		Choose one Specialization	21	
		Cybersecurity Management Specialization	**21**	
CSC	134	Introduction to Cyber	3	No
CSC	285	Networking I	3	No
CSC	321	Cyber Law and Policy	3	No
CSC	385	Networking II	3	No
CSC	438	Defensive Network Security	3	No
CLI	420	Cyber Leadership	3	No

[2] https://www.isc2.org/research
[3] https://governor.sd.gov/priorities/cybersecurity.aspx
[4] https://www.strategicmarketresearch.com/market-report/cyber-security-market#:~:text=How%20big%20is%20the%20cyber,with%20a%20CAGR%20of%209.5%25.
[5] https://news.sd.gov/news?id=news_kb_article_view&sysparm_article=KB0040984&sys_kb_id=d8802ebf1b5979101b354262f54bcbf6&spa=1

[6] https://www.salary.com/research/salary/listing/business-manager-salary/sd
[7] https://www.ziprecruiter.com/Salaries/Cyber-Security-Salary--in-South-Dakota

Choose 3 credits from the following:			3	
BADM	464	Organizational Behavior		No
CIS	338	Project Management		No
CSC	163	Hardware, Virtualization, and Data Communication		No

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

5. Delivery Location

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

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

	Yes/No	***Intended Start Date***
On campus	Yes	**Fall** Choose an item.

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

	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in AAC Guideline 5.5.*	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	015	**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 (online/other distance delivery methods)	No		Choose an item. Choose an item.

6. Additional Information: *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary*

and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C (2)
DATE: April 2-3, 2025

****

SUBJECT

New Specialization Request – DSU – Literacy Instructional Coaching Specialization – MSEd in Education and Technology

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a Literacy Instructional Coaching specialization within the MSEd in Education and Technology program. The proposed specialization provide training as part of a project with the South Dakota Department of Education (DOE) and Dakota State University. This training will provide graduate-level coursework toward becoming a literacy instructional coach in school-based settings.

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. Eighteen new 1-credit-hour courses will be required.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: DSU – Literacy Instructional Coaching – Education and Technology (MSEd)

****

DRAFT MOTION 20250402_5-C(2):

I move to authorize DSU to offer a Literacy Instructional Coaching specialization within the MSEd in Education and Technology program, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Specialization

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

UNIVERSITY:	DSU
TITLE OF PROPOSED SPECIALIZATION:	**Literacy Instructional Coaching**
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	**MSEd, Education and Technology**
BANNER PROGRAM CODE:	**DEDT**
INTENDED DATE OF IMPLEMENTATION:	**1/1/2025**
PROPOSED CIP CODE:	**13.0501**
UNIVERSITY DEPARTMENT:	**Education**
BANNER DEPARTMENT CODE:	**DEDU**
UNIVERSITY DIVISION:	**College of Education & Human Performance**
BANNER DIVISION CODE:	**DED 8E**

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

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

University Approval

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

Rebecca L. Hoey

Institutional Approval Signature
President or Chief Academic Officer of the University

10/24/2024
Date

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

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

   Baccalaureate ☐ Master's ☒ Doctoral ☐

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

   The intent of this specialization is to provide training as part of a project with the South Dakota Department of Education and Dakota State University. This training will provide graduate-level coursework toward becoming a literacy instructional coach in school-based settings.

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.*

   A Literacy Instructional Coaching specialization is critical in addressing the need for high-quality literacy instruction in South Dakota, where reading proficiency is a growing concern. During the last NAEP testing period in 2022, only 32% of South Dakota 4th grade students scored at or above proficient in reading assessments.[1] During the same NAEP testing period in 2022, only 31% of 8th grade South Dakota students performed at or above the proficient level, highlighting the demand for literacy specialists to support teachers in improving outcomes.[1] Graduates with this specialization will be equipped to fill roles as literacy instructional coaches, a growing field projected to have 20,100 openings nationally each year, according to the U.S. Bureau of Labor Statistics.[4] South Dakota's Department of Labor also identifies education-related occupations among the top in-demand jobs in the state. [5] This specialization will prepare professionals to meet workforce demands, support teachers, and foster student success by implementing research-based practices from the Science of Reading. It will also address the state's need for literacy experts to mentor educators in improving reading instruction statewide.

   The Literacy Instructional Coaching specialization aligns with Dakota State University's MSEd in Education and Technology by emphasizing the integration of technology into literacy education, reflecting the university's mission of producing tech-savvy educators through its

[1] National Center for Education Statistics. (2022). South Dakota state profile: Results from the 2022 mathematics and reading assessments. The Nation's Report Card. https://www.nationsreportcard.gov/profiles/stateprofile/overview/SD?cti=PgTab_Findings&chort=1&sub=MAT&sj=SD&fs=Grade&st=MN&year=2022R3&sg=Gender:%20Male%20vs.%20Female&sgv=Difference&ts=Single%20Year&sfj=NP

[4] U.S. Bureau of Labor Statistics. (2023). *Instructional coordinators*. Occupational Outlook Handbook. https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm

[5] South Dakota Department of Labor and Regulation. (n.d.). *Labor market information*. https://dlr.sd.gov

focus on technology-driven education. Graduates will serve as instructional leaders adept at using digital resources, such as cutting-edge data analysis tools and digital literacy platforms, to foster student success. This specialization's design reflects DSU's commitment to preparing educators for modern challenges using advanced educational technologies.

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

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
Required Courses			**12**	
CET	720	Leadership and Evaluation of Educational Technology	3	No
CET	722	Instructional Design for Interactive Learning	3	No
CET	726	Visual Design for Learning	3	No
CET	785	Research Methods in Educational Technology	3	No
Literacy Instructional Coaching Specialization			**18**	
EDFN	757	Foundations of the Science of Reading	1	Yes
EDFN	758	Phonemic Awareness	1	Yes
EDFN	759	Phonics and Word Recognition	1	Yes
EDFN	761	Fluency Development	1	Yes
EDFN	762	Vocabulary Acquisition	1	Yes
EDFN	763	Reading Comprehension	1	Yes
EDFN	764	Writing as a Tool for Literacy	1	Yes
EDFN	766	Assessment and Data-Driven Instruction	1	Yes
EDFN	767	Differentiated Literacy Instruction	1	Yes
EDFN	768	Supporting English Language Learners in Literacy	1	Yes
EDFN	769	Intervention for Struggling Readers	1	Yes
EDFN	770	Family and Community Literacy Engagement	1	Yes
EDFN	771	Coaching and Mentoring Teachers	1	Yes
EDFN	772	Literacy Instructional Leadership	1	Yes
EDFN	773	Technology Integration in Literacy	1	Yes
EDFN	774	Literacy Practices for All Students	1	Yes
EDFN	776	Disciplinary Literacies	1	Yes
EDNF	777	Advocacy for Literacy Policies and Programs	1	Yes

Total number of hours required for completion of specialization	18
Total number of hours required for completion of major	30
Total number of hours required for completion of degree	30

5. Delivery Location

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

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

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

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

	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in AAC Guideline 2.4.3.B.*	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	D15 Online Asynchronous; D01 Face to Face	**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 (online/other distance delivery methods)	No		Choose an item. Choose an item.

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

In late September of 2024, the South Dakota Department of Education requested to meet with Dakota State University to ask for our help in training literacy coaches in the coming years. South Dakota has been awarded more than $54,000,000 from a competitive Comprehensive Literacy State Development (CLSD) Grant. The CLSD focuses on evidence-based activities that provide explicit intervention and support in reading and writing for children from birth to grade 12 throughout South Dakota. DSU will use operating funds from the College of Education & Human Performance to develop 18 new one-credit courses and has requested financial support from the grant received by the South Dakota Department of Education.

The new courses created with this specialization are the same courses in the Literacy Instructional Coaching Certificate being proposed by DSU and SDSU.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C (3)
DATE: April 2-3, 2025

****

SUBJECT

New Specialization Request – SDSU – Literacy Instructional Coaching Specialization – M.Ed. in Curriculum and Instruction

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 Literacy Instructional Coaching specialization within the M.Ed. in Curriculum and Instruction program. The proposed specialization will provide graduate coursework toward becoming a literacy instructional coach in school-based settings. The coursework will support literacy leaders coaching their peers through the process of developing students' literacy skills and overall literacy proficiency. SDSU is partnering with the South Dakota Department of Education (DOE) to create this specialization.

IMPACT AND RECOMMENDATION

SDSU requests authorization to offer the specialization on campus and online. SDSU is not requesting additional state resources to offer the program. Eighteen new 1-credit-hour courses will be required.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: SDSU – Literacy Instructional Coaching – Curriculum and Instruction (M.Ed.)

****

DRAFT MOTION 20250402_5-C(3):

I move to authorize SDSU to offer a Literacy Instructional Coaching specialization within the M.Ed. in Curriculum and Instruction program, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	**SDSU**
TITLE OF PROPOSED SPECIALIZATION:	**Literacy Instructional Coaching**
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	**Curriculum and Instruction (M.Ed.)**
BANNER PROGRAM CODE:	**SMED.CI**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2025**
PROPOSED CIP CODE:	**13.0301**
UNIVERSITY DEPARTMENT:	**School of Education, Counseling and Human Development**
BANNER DEPARTMENT CODE:	**SECH**
UNIVERSITY DIVISION:	**College of Education and Human Sciences**
BANNER DIVISION CODE:	**3H**

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

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

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

Institutional Approval Signature
President or Chief Academic Officer of the University

3/6/2025
Date

1. **Level of the Specialization:**

   Baccalaureate ☐ Master's ☒ Doctoral ☐

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

   South Dakota State University (SDSU) requests authorization to offer a Literacy Instructional Coaching specialization in the Curriculum and Instruction (M.Ed.). Literacy is

an area identified by the South Dakota Department of Education as high need for children. SDSU is partnering with DSU and the South Dakota Department of Education (DOE) to provide graduate coursework toward becoming a literacy instructional coach in school-based settings. In August 2023, the DOE launched a literacy initiative that puts phonics education at the forefront of reading and writing instruction.[1] The specialization coursework is aligned to the Science of Reading, ensuring that existing and future Literacy Instructional Coaches are well-equipped to support teachers in promoting effective, research-based literacy instruction. The coursework will support literacy leaders coaching their peers through the process of developing students' literacy skills and overall literacy proficiency. This training will provide graduate level coursework toward becoming a literacy specialist in school-based settings.

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.*

   Literacy is an area identified by the South Dakota Department of Education as high need for children in the state. According to the National Assessment of Educational Progress in 2022, only 33% of US 4th graders and 35% of South Dakota 4th graders were proficient in reading. In 8th graders, this was 31% in the US in 32% in South Dakota.[2] Training school professionals to work with children around literacy and the science of reading is paramount to improving South Dakota schools. SDSU and DSU will deliver a graduate literacy instructional coaching certificate in partnership with the South Dakota Department of Education through a literacy grant. Students will be able to stack the 18-credit certificate into the M.Ed. in Curriculum and Instruction to earn the specialization. As part of this grant, these courses will meet the needs of school districts to train professionals in school-based settings to work with children around literacy.

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

Non-Thesis Option

Prefix	Number	Course Title	Credit Hours	New (yes, no)
EDFN	600	Educational Theory in Practice	3	No
EDFN	610	Introduction to Research	3	No
EDFN	725	Education in a Pluralistic Society	3	No
EDFN	740	Educational Psychology: Cognition, Learning and Applications	3	No
		Specialization Requirements		
EDFN	757	Critical Issues in Literacy Coaching	1	Yes
EDFN	758	Coaching Using the Science of Learning	1	Yes

[1] South Dakota Department of Education, Science of Reading professional development available for educators https://doe.sd.gov/teachsd/emails/041724/Story-2.html

[2] National Center for Education Statistics. (2022). NAEP Reading: National Achievement-Level Results. Retrieved from https://www.nationsreportcard.gov/reading/nation/achievement/#:~:text=Thirty-three%20percent%20of%20fourth-grade%20students%20performed%20at%20or,comparison%20to%201992%2C%20the%20first%20reading%20assessment%20year.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
EDFN	759	Literacy Coaching Frameworks and Andragogy	1	Yes
EDFN	761	Developing Instructional Capacity	1	Yes
EDFN	762	Literacy Assessment and Learning	1	Yes
EDFN	763	Data-Informed Literacy Coaching	1	Yes
EDFN	764	Literacy Coaching for Differentiated Instruction	1	Yes
EDFN	766	Disciplinary Literacy Coaching	1	Yes
EDFN	767	School-Wide Literacy Intervention	1	Yes
EDFN	768	Literacy Curriculum Evaluation	1	Yes
EDFN	769	Literacy Curriculum Mapping	1	Yes
EDFN	770	Family and Community Literacy Engagement	1	Yes
EDFN	771	Promoting Literacy Policies and Programs	1	Yes
EDFN	772	Integrating Technology in Literacy Coaching	1	Yes
EDFN	773	Literacy Instructional Leadership	1	Yes
EDFN	774	Implementing Literacy Coaching Cycles	1	Yes
EDFN	776	Sustaining Literacy Coaching Cycles	1	Yes
EDFN	777	Practicum: Applying Coaching Cycles	1	Yes

Total number of hours required for completion of specialization	18
Total number of hours required for completion of major	12
Total number of hours required for completion of degree	30

5. Delivery Location

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

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

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

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

	Yes/No	*If Yes, identify delivery methods* *Delivery methods are defined in AAC Guideline 2.4.3.B.*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	Online Asynchronous, Online Synchronous, Hybrid Online, Hybrid F2F	**Fall 2025**
Does another BOR institution already have authorization to offer the program online?	No	**If yes, identify institutions:**	

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

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

6. Additional Information:

Student Learning Outcomes

- Knowledge of Current Issues - The graduate demonstrates knowledge of current practices, research, theories, and issues in education, including the theoretical, historical, and evidence-based foundations of reading and writing processes (ILA Standard 1). This includes understanding language development (phonemic awareness, phonics, fluency, vocabulary, comprehension) to support literacy development across diverse learners (ILA Standard 1).
- Knowledge of Learning - The graduate applies knowledge of how students learn, integrating a wide range of instructional practices, approaches, and curriculum materials—using both traditional methods and technology—to support reading and writing development (ILA Standard 2). Instruction is culturally responsive, developmentally appropriate, and meets the needs of all students, including struggling readers and English Language Learners (ILA Standard 2, ILA Standard 4).
- Curricular Processes - The graduate effectively participates in curricular processes, utilizing a variety of assessment tools and practices to plan, evaluate, and adjust literacy instruction (ILA Standard 3). Data from assessments informs instruction and communicates results to students, parents, and colleagues, ensuring targeted support for diverse learners (ILA Standard 3).
- Communication Skills - The graduate communicates effectively in a variety of educational roles, fostering positive, motivating environments that promote active engagement in literacy learning (ILA Standard 4). Instructional strategies implemented respect and value the diversity of learners, including cultural, linguistic, and cognitive differences, creating inclusive and engaging literate environments (ILA Standard 4).
- Foundational Lifelong Learning Skills - The graduate demonstrates commitment to professional involvement and growth through continual learning, reflective practice, and collaboration. This includes reflecting on literacy practices to improve instruction and student learning outcomes (ILA Standard 6), collaborating with colleagues, families, and communities to support literacy development (ILA Standard 6), and advocating for effective literacy practices and policies (ILA Standard 6).
- Technology in Education - The graduate makes appropriate use of educational technology to enhance literacy instruction and engage diverse learners (ILA Standard 2). This includes providing evidence-based interventions for struggling readers and monitoring their effectiveness to make data-driven adjustments (ILA Standard 2, ILA Standard 4).

Additional Admission Requirements

GRE: Not Required
TOEFL: 79-80 Internet-based
TOEFL Essentials: 8.5

IELTS: 6.5
Duolingo: 110

Applicants must provide a resume, goal statement, and two letters of professional reference to the School of Education, Counseling and Human Development. Once all material is received, it is reviewed by the program faculty. Students are assigned an admission status of “unconditional,” “conditional” or “not admitted.”

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D (1)
DATE: April 2-3, 2025

****

SUBJECT

New Site Request – NSU – BS in Environmental Science (Online)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination
BOR Policy 2.3.8 – Distance Education

BACKGROUND / DISCUSSION

Northern State University (NSU) requests approval to offer the BS in Environmental Science online. Currently, the program is only available to on-campus students. With increasing public interest and awareness of environmental issues, there is a rising demand for professionals who can address challenges in climate, pollution, and sustainable resource management.

IMPACT AND RECOMMENDATION

NSU requests no new resources, as online courses will be offered by faculty within their regular course load.

Board office staff recommends approval to offer the program online.

ATTACHMENTS

Attachment I – New Site Request: NSU – BS in Environmental Science

****

DRAFT MOTION 20250402_5-D(1):

I move to approve NSU's new site proposal to offer the BS in Environmental Science online, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Site Request

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

UNIVERSITY:	NSU
DEGREE(S) AND PROGRAM:	BS Environmental Science
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
CIP CODE:	26.1301
UNIVERSITY DEPARTMENT:	Science and Mathematics
BANNER DEPARTMENT CODE:	NSCM
UNIVERSITY DIVISION:	College of Arts and Sciences
BANNER DIVISION CODE:	5A

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

- The individual preparing this request has read AAC Guideline 2.3.2.4.A, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Michael Wanous — President (or designee) of the University

11/22/2024 — Date

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

Environmental Science is a viable field. With increasing public interest and awareness of environmental issues, there is a rising demand for professionals who can address challenges in climate, pollution, and sustainable resource management. According to the United States Bureau of Labor Statistics, employment in the Environmental Science field is projected to grow 7% from 2023-2033, which is faster than the average for all occupations. It is estimated that approximately 8,500 openings for environmental scientists and specialists will occur each year over this 10-year span.[1]

[1] U.S. Bureau of Labor Statistics, 2023-2033 Occupational Employment Handbook, "Environmental Scientists and Specialists", https://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm (site visited August 1, 2024)

Online delivery of the BS Environmental Science program supports "Goal 3: Academic Success, Student Outcomes, Educational Attainment" in the South Dakota Board of Regents Strategic Plan 2022-2027, specifically by responding to the Board's call to "Expand the type of instructional methodologies/modalities to meet the demands of students" and "promote working professionals/adult learners' completion goals."[2]

Online programs offer flexibility and accessibility, making them attractive to a broader range of students, including working professionals and those with family commitments. With the projected growth in employment in the field of environmental science, and because no other regental institutions offers an online or a general BS Environmental Science degree (see item 2 below), it is anticipated that our online program will appeal to and most benefit South Dakota residents who are geographically distanced from a regental campus as well as individuals outside of South Dakota who are looking for an affordable online option for a BS Environmental Science degree.

Additionally, according to the April 2021 Emsi report of the South Dakota Board of Regents Program Demand Gap Analysis: Economic Overview and Review of Academic Programs, there is a workforce gap for fields associated with environmental science. The programs in the Emsi report that our BS in Environmental Studies would most closely fall under are Sustainability Studies[3] and Environmental Studies,[4] and each program shows a deficit in South Dakota graduates when compared to South Dakota workforce demand (i.e. fewer graduates in a field than workforce demand). According to the Emsi report, Sustainability Studies, which the Emsi report lists as a "High Demand, Low Supply" program, is showing annual South Dakota job openings at 158 with SDBOR annual degree completions within this area totaling 8, leaving a state workforce gap of 148. Similarly, Environmental Studies also shows a gap with 13 annual South Dakota job openings and 10 SDBOR annual degree completions, leaving a state workforce gap of 3.[5]

2. **Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If "yes," identify the institutions and programs and explain why authorization is requested.**

   No other Regental universities are authorized to offer an online BS in Environmental Science. While Black Hills State University (BS Environmental Physical Science), South Dakota Mines (BS Atmospheric and Environmental Science) and South Dakota State University (BS Ecology and Environmental Science) offer a major in the field of environmental science on their main campus, none of these universities offers an online BS Environmental Science program.

3. **Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates.**

[2] "Goal 3: Academic Excellence, Student Outcomes, Educational Attainment." South Dakota Board of Regents Strategic Plan 2022-2027, page 12, https://sdbor.edu/wp-content/uploads/2023/09/StrategicPlan_22_27.pdf
[3] Emsi. "South Dakota Board of Regents Program Demand Gap Analysis: Economic Overview and Review of Academic Programs.: April 2021, page 56. https://www.bhsu.edu/Faculty-Staff/Sponsored-Programs/_docs/EmsiGapAnalysis.pdf
[4] Ibid, pages 29 and 105.
[5] Ibid, pages 38 and 43.

Northern anticipates that most of the students who seek to complete their BS Environmental Science online will be new to the university, although some may be re-directed from our on-campus program due to the flexibility of an online program, especially for those with work, family, or other commitments. Northern anticipates growth in enrollment in the BS Environmental Science program given the appeal of an online option. The methodology used is the current enrollment in the program:

	Fiscal Years			
	1st	**2nd**	**3rd**	**4th**
Estimates*	FY 26	FY 27	FY 28	FY 29
Students new to the university	7	9	12	14
Students from other university programs	5	4	3	3
=Total students in the program at the site	12	13	15	17
Program credit hours (major courses)**	120	120	120	120
Graduates		3	6	8

*These estimates are for the online program only and do not include numbers for the on-campus program, which will remain active.

**This is the total number of credit hours generated by students in the program in the required or elective program courses.

These figures were calculated by estimating that of the 52 required and elective major specific credits each major would take on average close to 12 of these credits per year with their remaining credits being taken in general education courses. These figures do not account for general education courses.

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

No impact on existing Regental programs is anticipated. Adding online delivery for the BS Environmental Science will provide flexibility and increase accessibility for students who want to pursue their education but are place bound due to current employment, family, or other commitments.

5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.

BS Environmental Science	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements	30	30	30	30	0
Subtotal, Degree Requirements	30	30	30	30	0
College of Arts and Sciences BS Requirements	2	2	2	2	0
Subtotal, Requirements of the Degree	2	2	2	2	0
Major Requirements	49	27	21	27	3
Major Electives or Minor	0	0	0	0	0
Subtotal, Requirements of the Proposed Major	49	27	21	27	3
Free Electives	39	39	39	39	0
Total, Degree with Proposed Major	120	98	92	98	3

Requirements for the BS Environmental Science as it will appear in the 2024-2025 Northern State University catalog, which includes the BS Environmental Science – Minor Program Modification and the BIOL 212 New Course Request passed by Northern's AAC in October 2024.

Courses Northern is currently authorized to teach online are indicated with an asterisk.

Program Requirements			
FYS	190	Freshman Seminar*	2
BIOL	130	Success in Science*	1
BIOL	211/L	Environmental Biology/Lab*	3
BIOL	212	Environmental Policy*	3
BIOL	281	Introduction to Statistics*	3
BIOL	284	Soils and the Environment*	3
BIOL	301/L	Plant Systematics/Lab	4
BIOL	311/L	Principles of Ecology/Lab	4
BIOL	377/L	Birds and Mammals/Lab	4
BIOL	436	Biogeography*	3
BIOL	454	Environmental Ethics*	3
BIOL	477/L	Wildlife Conservation and Management/Lab	4
BIOL	496	Field Experience	3
GEOG	131/L	Physical Geography: Weather and Climate/ Lab*	4
GEOG	132/L	Physical Geography: Natural Landscapes/Lab*	4
GEOG	372/L	Introduction to GIS/Lab	3

Student Learning Outcomes

- Students demonstrate the ability to analyze data and use taxonomic keys to identify organisms. *(Cross-curricular Skill: Inquiry and Analysis)*
- Students can demonstrate this by effectively communicating scientific results orally and in writing. *(Cross-curricular Skill: Critical and Creative Thinking)*
- Students can demonstrate this by identifying appropriate scientific sources and analyzing and interpreting data. *(Cross-curricular Skill: Information Literacy)*
- Students will demonstrate the ability to work as a team while completing research projects and presentations. *(Cross-curricular Skill: Teamwork)*
- Students will demonstrate the ability to design and conduct scientific research. *(Cross-curricular Skill: Problem Solving)*
- Environmental science students will establish skills in core disciplines of conservation biology, including knowledge of Geographic Information Systems and the biodiversity of plants and animals.

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

Northern State University offers several degree programs, minors, and certificates in an online format. As a result, comparable services are firmly established. Student advising is provided by the Student Success Center, by the dedicated academic advisor for the Department of Science and Mathematics, and by faculty in the Department of Science and Mathematics. All student support services, along with appropriate technology resources, are available through distance technology. Additionally, Northern's Beulah Williams Library has a wealth of resources available to distance students, including online access to library resources, remote borrowing, and information and guidance regarding online research.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

There is no specialized accrediting body for this program.

8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.

We do not request any exceptions to Board policy.

9. Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor.

Northern is not requesting additional faculty or resources to deliver the BS Environmental Science program online. All courses needed for this program are offered by current faculty in their regular load, the new course will be included within the regular load of current faculty, over half (63%) of the required courses in this program are already authorized to be offered online, and Northern will be requesting online instruction for the courses that are not currently offered online. There are no additional costs to offering this program online. Tuition revenue generated from online tuition will adequately fund the program.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D (2)
DATE: April 2-3, 2025

****

SUBJECT

New Site Request – SDSU – Wizipan Leadership and Sustainability Undergraduate Certificate (SDSU Main Campus & Online)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination
BOR Policy 2.3.8 – Distance Education

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests approval to offer the undergraduate certificate in Wizipan Leadership and Sustainability at SDSU's main campus and online. The undergraduate certificate in Wizipan Leadership and Sustainability has been offered as a semester long experience through a partnership with the Indian University of North America at Crazy Horse Memorial. This delivery method created challenges for student completion of the certificate, including the requirement to complete all courses within one semester and the need to relocate for the term. Therefore, SDSU seeks to terminate delivery of the certificate at Indian University of North America at Crazy Horse Memorial and requests to offer the program on the Brookings main campus and online. The new delivery sites will allow SDSU to reach a broader range of students interested in learning about Indigenous perspectives on leadership and sustainability.

IMPACT AND RECOMMENDATION

SDSU requests no new resources, as all courses needed for the program are already offered either face-to-face in Brookings or online.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Site Request: SDSU – Wizipan Leadership and Sustainability Undergraduate Certificate

****

DRAFT MOTION 20250402_5-D(2):

I move to approve SDSU's new site proposal to offer the undergraduate certificate in Wizipan Leadership and Sustainability at SDSU's main campus and online, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Site Request

UNIVERSITY:	**SDSU**
DEGREE(S) AND PROGRAM:	**Wizipan Leadership and Sustainability Certificate**
NEW SITE(S):	**Brookings Main Campus, Online**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2025**
CIP CODE:	**05.0202**
UNIVERSITY DEPARTMENT:	**College of Agriculture, Food and Environmental Sciences**
BANNER DEPARTMENT CODE:	**SCAF**
UNIVERSITY DIVISION:	**College of Agriculture, Food and Environmental Sciences**
BANNER DIVISION CODE:	**3F**

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

- The individual preparing this request has read AAC Guideline 2.3.2.4.A, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Barry H Dunn

President of the University — 2/19/25 Date

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

The undergraduate certificate in Wizipan Leadership and Sustainability has been offered as a semester long experience through a partnership with the Indian University of North America at Crazy Horse Memorial. This delivery method created challenges for student completion of the certificate, including the requirement to complete all courses within one semester and the need to relocate for the term. Therefore, SDSU seeks to terminate delivery of the certificate at Indian University of North America at Crazy Horse Memorial and requests to offer the program on the Brookings main campus and online. The new delivery sites will allow SDSU to reach a broader range of students interested in learning about Indigenous perspectives on leadership and sustainability.

2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If "yes," identify the institutions and programs and explain why authorization is requested.

No other Regental universities offer a similar program through distance delivery.

3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates.

Program enrollment is expected to include students new to the university and students already enrolled in SDSU undergraduate programs. The Wizipan Leadership and Sustainability Certificate can be added on to any undergraduate major. Enrollment projections are based on student enrollment in the Wizipan Leadership and Sustainability Certificate offered at Indian University of North America at Crazy Horse Memorial.

Brookings main campus:

	Fiscal Years*			
	1st	**2nd**	**3rd**	**4th**
Estimates	FY 26	FY 27	FY 28	FY 29
Students new to the university	0	0	1	2
Students from other university programs	1	3	4	5
=Total students in the program at the site	1	3	5	7
Program credit hours (major courses)**	6	24	48	72
Graduates		1	1	3

Online:

	Fiscal Years*			
	1st	**2nd**	**3rd**	**4th**
Estimates	FY 26	FY 27	FY 28	FY 29
Students new to the university	0	0	1	2
Students from other university programs	1	3	4	5
=Total students in the program at the site	1	0	5	7
Program credit hours (major courses)**	6	24	48	72
Graduates		1	1	3

*Do not include current fiscal year.
**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

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

No impact on existing programs in the Regental system is anticipated.

5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications

requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.

Wizipan Leadership and Sustainability Certificate	Credit hours	Credit hours currently available from this university (Brookings main campus)	Credit hours currently available from other universities available online	Credit hours currently available online	Credit hours new to this university
Certificate Requirements	6	6	0	3	0
Certificate Electives	6-7	6-7	6-7	6-7	0
Subtotal, Requirements of the Proposed Certificate					
Total, Degree with Proposed Certificate	12-13	12-13	6-7	9-10	0

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

Requirements for the Wizipan Leadership and Sustainability Certificate

- AIS 100 Introduction to American Indian and Indigenous Studies Credits: 3
- LDR 210 Foundations of Leadership Credits: 3 or GLST 280 Developing Intercultural Competence Credits: 3
- Select two courses (6-7 credits) from the following list:
    - AFES 203 Global Food Systems Credits: 3
    - AIS 430 Indigenous Relationship to the Environment Credits: 3
    - AIS/LAKL 101 Introductory Lakota I Credits: 4
    - HIST 409 Environmental History of the U.S. Credits: 3
    - HSC 203 Culturally-Based Indigenous Health Credits: 3
    - NRM 110 People and the Environment Credits: 3
    - NRM 221 Introduction to Conservation Planning and Management Credits: 3

Total Credit Hours Required: 12-13 credits

The School of American and Global Studies is in the process of developing online sections of AIS 100 Introduction to American Indian and Indigenous Studies.

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

A faculty member or professional advisor will serve as the academic advisor to students.

Communication with distance students will be conducted using e-mail, phone, Zoom, and other technologies facilitating long-distance communication.

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

accommodations will be available to students upon request.

The South Dakota State University Hilton M. Briggs library has long served students engaged in coursework away from campus. This includes students enrolled online. Library support services will be available to students through a variety of means:

- Students can contact librarians for research assistance. The librarian provides online research guides and is available for consultations with faculty and students.
- Distance Library Services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have online access to research databases such as Web of Science, EBSCOhost MegaFILE, and JSTOR.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

The certificate is not accredited.

8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.

The current curriculum includes 15 credits. A substantive program modification is being submitted to reduce the total credits to 12-13. The variation in the total credits required for the certificate is related to the inclusion of a 4-credit introductory Lakota course as an elective. The inclusion of this elective is important for the language sustainability component of the certificate.

9. Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. *Complete Appendix B – Budget using the system form.*

SDSU is not requesting additional faculty or resources to offer the program online or on the Brookings main campus. All courses needed for the program are already offered either face-to-face in Brookings or online.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D (3)
DATE: April 2-3, 2025

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SUBJECT

New Site Request – USD – Ed.S. in Educational Administration – Director of Special Education Specialization (Online)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination
BOR Policy 2.3.8 – Distance Education

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests approval to offer the Director of Special Education Specialization within the Ed.S. in Educational Administration and Leadership online. Currently, the program is offered face-to-face, but all courses are available online. This would align this program with the rest of USD's Education Administration MA and Ed.S. offerings, which are offered online.

IMPACT AND RECOMMENDATION

USD requests no new resources, as all courses are already offered online.

Board office staff recommends approval to offer the program online.

ATTACHMENTS

Attachment I – New Site Request: USD – Ed.S. in Educational Administration – Director of Special Education Specialization

****

DRAFT MOTION 20250402_5-D(3):

I move to approve USD's new site proposal to offer the Director of Special Education Specialization within the Ed.S. in Educational Administration and Leadership online, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Site Request

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

UNIVERSITY:	**University of South Dakota**
DEGREE(S) AND PROGRAM:	**Educational Administration and Leadership, Ed.S. with Director of Special Education specialization [UEDS.EAL-DSE]**
NEW SITE(S): *Include address of new physical locations.* *Delivery methods are defined in AAC Guideline 5.5.*	**015 – Online Asynchronous**
INTENDED DATE OF IMPLEMENTATION:	**Spring 2025**
CIP CODE:	**13.0401**
UNIVERSITY DEPARTMENT:	**Educational Leadership**
BANNER DEPARTMENT CODE:	**UEDL**
UNIVERSITY DIVISION:	**School of Education**
BANNER DIVISION CODE:	**2E**

X	**Please check this box to confirm that (place an "X" in the left box):** • The individual preparing this request has read AAC Guideline 2:11, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines. • This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

President of the University _____ Date _____

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

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

delivery?
All of the courses in the program are offered online. Therefore, the program should be offered asynchronously which aligns with the rest of the EDAD MA and EdS programs.

2. **Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If "yes," identify the institutions and programs and explain why authorization is requested.**
No

3. **Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates.**
No. All of our Ed.S. programs are already online, all the courses are online, so this is consistent with our programming and would not require any face-to-face sections to be built.

	Fiscal Years*			
	1st	**2nd**	**3rd**	**4th**
Estimates	FY25	FY26	FY27	FY28
Students new to the university	4	4	4	4
Students from other university programs	0	0	0	0
=Total students in the program at the site	4	4	4	4
Program credit hours (major courses)**	32	32	32	32
Graduates	4	4	4	4

*Do not include current fiscal year.
**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

4. **What is the perceived impact of this request on existing programs in the Regental system?**
None. All of our Ed.S. programs are already online, all the courses are online, so this is consistent with our programming and would not require any face-to-face sections to be built.

5. **Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.**

• **Educational Administration and Leadership, Ed.S. Director of Special Education** • **Division of Educational Leadership**	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements	See below, no changes to the graduate catalog	See below, no changes to the graduate catalog	0		See below, no changes to the graduate catalog
Subtotal, Degree Requirements	See below, no changes to the graduate catalog	See below, no changes to the graduate catalog	0		0

• **Educational Administration and Leadership, Ed.S. Director of Special Education** • **Division of Educational Leadership**	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
Required Support Courses	See below, no changes to the graduate catalog	27-36	0		0
Major Requirements	See below, no changes to the graduate catalog	24	0		0
Major Electives or Minor	See below, no changes to the graduate catalog	0-9	0		0
Subtotal, Requirements of the Proposed Major	See below, no changes to the graduate catalog	See below, no changes to the graduate catalog	0		0
Free Electives	See below, no changes to the graduate catalog	N/A	0		0
Total, Degree with Proposed Major		60	0		0

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

Specialist in Education, Director of Special Education (non-thesis): Total 62 credit hours with a minimum of 32 credit hours beyond a conferred master's degree.

Major Area Coursework

- EDAD 716 - Curriculum Leadership 3 cr
- EDAD 720 - Special Education Law for School Administrators 3 cr
- EDAD 721 - Administration and Supervision of Special Education 3 cr
- EDAD 735 - School Law 3 cr
- EDAD 750 - School District Leadership 3 cr
- EDAD 760 - Human Resources and Community Leadership 3 cr
- EDAD 775 - Public School Finance 3 cr
- EDAD 894S - Internship/Field Experience (Ed.S.) (C) 1 to 8 cr **(in SPED Administration) 4 credit hours**
- EDAD elective courses 0-9 credit hours
- SPED Electives 7 credit hours

Supporting Area Coursework

- EPSY 741 - Cognitive Approaches to Educational Psychology 3 cr
- Electives/outside courses 27 credit hours

- In addition to successfully completing coursework students must take a national professional exam designated by the Division of Educational Leadership to graduate.

6. **How will the university provide student services comparable to those available for students on the main campus?**
   Student services will be provided by the Division of Educational Leadership. Services will be similar to those provided for other online programs. The Division of Educational Leadership has been offering online coursework for over 15 years and is accustomed to working with students from a distance. We also have available the expertise of faculty and support personnel in the I.D. Weeks library, the CTL, and ITS to assist online students (and faculty serving students) in accessing and using resources to further their education.

7. **Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).**
   This program is not accredited by a specialized body – no costs will be added.

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

9. **Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor.** *Complete Appendix B – Budget using the system form.*
   No impact on cost, budget, or resources. All of our Ed.S. programs are already online, all the courses are online, so this is consistent with our programming and would not require any face-to-face sections to be built.

10. **Additional Information:**
    NA

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D (4)
DATE: April 2-3, 2025

****

SUBJECT

New Site Request – USD – Master of Business Administration – All Specializations (USD Main Campus & USD Sioux Falls)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination
BOR Policy 2.3.8 – Distance Education

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests approval to offer all specializations within the Master of Business Administration (MBA) program on USD's main campus and at USD – Sioux Falls. Currently, the general MBA program is offered at both locations and online. All specializations are currently offered online, with some being offered at the main campus in Vermillion. This request looks to align all specializations to ensure they are offered through all three locations.

IMPACT AND RECOMMENDATION

USD requests no new resources, as current resources will be reallocated to offer the various delivery locations.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Site Request: USD – Master of Business Administration (MBA) – All Specializations

****

DRAFT MOTION 20250402_5-D(4):

I move to approve USD's new site proposal to offer all specializations within the Master of Business Administration at USD's Vermillion campus and at USD – Sioux Falls, as presented in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Site Request

Use this form to request authorization to deliver an entire existing degree program (graduate program, undergraduate major or minor, certificate, or specialization) at a new site or by distance delivery (including online delivery). Board of Regents approval is required for a university to offer programs off-campus and through distance delivery.

UNIVERSITY:	**University of South Dakota**
DEGREE(S) AND PROGRAM:	Master of Business Administration Artificial Intelligence for Business Analytics (UMBA.BSA-AIB) Master of Business Administration Business Analytics Specialization (UMBA.BSA-B.AP and UMBA.BSA-BAN) Master of Business Administration Business Leadership (UMBA.BSA-BSL and UMBA.BS-L.AP) Master of Business Administration Finance (UMBA.BSA-FIN and UMBA.BS-F.AP) Master of Business Administration Health Services Administration (UMBA.BSA-HSA and UMBA.BS-H.AP) Master of Business Administration Marketing (UMBA.BSA-MKT and UMBA.BS-M.AP) Master of Business Administration Operations and Supply Chain Management (UMBA.BSA-OSC and UMBA.BS-O.AP) Master of Business Administration Sustainability (UMBA.BSA-SUS and UMBA.BS-S.AP)
NEW SITE(S): *Include the address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.*	**F2F USD Vermillion and F2F USD Sioux Falls**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2025**
CIP CODE:	**52.0201, 52.1399, 30.7102, 52.0213, 52.0801, 51.0702, 52.1401, 52.1399, 30.3301**
UNIVERSITY DEPARTMENT:	**Entrepreneurship, Management, and Marketing**
BANNER DEPARTMENT CODE:	**UEMM**
UNIVERSITY DIVISION:	**Beacom School of Business**
BANNER DIVISION CODE:	**2B**

X	**Please check this box to confirm that (place an "X" in the left box):** ● The individual preparing this request has read AAC Guideline 2:11, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines. ● This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

President of the University Date

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

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

There are several reasons why an on-campus option for the Master of Business Administration (MBA), the general program, and the eight specialization programs (Artificial Intelligence for Business Analytics, Business Analytics, Business Leadership, Finance, Health Services Administration, Marketing, Operations and Supply Chain Management, and Sustainability) is needed. The Master of Business Administration - General program is already approved for the USD Vermillion, USD Sioux Falls, and online modalities. Primarily, the goal of this site request is to ensure that all eight of the MBA specializations programs follow the same pattern.

Program (General or Specializations)	USD Vermillion	USD Sioux Falls	Online
MBA General	Approved	Approved	Approved
Artificial Intelligence for Business Analytics, Business Leadership, Finance, and Sustainability specializations	Approved	Requesting approval	Approved
Business Analytics Specialization, Health Services Administration, Operations and Supply Chain Management, Marketing specializations	Requesting approval	Requesting approval	Approved

Secondly, the reasons include being able to market and admit students to the correct campus option so that the census is correct for that location; to provide students with options on which campus to complete a majority of their coursework for the sake of aligning their employment, residence to the most convenient location; and to appropriately identify programs that are eligible to meet the F1 Visa requirements for international applicants. To grow the USD Sioux Falls location, this program and its specializations need to be appropriately coded.

The business school 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, and graduate programs offered in a hybrid course delivery model meeting F2F at USD Sioux Falls. Beacom has significantly promoted brand awareness, increased marketing awareness, and gained recognition for its high-quality academic programs and cost competitiveness. The school has strategically invested in responding to the needs of select industries and major employers in this area of South Dakota by offering a program that can be completed in a combination of online and F2F courses at USD Sioux Falls and USD Vermillion.

This program will be directed at target markets for the USD Sioux Falls area. Feedback from local industry leaders indicates that professionals are interested in a program that offers a combination of F2F and online courses; therefore, this new site request is looking for approval to offer on-campus courses largely at USD Sioux Falls for the targeted market in that area, and for international applicants who must be able to meet the requirements of a minimum of two F2F courses and one online course each semester.

The Sioux Falls Metropolitan Statistical Area Industry Projections for 2020-2030 by industry division indicate the demand for senior-level professionals in 6 of the numerous industries. Overall growth in management and financial operations is increasing both numbers and complexity. Candidates with expertise in subject matter taught in an MBA program have a variety of employment prospects. Adding an F2F site at USD Vermillion and particularly USD Sioux Falls helps us to recruit students who are interested in programs that have a robust F2F option that is also supplemented by some online courses or courses that offer a combination of F2F and online methods.

There is an extremely high need for graduate-prepared professionals in South Dakota, especially in the metropolitan area of Sioux Falls.

NAICS Code	Industry	2020 Employment	2030 Employment	Numeric change	% change
523	Securities, Commodity Contracts, and Other Financial Investments and Related Activities	659	715	56	8.5%
541	Professional, Scientific, and Technical Services	6,588	7,983	1,395	21.2%
551	Management of Companies and Enterprises	2,455	2,784	329	13.4%
901	Total Federal Government Employment	2,807	2,854	47	1.7%
902	State Government, Excluding Education and Hospitals	1,568	1,631	63	4.0%
903	Local Government, Excluding Education and Hospitals	3,472	3,707	235	6.8%

State of South Dakota: The long-term planning for Industry Employment Projections for 2022 - 2032 indicates an even greater increase statewide across South Dakota:

Industry Code	Industry	Estimated Employment	Projected Employment	Total Employment Change	Annual % Change
54	Professional, Scientific, and Technical Services	17,217	19,834	2,617	1.43%
55	Management of Companies and Enterprises	5,460	5,989	529	0.93%

Sources:

- South Dakota Area Employment Projections by Industry. (2016). Retrieved from https://dlr.sd.gov/lmic/menu_projections_industry_area.aspx
- Labor Market Information Center, South Dakota Department of Labor and Regulation, July 2023. Retrieved from https://dlr.sd.gov/lmic/documents/projections/industry_projections_2020_2030_sfmsa.pdf

2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If "yes," identify the institutions and programs and explain why authorization is requested.

Dakota State University (DSU) offers a technology-focused online MBA program. The program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). DSU also requires that applicants have two years of professional employment. The AACSB accredits USD's MBA and does not require the applicant to have previous professional experience. DSU's program is completely online and does not offer students an opportunity to take F2F courses on campus. USD's MBA would be a better option for these students.

South Dakota State University (SDSU) offers a Master of Science in Economics degree but not an MBA. Students interested in just an MBA that is not technology-focused, does not require prior professional experience, does not focus solely on Economics, and is not economics-focused would then have USD's MBA as an option.

Black Hills State University has the approval to offer a pMBA. The current web-based information does not highlight the pMBA program to largely serve the West River area. Information on an MBA in Applied Management appears in the marketing material as a traditional MBA program that has a variety of teaching modalities, such as face-to-face and online. That F2F option would not be accessible to students residing in the Sioux Falls area of the State. USD's MBA would be the better option for Sioux Falls area students interested in some F2F course options.

3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY25	FY26	FY27	FY28
Students new to the university	10	15	15	20

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY25	FY26	FY27	FY28
Students from other university programs	0	0	0	0
=Total students in the program at the site	10	25	30	35
Program credit hours (major courses)**	150	225	480	
Graduates			10	

*Do not include the 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.

	Year 1	Year 2	Year 3	Year 4	Credit TOTALS
Cohort 1	10	10	10	0	
Credits	15	15	3	0	33
Cohort 2	0	15	15	15	
Credits	0	15	15	3	
Cohort 3	0	0	15	15	
	0	0			
Cohort 4	0	0	0	15	
Students TOTALS	10	25	40	45	

The enrollment numbers for the table above were based on the number of students who have asked if USD Sioux Falls will be offering graduate programs or graduate-level courses at that campus in a partially F2F modality. This indicates a strong interest in the MBA program amongst students who may not be able to travel to the Vermillion campus. Given the high demand for graduate degree-prepared employees needed by industry across the region, along with increased recruiting efforts, highlighting the F2F program supplemented by some online courses could help grow enrollment at USD Sioux Falls.

Students are required to complete a minimum of 33 credit hours in the General MBA program. The eight specializations require an additional 9 to 12 credits. A student could, therefore, be required to take as few as 33 credits or as many as 45 credits. The table above indicates that offering 6 of the 11 core courses as F2F at USD Sioux Falls, and although the required number of credits varies by students, for this request, it is assumed that students will complete the MBA in 33 credit hours over a two-year period. Therefore, when calculating the program credit hours in the table above, the following methodology was used:

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

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

Currently, USD's MBA can be completed online; therefore, we do not anticipate any impact on existing programs in the Regental system.

5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.

	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements	N/A	N/A		N/A	
Subtotal, Degree Requirements	N/A	N/A		N/A	
Required Support Courses	3-6	3-6		3-6	
Major Requirements	27	27		27	
Major Electives or Minor	9-12	9-12		9-12	
Subtotal, Requirements of the Proposed Major					
Free Electives	0-3	0-3		0-3	
Total, Degree with Proposed Major	30-39	30-39		30-39	

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

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

All MBA program courses are offered online. This new site request is to ensure that there are options to offer the core and specialization courses as F2F on campus at USD Vermillion and USD Sioux Falls. The business school will develop a schedule that allows graduate programs staff and faculty to be on-site at the USD Sioux Falls campus for office hours and to offer student support.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

The program is accredited by AACSB International, the Association to Advance Collegiate Schools of Business, which is the gold standard for business accreditation. Only 6% of the world's business schools hold this accreditation. There are no anticipated issues nor costs related to offering the program at the new site and via a combination of modalities.

Source:

- AACSB International. (2024). Setting the Global Business Education. Retrieved from: https://www.aacsb.edu/educators/accreditation/value-of-accreditation

8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.

No exceptions to Board policy are requested.

9. Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. *Complete Appendix B – Budget using the system form.*

There will not be a need to add any additional resources. Delivery mode will be a combination of in-person and online methods, including the USD Vermillion campus, the USD Sioux Falls campus, and online delivery. Current faculty will be reallocated across the current curriculum to be available to teach in the proposed delivery modes for this new site request. For example, the business school conducted a review to identify courses that were low enrolled and developed differing options for students to meet their degree requirements. The school also initiated a curriculum task force to identify additional opportunities for reducing the number of low-enrolled courses and courses that have not been taught in the past several years to help accommodate the reallocation of resources for this new site request.

10. Additional Information:

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (1)
DATE: April 2-3, 2025

****

SUBJECT

Substantive Program Modifications Requiring Board Approval – NSU

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination
AAC Guideline 2.3.2.3.A – Substantive Program Modifications

BACKGROUND / DISCUSSION

Northern State University (NSU) 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

- Sport Performance & Leadership (MSEd) – *request to change total credits of elective coursework, program name, degree type, and addition of two specializations*
- Physical Education (BSEd) – *request to change degree type and addition of two specializations*

IMPACT AND RECOMMENDATION

Upon approval by the Board, the proposals will move forward for implementation and entry into Banner.

ATTACHMENTS

Attachment I – NSU: Substantive Program Modification Requests

****

DRAFT MOTION 20250402_5-E(1):

I move to approve the substantive program modifications from NSU, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

Use this form to request minor changes in existing programs (majors, minors, certificates, or specializations).

UNIVERSITY:	NSU
CURRENT PROGRAM DEGREE:	**MSEd**
CURRENT PROGRAM MAJOR/MINOR:	**Sport Performance & Leadership**
CURRENT SPECIALIZATION *(If applicable)*:	
CIP CODE:	**31.0501**
UNIVERSITY DEPARTMENT:	**Sports Sciences**
BANNER DEPARTMENT CODE:	**NHPE**
UNIVERSITY COLLEGE:	**School of Education**
BANNER COLLEGE CODE:	**5E**

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

Michael Wanous — 2/19/25

Vice President of Academic Affairs or President of the University — Date

1. This modification addresses a change in (*place an "X" in the appropriate box*):

- ☐ Total credits required within the discipline
- ☐ Total credits of supportive course work
- ☒ Total credits of elective course work
- ☐ Total credits required for program
- ☒ Program name
- ☐ Existing specialization
- ☐ CIP Code
- ☒ Other (explain below) – Change MSEd to MS and add 2 specializations
- ☒ Modification requiring Board of Regents approval
  Must have prior approval from Executive Director or designee

2. Effective date of change: 8/1/2025

3. Program Degree Level (*place an "X" in the appropriate box*):

Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐

4. Category (*place an "X" in the appropriate box*):

Certificate ☐ Specialization ☒ Minor ☐ Major ☐

5. If a name change is proposed, the change will occur (*place an "X" in the appropriate box*):

☐ On the effective date for all students

☒ On the effective date for students new to the program (enrolled students will graduate from existing program)

Proposed new name: MS Sports Administration and Leadership

Reminder: Name changes may require updating related articulation agreements, site approvals, etc.

6. Is the program being modified associated with a current articulation agreement?

Yes ☐ No ☒

a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain:

7. Primary Aspects of the Modification (*add lines or adjust cell size as needed*):

Existing Curriculum
MSEd Sport Performance and Leadership

Pref.	Num.	Title	Cr. Hrs.
EDER	761	Graduate Research and Design	3
PE	744	Sociological Perspectives of Sport	3
PE	773	Sport Leadership	3
PERFORMANCE TRACK (18 Credits)			
HLTH	522	Nutrition	3
PE	510	Program Design for Strength & Conditioning	3

Proposed Curriculum (highlight changes)
MS Sports Administration and Leadership

Pref.	Num.	Title	Cr. Hrs.
EDER	761	Graduate Research and Design	3
PE	773	Sport Leadership	3
PE	514	Law and Ethics	3
PE	567	Event Planning and Facility Management	3
PE	740	Organization and Administration of Athletics	3
PE	781	Sport Analytics	3
ATHLETIC COACHING & LEADERSHIP specialization (9 credits)			
PE	754	Applied Sport Psychology of Effective Coaching	3
PE	758	Sport Coaching Methods & Technique	3

PE	557	Psychology of Human Performance	3	PE	759	Contemporary Issues in Sport	3
PE	582	Theory of Strength Training and Conditioning	3				
PE	752	Analysis & Mechanical Principles of Sports Skills	3				
PE	753	Applied Sport Physiology	3				
LEADERSHIP TRACK (18 Credits)				**SPORTS MANAGEMENT specialization (9 Credits) Choose 3:**			
PE	511	Sport Marketing	3	PE	511	Sport Marketing	3
PE	512	Financial Aspects of Sport	3	PE	512	Financial Aspects of Sport	3
PE	514	Law and Ethics	3	PE	515	Esport Management	3
PE	567	Event Planning and Facility Management	3	PE	556	International Sport Management	3
PE	740	Organization and Administration of Health, PE, and Coaching	3				
PE	759	Contemporary Issues in Sport	3				
CAPSTONE (3-6 Credits)				**CAPSTONE (3-6 Credits)**			
PE	788	Research Problems/Projects	1-6				
PE	794	Internship	1-8	PE	794	Internship	1-8
PE	798	Thesis	1-6	PE	798	Thesis	1-6
Total number of hours required for degree			30-33	Total number of hours required for degree			30-33

8. Explanation of the Change:

The field of Sports Sciences has become a robust discipline of scientific study, and modifying this program to a MS degree, changing the program name, and creating a strong core for two focused areas of study reflects the evolution of the field itself. Careers in sports are competitive, and this substantive program modification along with the new MS in Sports Sciences enable graduates to earn degrees and hold transcripts that reflect the rigor of their studies.

This shift reflects a deliberate acknowledgment of the inherently scientific nature of the Sports Sciences field, aligning the program more closely with the academic rigor required for advanced studies. There is an expectation of educational or teaching components with an MSEd degree. Unlike the early years of Northern's MSEd in Sports Performance & Leadership, the department, faculty, and field have increasingly grown toward business and science and further from teaching. An MS program is the appropriate graduate degree for the Sports Sciences field.

The Sports Sciences Department is working closely with experts on Northern's Sports Sciences Advisory Board to update the curriculum and align degree programs with accreditation standards, industry best practices, and workforce needs. Northern State University received approval from the BOR to pursue accreditation by the Commission on Sport Management Accreditation (COSMA), and this substantive program modification clears the path for Northern to apply for accreditation for the Sports Management specialization within the MS in Sports Administration and Leadership. Across all the master's degree programs accredited by COSMA, only two programs are master's in education (M.Ed.). The vast majority (more than 82%) of graduate programs accredited by COSMA are MS degrees, and the remainder are MBA programs.

Substantively changing the program to a MS aims to provide students with a more focused and tailored academic experience, allowing them to concentrate on specific areas within the Sports Sciences domain. Specialized academic knowledge is increasingly crucial for meeting industry standards, and prospective graduate students are looking for degrees and programs that are specialized and accredited. By tailoring this program to fit the specific areas of Athletic Coaching & Leadership and Sports Management, we aim to better prepare our students for success in their chosen fields. These proposed modifications collectively aim to enhance the program's academic standing, aligning it more closely with industry standards and ensuring students' more tailored and effective educational experiences.

Data gathered from years of alumni surveys (2017 through 2023) demonstrates that graduates of Northern's current MSEd in Sport Performance and Leadership program primarily pursue careers in four areas:

- 35% coaching
- 16% sports administration
- 15% strength and conditioning
- 14% health care (e.g., DPT, Chiropractic)

Northern's MS in Sports Administration and Leadership tailors to students pursuing careers in the first two areas: Athletic Coaching & Leadership and Sports Management.

Career projections that the Sports Management Specialization will prepare students for include:

South Dakota Department of Labor & Regulation statistics [8]: According to occupational employment projections for South Dakota – long term data, by 2030 careers in

- Miscellaneous Entertainers and Performers, Sports and Related Workers will increase by 10%
- Arts, Design, Sports, and Media will increase 6%.

According to industry employment projections – long term data, by 2030 careers in

- Performing Arts, Spectator Sports, and Related Industries will increase by 28%
- Sporting Goods, Hobby, Book, and Music Stores will increase by 12%

O-NET Online [9]: According to occupational employment projections for South Dakota, by 2032 careers in

- Agents and Business Managers of Artists, Performers, and Athletes will increase by 8% - 17% of the job market requires a master's degree

United States Department of Labor Projections Central [10]: According to occupational employment projections for South Dakota, by 2030 careers in

- Miscellaneous Entertainers and Performers, Sports and Related Workers will increase by 6%

SDBOR Workforce and Degree Gap Analysis [11]: According to occupational employment projections for South Dakota, by 2030 careers in

- Performing Arts, Spectator Sports, & Related Industries will increase by 18%
- Sporting Goods, Hobby, Musical Instrument, & Book Stores will increase by 9%

Career projections that the Athletic Coaching & Leadership Specialization would prepare students for include:

South Dakota Department of Labor & Regulation statistics [8]: According to occupational

employment projections for South Dakota – long term data, by 2030 careers in

- Coaching and Scouting will increase by 11%

O-NET Online [9]: According to occupational employment projections for South Dakota, by 2032 careers in

- Umpires, Referees, and other Sports Officials will increase by 10%
- Athletes and Sports Competitors will increase by 9%
- Coaches and Scouts will increase by 9% - 19% of the job market requires a master's degree

United States Department of Labor Projections Central [10]: According to occupational employment projections for South Dakota, by 2030 careers in

- Coaches and Scouts will increase by 11%

SDBOR Workforce and Degree Gap Analysis [11]: According to occupational employment projections for South Dakota, by 2030 careers in

- Umpires, Referees, & Other Sports Officials will increase by 16.9%

[8] https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx
[9] https://www.onetonline.org/link/summary/39-9031.00
[10] https://projectionscentral.org/Projections/LongTerm
[11] https://www.bhsu.edu/Faculty-Staff/Sponsored-Programs/_docs/EmsiGapAnalysis.pdf

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.
On 11/20/2024, NSU was granted permission to update this curriculum using this substantive program modification form.

10. Identify the program modification requested.

NSU's program will be listed as a Master of Science (MS) degree in Sports Administration and Leadership. The two specializations in the program are Athletic Coaching & Leadership and Sports Management.

Current coding is:
NMSED.SLD
New coding is:
NMS.SLD-CL
NMS.SLD-SM

11. Provide justification for the desired modification.

In addition to this substantive program modification, and to best match industry standards and expectations for the four career areas listed above, Northern is creating a new MS in Sports Sciences with two specializations in Strength and Conditioning and Exercise Science. Northern is also pursuing program accreditation for the specializations in the new MS in Sports Sciences, including CoAES - Committee on Accreditation for the Exercise Sciences and CASCE - Council

on Accreditation of Strength and Conditioning Education.

These modifications are strategically designed to respond to industry standards and advice from the Sports Sciences Advisory Board, integrate the expertise of Northern's highly qualified faculty, elevate the academic standing and prestige of the master's degree programs, and better meet the evolving needs and expectations of students pursuing careers in sports sciences.

This strategic move reflects our commitment to providing students with programs that meet and exceed industry standards, ensuring their readiness and competitiveness in the ever-evolving sports sciences landscape.

12. Would the requested modifications require a change to the catalog description and learning outcomes? If so, describe.

Yes.

Catalog Description:

The MS Sports Administration and Leadership prepare students for specialized roles in the sports industry. The curriculum balances theory and practical experience, equipping students with the necessary skills in leadership, communication, and team dynamics to succeed in their field. The program includes experiential learning and real-world applications, preparing graduates to take on leadership and management roles in a range of sports settings.

Sports Management Specialization

The Sports Management Specialization prepares graduates for roles in sports management, covering areas such as professional sports, athletics administration, sports facilities, sports media, and marketing agencies. The program balances theory and practice, providing a comprehensive understanding of business, socio-cultural, ethical, and legal aspects in sports environments. Graduates are equipped for various roles in intercollegiate athletics, professional sports, sports facilities, recreation management, youth sports, and sports media. The curriculum integrates theoretical insights with hands-on experiences, site visits, and collaborative projects for practical and applicable skills in sports administration.

Athletic Coaching & Leadership Specialization

The Athletic Coaching & Leadership Specialization prepares students for coaching and leadership roles in sports organizations. The program combines theoretical coursework with practical training in coaching methods, leadership strategies, team dynamics, and sports psychology. Emphasis is placed on communication, decision-making, and mentorship skills essential for effective leadership. The curriculum includes hands-on experiences, case studies, and discussions to address contemporary challenges in sports leadership. Graduates are equipped to contribute to the development of athletes and sports organizations.

13. Indicate the number of students currently enrolled in the program.
35

14. Describe the real impact to students.

Degree change - The MSED is specifically tied to education, and the larger discipline of Sports Sciences has evolved and expanded to become a science. The MS degree better reflects the science of the discipline.

Name change – no impact in time to degree or cost for students. Positive impact will come from ease of explaining degree to employers.
Curriculum change – the shared core and two specializations enable efficiency in course planning while also ensuring students' transcripts demonstrate their specialized knowledge in the field.

15. Describe the real impact to the university.
The changes are intended to boost enrollment in the Sports Sciences graduate programs.

16. Describe any cost associated with the program modification.
None. Faculty are already in place and the redesigned curriculum creates efficiencies in faculty workload and course rotations.

17. Describe any risks and unintended consequences associated with the program modification.
None.

18. Would this modification be effective for current and future students, or only students who enroll following the change?
The changes will be effective for new students. Those in the current program will be taught out with the previous name and content requirements unless they elect to move into the new catalog.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

Use this form to request minor changes in existing programs (majors, minors, certificates, or specializations).

UNIVERSITY:	NSU
CURRENT PROGRAM DEGREE:	**Bachelor of Science in Education**
CURRENT PROGRAM MAJOR/MINOR:	**Physical Education**
CURRENT SPECIALIZATION *(If applicable)*:	**N/A**
CIP CODE:	**31.0501**
UNIVERSITY DEPARTMENT:	**Sports Sciences**
BANNER DEPARTMENT CODE:	**NHPE**
UNIVERSITY COLLEGE:	**School of Education**
BANNER COLLEGE CODE:	**5E**

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

Michael Wanous
Vice President of Academic Affairs or
President of the University

2/19/2025
Date

1. This modification addresses a change in (*place an "X" in the appropriate box*):

☐ Total credits required within the discipline
☐ Total credits of supportive course work
☐ Total credits of elective course work
☒ Total credits required for program
☐ Program name
☐ Existing specialization
☐ CIP Code
☒ Other (explain below)
Change BSEd to BS and add 2 specializations
☒ Modification requiring Board of Regents approval
Must have prior approval from Executive Director or designee

2. Effective date of change: 8/1/2025

3. Program Degree Level (*place an "X" in the appropriate box*):

Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

4. Category (*place an "X" in the appropriate box*):

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

5. If a name change is proposed, the change will occur (*place an "X" in the appropriate box*):

☒ On the effective date for all students

☐ On the effective date for students new to the program (enrolled students will graduate from existing program)

Proposed new name: _____

Reminder: Name changes may require updating related articulation agreements, site approvals, etc.

6. Is the program being modified associated with a current articulation agreement?

Yes ☐ No ☐

a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain:

7. Primary Aspects of the Modification (*add lines or adjust cell size as needed*):

Existing Curriculum					*Proposed Curriculum (highlight changes)*			
Pref.	**Num.**	**Title**	**Cr. Hrs.**		**Pref.**	**Num.**	**Title**	**Cr. Hrs**
					Foundation Courses			
HLTH	103	Personal Health	3		~~HLTH~~	~~103~~	~~Personal Health~~	~~3~~
PE	180	Foundations of HPER	2		PE	180	Foundations of HPER	2
PE	183	Professional Communication in HPER/A	3		PE	183	Professional Communication in HPER/A	3
PE	200	Professional Prep: Fitness	1		PE	200	Professional Prep: Fitness	1
PE	202	Professional Prep: Individual & Dual Activities	2		PE	202	Professional Prep: Individual & Dual Activities	2
PE	203	Professional Prep: Team	1		PE	203	Professional Prep: Team	1
PE	250	Human Anatomy & Physiology	3		PE	250	Human Anatomy & Physiology	3
PE	250L	Human Anatomy & Physiology Lab	1		PE	250L	Human Anatomy & Physiology Lab	1
PE	334	Behavioral & Social Issues in HPER/A	3		PE	334	Behavioral & Social Issues in HPER/A	3
PE	341	Curriculum Development & Evaluation	3		PE	341	Curriculum Development & Evaluation	3
PE	350	Exercise Physiology	3		PE	350	Exercise Physiology	3

PE	350L	Exercise Physiology Lab	1
PE	352	Adapted Physical Education	3
PE	360	K-8 Physical Education Methods	2
PE	440	Organization & Admin of HPER/A	3
PE	452	Motor Learning & Dev	3
PE	454	Biomechanics	3
PE	480	7-12 Methods of Teaching PE	3
IDL	190	Seminar	2
EDFN	102	Intro to Education	3
SPED	100	Intro to Persons with Exceptionalities	3
EPSY	302	Educational Psychology	3
EPSY	296	Field Experience	0
INED	411	South Dakota Indian Studies	3
SPED	441	Inclusive Methods for Diverse Learners	2
ELRN	435	Principles of Instructional Design	3
SEED	396	Field Experience	1
EDFN	440	Classroom Management	3
EPSY	428	Child & Adolescent Development	3
EDER	415	Educational Assessment	2
SEED	496	Field Experience	2
ELRN	485	Classroom Technology	3
SEED	400	7-12 Curriculum & Instruction	3
SEED	450	Reading & Content Literacy	2
EDFN	472	School Law & Ethics	2
ELED	488	K-8 Student Teaching	4
SEED	488	7-12 Student Teaching	4
Total number of hours required for major, minor, or specialization			91

PE	350L	Exercise Physiology Lab	1
PE	360	K-8 Physical Education Methods	2
PE	440	Organization & Admin of HPER/A	3
PE	452	Motor Learning & Dev	3
PE	454	Biomechanics	3
PE	480	7-12 Methods of Teaching PE	3
FYS	101	First Year Seminar	2
PK-12 Education Specialization			
PE	352	Adapted Physical Education	3
EDFN	102	Intro to Education	3
SPED	100	Intro to Persons with Exceptionalities	3
EPSY	302	Educational Psychology	3
EPSY	296	Field Experience	0
INED	411	South Dakota Indian Studies	3
SPED	441	Inclusive Methods for Diverse Learners	2
ELRN	435	Principles of Instructional Design	3
SEED	396	Field Experience	1
EDFN	440	Classroom Management	3
EPSY	428	Child & Adolescent Development	3
EDER	415	Educational Assessment	2
SEED	496	Field Experience	2
ELRN	485	Classroom Technology	3
SEED	400	7-12 Curriculum & Instruction	3
SEED	450	Reading & Content Literacy	2
EDFN	472	School Law & Ethics	2
ELED	488	K-8 Student Teaching	4
SEED	488	7-12 Student Teaching	4
Youth Sports and Recreation Specialization			
PE	208	Professional Preparation	1
PE	395	Practicum	3
PE	378	Sport for Individuals w/Disabilities	3
PE	496	Field Experience	3
PE	467	Event Planning & Facility Management	3
PE	372	Fitness Coaching & Administration	3
Electives (choose 3)			
PE	411	Sport Marketing	3
PE	412	Financial Aspects of Sport	3
PE	414	Law & Ethics	3
PE	415	Esports Management	3
Total number of hours required for major, minor, or specialization			64-88

Total number of hours required for degree	120	Total number of hours required for degree	120

8. Explanation of the Change:

One proposed change is shifting the degree from a BSEd to a BS in Physical Education to more accurately reflect the structure of the program. The second change is the addition of two specializations to distinguish between certification and non-certification pathways. The Youth Sports and Recreation specialization prepares students for careers in youth sports and recreation, emphasizing physical, psychological, and social development. This specialization aligns with workforce demands, including a projected 28% growth in recreation industries and 11% growth in coaching careers in South Dakota.[1] It equips graduates to create inclusive programs, promote lifelong physical activity, and meet the growing need for trained professionals in youth-focused recreation.

The PK-12 Education specialization, which mirrors the current BSEd in Physical Education, provides a direct pathway for individuals seeking certification as physical education teachers.

[1] South Dakota Department of Labor. South Dakota Occupational Employment Projections to 2030. https://dlr.sd.gov/lmic/lb/2022/lbart_sept22_occupational_projections_2020_2030.aspx

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. February 19, 2025

10. Identify the program modification requested.

Change the degree from a BSEd in Physical Education to a BS in Physical Education with 2 specializations:

- PK-12 Education (leads to initial teaching licensure)
- Youth Sports and Recreation

11. Provide justification for the desired modification.

Changing the BSEd in Physical Education to a BS in Physical Education is a strategic decision that enhances clarity and transparency and better serves students. The current BSEd designation is traditionally associated with teacher certification, which does not fully represent the scope of the proposed program. By transitioning to a BS in Physical Education, we ensure that the degree type aligns with both the teacher certification and non-certification pathways. Retaining the BSEd degree could cause confusion, as it implies that all graduates are preparing for licensure.

The BS in Physical Education designation more accurately reflects an encompassing degree that serves both those pursuing teacher certification (PK-12 Education specialization) and those entering non-certification careers (Youth Sports and Recreation specialization). The change from a BSEd to a BS with two specializations ensures transparency for students, employers, and

stakeholders while reinforcing the program's alignment with workforce needs in both teacher education and sports recreation fields.

The curriculum for the BS Physical Education is designed so both specializations share a substantial core. This enables students to complete nearly 40 credits in the BS Physical Education before deciding their specialization. By this point, students will have had time and opportunity to discern whether they want a career in teaching.

The PK-12 Education specialization leads to teacher certification. Students graduating with this specialization will be prepared to teach physical education in any PK-12 setting. NSU Teacher Education and registrar can track those meeting teacher certification requirements through the PK-12 Education specialization.

The Youth Sports and Recreation specialization does not lead to teacher certification. This specialization prepares students for careers in youth sports and recreation, equipping them with skills in program development, coaching, and leadership outside of the traditional classroom setting.

With a BS degree and two specializations, Northern can actively recruit and retain students who want to teach in a PK112 setting and those who enjoy working with youth sports and recreation but prefer to work outside a PK-12 setting, including fitness centers, recreation programs, athletic clubs, or club sports programs.

12. Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.

Yes, the catalog description will change and learning outcomes for the Youth Sports and Recreation Specialization will be added.

Catalog Description
The BS in Physical Education prepares students for careers in physical education, coaching, and youth recreation. Through a combination of theoretical coursework and hands-on experiences, graduates are equipped with the skills to foster physical well-being, sportsmanship, and inclusive participation in various educational and recreational settings. This program offers two specializations:

- PK-12 Education leads to teacher certification, preparing students to teach physical education in schools and promote lifelong physical activity among youth.
- Youth Sports and Recreation is a non-certification pathway focused on coaching, recreation management, and youth development outside a PK-12 setting, including fitness centers, recreation programs, athletic clubs, or club sports programs.

Learning Outcomes for the Youth Sports and Recreation Specialization

1) Design, implement, and evaluate inclusive and developmentally appropriate youth sports and recreation programs that promote physical activity, teamwork, and personal growth.

2) Apply effective coaching techniques, leadership strategies, and motivational methods to foster positive youth development and sportsmanship in recreational settings.

3) Demonstrate an understanding of the physical, psychological, and social needs of youth in sports and recreation, incorporating best practices to support holistic development.

4) Apply knowledge of safety, injury prevention, and ethical decision-making to create safe and responsible youth sports and recreation environments.

5) Collaborate with community organizations, schools, and recreation agencies to enhance access to quality sports and recreation programs while demonstrating professional communication and advocacy skills.

13. Indicate the number of students currently enrolled in the program.

Twenty-two students are currently enrolled in the BSEd in Physical Education.

14. Describe the real impact to students.

Degree change - The BSED is specifically tied to education, and the larger disciplines of Physical Education and Sports Sciences have evolved and expanded in scientific rigor. The BS degree better reflects the science of the disciplines.
Name change – no impact in time to degree or cost for students. Positive impact will come from ease of explaining degree and specialization to employers.
Curriculum change – the shared core and two specializations enable efficiency in course planning while also ensuring students' transcripts demonstrate their specialized knowledge in the field.

The transition from a BSEd to a BS in Physical Education with two distinct specializations provides students with greater clarity, flexibility, and career opportunities. This change ensures that students can confidently pursue a path that aligns with their professional goals—whether in PK-12 Education for those seeking teacher certification or in Youth Sports and Recreation for careers in coaching, recreation management, and youth development outside a PK-12 setting.

For students in the Youth Sports and Recreation specialization, the new degree structure eliminates confusion regarding certification requirements and better reflects the broad range of career possibilities in youth sports and community recreation. Graduates will be better positioned to enter the workforce in high-demand areas such as coaching, program coordination, and sports administration, with the skills necessary to make a lasting impact on youth physical activity and well-being.

Changing the degree type and defining two clear specializations creates clear pathways, expands career options, enhances the student experience, and strengthens graduates' competitiveness in the job market.

15. Describe the real impact to the university.

The transition to a BS in Physical Education with two distinct specializations strengthens the university's ability to attract and retain students by offering a more clearly defined and career-focused program. By distinguishing between the PK-12 Education (certification) and Youth Sports

and Recreation (non-certification) pathways, the university ensures that prospective students can easily identify the program that best aligns with their professional aspirations.

This change enhances program marketability and enrollment potential, appealing to a broader audience, including those interested in careers beyond traditional teaching. It also aligns with regional workforce demands, reinforcing the university's role in preparing graduates for in-demand fields such as youth recreation, coaching, and sports management.

Additionally, this structure streamlines academic advising and program administration, reducing confusion about certification requirements and ensuring students receive the appropriate guidance for their chosen career paths. By adapting to industry trends and student needs, the university demonstrates its commitment to innovation, workforce alignment, and student success, further solidifying its reputation as a leader in physical education and youth development.

16. Describe any cost associated with the program modification.

None. The courses are already active; no additional faculty required.

17. Describe any risks and unintended consequences associated with the program modification.

As with any program change, transitioning from a BSEd to a BS in Physical Education may require initial adjustments in advising, recruitment, and curriculum alignment. Some students and external stakeholders may need clarification regarding the shift, particularly those accustomed to the BSEd designation. However, this presents an opportunity to improve communication and outreach, ensuring all students clearly understand their career pathways and certification options.

Additionally, the introduction of a non-certification specialization could shift enrollment patterns, with some students opting for the Youth Sports and Recreation specialization instead of the PK-12 Education track. While this might slightly adjust the number of students pursuing teacher licensure, it broadens the program's overall appeal, attracting individuals who may not have considered the university otherwise.

By proactively addressing these considerations through clear advising, strategic marketing, and employer partnerships, the university can ensure a smooth transition while expanding career opportunities for students. This shift ultimately strengthens the program's impact, making it more inclusive, adaptable, and aligned with workforce needs.

18. Would this modification be effective for current and future students, or only students who enroll following the change?

This modification would be effective for current and future students.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (2)
DATE: April 2-3, 2025

****

SUBJECT

Substantive Program Modifications Requiring Board Approval – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination
AAC Guideline 2.3.2.3.A – Substantive Program Modifications

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) 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

- Early Childhood Education (BS) – Birth to Age 8 Specialization – *request to change total credits required within the discipline, total credits of supportive coursework, program name, existing specialization, and academic requirements*
- Sociology (MS) – *request to change total credits required within the discipline, total credits required for the program, and program name. This request is tied to the program reactivation request on the April Board agenda.*
- Sociology (PhD) – *request to change total credits required within the discipline, total credits required for the program, and program name. This request is tied to the program reactivation request on the April Board agenda.*

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 Requests

****

DRAFT MOTION 20250402_5-E(2):

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:	Early Childhood Education
CURRENT SPECIALIZATION:	Birth to Age 8
CIP CODE:	13.1210
UNIVERSITY DEPARTMENT:	School of Education, Counseling and Human Development
BANNER DEPARTMENT CODE:	SECH
UNIVERSITY COLLEGE:	College of Education and Human Sciences
BANNER COLLEGE CODE:	3H

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

Dennis D. Hedge — Vice President of Academic Affairs or President of the University

2/13/2025 — Date

1. This modification addresses a change in:

☒	Total credits required within the discipline	☒	Total credits of supportive course work
☐	Total credits of elective course work	☐	Total credits required for program
☒	Program name	☒	Existing specialization
☐	CIP Code	☒	Other: Academic Requirements
☒	Modification requiring Board of Regents approval *Must have prior approval from Executive Director or designee*		

2. Effective date of change: 2025-2026 Academic Year

3. Program Degree Level:
Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

4. Category:
Certificate ☐ Specialization ☒ Minor ☐ Major ☐

5. If a name change is proposed, the change will occur:
☐ On the effective date for all students
☒ On the effective date for students new to the program (enrolled students will graduate from existing program)
Proposed new name: Early Childhood Education – Birth to Grade 3 (B.S.)

6. Is the program being modified associated with a current articulation agreement?
Yes ☐ No ☒

a. If yes, will the articulation agreement need to be updated with the partner

institution following the approve of the program change? Please explain:

7. Primary Aspects of the Modification:

Existing Curriculum				*Proposed Curriculum (highlight changes)*			
Pref.	**Num.**	**Title**	**Cr. Hrs.**	**Pref.**	**Num.**	**Title**	**Cr. Hrs.**
System General Education Requirements			**31**	**System General Education Requirements**			**31**
System General Education Requirements - Electives			**6**	**System General Education Requirements - Electives**			**18**
						SGR #1 Written Communication	3
						SGR #1 Written Communication	3
		SGR #2 Oral Communication	3			SGR #2 Oral Communication	3
						SGR #3 Social Sciences	3
		SGR #4 Arts and Humanities	3			SGR #4 Arts and Humanities	3
						SGR #5 Mathematics	3
System General Education Requirements - Required			**25**	**System General Education Requirements - Required**			**13**
ENGL	101	Composition I (SGR #1)	3	~~ENGL~~	~~101~~	~~Composition I (SGR #1)~~	~~3~~
ENGL	201	Composition II (SGR #1)	3	~~ENGL~~	~~201~~	~~Composition II (SGR #1)~~	~~3~~
HDFS	210	Lifespan Development (SGR #3)	3	HDFS	210	Lifespan Development (SGR #3)	3
PSYC	101	General Psychology (SGR #3)	3	~~PSYC~~	~~101~~	~~General Psychology (SGR #3)~~	~~3~~
ENGL	240	Juvenile Literature (SGR #4) OR SGR #4 Modern Language Elective	3	ENGL	240	Juvenile Literature (SGR #4) OR SGR #4 Modern Language Elective	3
MATH	103	Mathematical Reasoning (3) or higher (SGR #5)	3	~~MATH~~	~~103~~	~~Mathematical Reasoning (3) or higher (SGR #5)~~	~~3~~
BIOL	101	Biology Survey I (SGR #6)	2	BIOL	101	Biology Survey I (SGR #6)	2
BIOL	101L	Biology Survey I Lab (SGR #6)	1	BIOL	101L	Biology Survey I Lab (SGR #6)	1
GEOG AND GEOG OR GEOG AND GEOG	131 131L 132 132L	Physical Geography: Weather & Climate (4) Physical Geography: Weather & Climate Lab (0) Physical Geography: Natural Landscapes (4) Physical Geography: Natural Landscapes Lab (0)	4	GEOG AND GEOG OR GEOG AND GEOG	131 131L 132 132L	Physical Geography: Weather & Climate (3) Physical Geography: Weather & Climate Lab (1) Physical Geography: Natural Landscapes (3) Physical Geography: Natural Landscapes Lab (1)	4
EHS College Requirements			**4**	**EHS College Requirements**			**4**
EHS	119	First Year Seminar	2	EHS	119	First Year Seminar	2
EHS	319	Life, Love, and Money	2	EHS	319	Life, Love, and Money	2
Major Requirements			**60**	**Major Requirements**			**85**
ECE	150	Early Experience	1	~~ECE~~	~~150~~	~~Early Experience~~	~~1~~
ECE	150L	Early Experience Lab	1	~~ECE~~	~~150L~~	~~Early Experience Lab~~	~~1~~
ECE	196	Field Experience	1	ECE	196	Field Experience	1
ECE	240	Child Development I: Prenatal to 2	3	ECE	240	Child Development I: Prenatal to 2	3
ECE	241	Child Development II: 3 to 8 Years	3	ECE	241	Child Development II: 3 to 8 Years	3
ECE	320	Pedagogy and Curriculum	3	ECE	320	Pedagogy and Curriculum	3
ECE	320L	Pedagogy and Curriculum Lab	1	ECE	320L	Pedagogy and Curriculum Lab	1
ECE	321	Learner Centered Assessment	3	ECE	321	Learner Centered Assessment	3
ECE	322	Contemporary Curriculum Perspectives	3	ECE	322	Arts, Health, and Technology in ECE	3
ECE	325	Inclusion and the Diverse Learner	3	ECE	325	Inclusion and the Diverse Learner	3
ECE	455	Administration and Supervision of Early Childhood Setting	3	ECE	355	Administration and Supervision of Early Childhood Setting	3
ECE	360	Play and Inquiry	3	ECE	360	Play and Inquiry	3
ECE	360L	Play and Inquiry Lab	1	ECE	360L	Play and Inquiry Lab	1
ECE	475	Pedagogy and Guidance in ECE	3	ECE	375	Guidance in ECE	3
				ECE	400	Science, Social Studies, and Math in ECE	3
ECE	412	Kindergarten Education	2	ECE	412	Kindergarten Education	2
ECE	441	Professional Issues in ECE	2	ECE	441	Professional Issues in ECE	2
ECE	470	Early Childhood Inclusion Strategies	3	ECE	470	Early Childhood Inclusion Strategies	3
ECE	471	Foundations of Reading	3	ECE	471	Foundations of Reading	3
ECE	488	Student Teaching (6 credits required Pre-K, 10 credits required K-3)	16	ECE	488	Student Teaching (6 credits required Pre-K, 11 credits required K-3)	17
ECE	495	Practicum	2	ECE	495	Practicum	1
				EDFN	102	Introduction to Education	3

Existing Curriculum				*Proposed Curriculum (highlight changes)*			
Pref.	**Num.**	**Title**	**Cr. Hrs.**	**Pref.**	**Num.**	**Title**	**Cr. Hrs.**
				EDFN	461	Cultural and Psychological Perspectives in the Acquisition of English as a Second Language	3
				SPED	100	Introduction to Persons with Exceptionalities	3
Supporting Coursework			**25-26**	~~**Supporting Coursework**~~			~~**-**~~
AIS	211	South Dakota American Indian Culture and Education	3	AIS	211	South Dakota American Indian Culture and Education	3
ECE	466	Literacy in ECE	3	ECE	466	Literacy in ECE	3
EDFN	475	Human Relations	3	~~EDFN~~	~~475~~	~~Human Relations~~	~~3~~
EPSY	201	The Science of Learning	3	~~EPSY~~	~~201~~	~~The Science of Learning~~	~~3~~
HDFS	241	Family Relations	3	~~HDFS~~	~~241~~	~~Family Relations~~	~~3~~
MATH	245	Mathematics for Primary Grades I	3	MATH	245	Mathematics for Primary Grades I	3
MATH	345	Mathematics for Primary Grades II	3	MATH	345	Mathematics for Primary Grades II	3
MATH	345L	Mathematics for Primary Grades II Lab	1	~~MATH~~	~~345L~~	~~Mathematics for Primary Grades II Lab~~	~~1~~
CHEM AND CHEM OR PHYS AND PHYS OR PHYS AND PHYS	106 106L 101 101L 185 185L 216 216L	Chemistry Survey (3) Chemistry Survey Lab (1) Survey of Physics (3) Survey of Physics Lab (1) Solar System Astronomy (2) Solar System Astronomy Lab (1) Physical Science for Early Childhood (2) Physical Science for Early Childhood Lab (1)	3-4	~~CHEM AND CHEM OR PHYS AND PHYS OR PHYS AND PHYS~~	~~106 106L 101 101L 185 185L~~ 216 216L	~~Chemistry Survey & Lab (3)~~ ~~Chemistry Survey Lab (1)~~ ~~Survey of Physics (3)~~ ~~Survey of Physics Lab (1)~~ ~~Solar System Astronomy (2)~~ ~~Solar System Astronomy Lab (1)~~ Physical Science for Early Childhood (2) Physical Science for Early Childhood Lab (1)	3
Electives			**0**	**Electives**			**0**
Summary of Credits Early Childhood Education – Birth to Grade 3 (B.S.)							
System General Education Requirements			**31**	**System General Education Requirements**			**31**
EHS College Requirements			**4**	**EHS College Requirements**			**4**
Major Requirements			**60**	**Major Requirements**			**85**
Supporting Coursework			**25-26**	~~**Supporting Coursework**~~			~~**-**~~
Electives			**0**	**Electives**			**0**
Total number of hours required for specialization			111-112	Total number of hours required for major			102
Total number of hours required for degree			120	Total number of hours required for degree			120

Academic Requirements

Current:

- A grade of "C" or better is required in CMST 101, ENGL 101, PSYC 101, and MATH 103 or higher (if these courses are in your plan of study), and all courses for the major (classes with department/program prefix).
- An overall GPA of 2.5 is required to enroll in any education courses.

Proposed:

- A grade of "C" or better is required in education coursework (classes with AIS, EDFN, ELED, ECE, EPSY, or SPED prefixes).
- An overall GPA of 2.5 is required.
- A GPA of 2.7 is required in both major and education courses.

Acceptance into Teacher Education

- A grade of "C" or better is required in education coursework (classes with AIS, EDFN, ELED, ECE, EPSY, or SPED prefixes).
- An overall GPA of 2.5 is required.
- A GPA in the academic major of 2.6 is required.
- Completion of program application and professional licensure location form.

Acceptance into Residency I

- A grade of "C" or better is required in education coursework (classes with AIS, EDFN, ELED, ECE, EPSY, or SPED prefixes).
- An overall GPA of 2.5 is required.
- A GPA of 2.7 is required in both major and education courses.
- The teacher candidate must take the Praxis content exam.
- The teacher candidate is also required to complete a criminal background check with field placements, a TB test with negative reading, and CPR and first aid certification.

Acceptance into Residency II

- A grade of "C" or better is required in education coursework (classes with AIS, EDFN, ELED, ECE, EPSY, or SPED prefixes).
- An overall GPA of 2.5 is required.
- A GPA of 2.7 is required in both major and education courses.
- The teacher candidate must take the Praxis PLT exam.
- Content methods instructor recommendation is required.

8. Explanation of the Change:

SDSU currently offers the Early Childhood Education (ECE) program, and students in this program are required to graduate with a specialization. Last year, SDSU received approval from the SDBOR to terminate the specialization for the Cooperative Elementary Education Program with DSU. At present, the only specialization available within the Early Childhood Education major is Birth to Age 8. The School of Education, Counseling, and Human Development has requested to discontinue the Birth to Age 8 specialization and instead offer a standalone major titled "Early Childhood Education – Birth to Grade 3."

In August 2024, the SDBOR approved the Gateway to Teacher Education Certificate. This 12-credit certificate provides a jumpstart for South Dakota high school students with a career interest in PK-12 teacher education and provides knowledge about teacher education degree programs within South Dakota Regental Institutions. In addition to six credits towards their general education requirements, students will complete EDFN 102 Introduction to Teaching (3 cr.) and SPED 100 Introduction to Persons with Exceptionalities (3 cr.). The certificate is intended to be stackable with elementary, secondary, and special education programs. The Early Childhood Education - Birth to Grade 3 curriculum and student learning outcomes for the program were evaluated by faculty to determine curricular adjustments that needed to be made to support the addition of six credits for the Gateway to Education Certificate. Key changes include:

- Added EDFN 102 Introduction to Education (3 cr.) and SPED 100 Introduction to Persons with Exceptionalities (3 cr.) to align with the Gateway to Education Certificate.
- Removed ECE 150-150L Early Experience and Lab (1, 1 cr.) and EDFN 475 Human Relations (3 cr.) from the program requirements. Course content for ECE 150-150L and EDFN 475 is integrated into other existing courses.
- Reduced ECE 495 Practicum from 2 to 1 credit, as faculty determined that 1 credit is sufficient to meet the desired SLOs.

In addition, the faculty reviewed and revised other sections of the curriculum. These revisions are intended to streamline the curriculum while maintaining alignment with accreditation standards and student learning outcomes.

- Replaced HDFS 241 Family Relations (3 cr.) with EDFN 461 Cultural and Psychological Perspectives in the Acquisition of English as a Second Language (3 cr.), providing more targeted coursework for teaching English Language Learners.
- Replaced EPSY 201 The Science of Learning (3 cr.) and MATH 345L Mathematics for Primary Grades II Lab (1 cr.) with ECE 400 Science, Social Studies, and Math in ECE (3 cr.). ECE 400 is an inquiry-based science, social studies, and math methods course that will explore teaching methods for birth to grade 3. Currently ECE 322 Contemporary Curriculum

in ECE covers both social studies and science, but due to the requirements of the Praxis certification exam, students need more in-depth coverage of these subjects to do well in those areas. ECE 322 teaches several other topics and content, not giving adequate time and information to students in both science and social studies. In addition, because the ECE program believes in using an inquiry-based philosophical approach as well as integrated forms of curriculum, it was clear that math methods should also be included so that STEAM and STEM could be addressed within this course as critical topics in today's classrooms and beyond.

- Removed CHEM 106-106L Chemistry Survey and Lab (3, 1 cr.), PHYS 101-101L Survey of Physics and Lab (3, 1 credits), and PHYS 185-185L Solar System Astronomy and Lab (2, 1 cr.) to require all ECE majors will complete PHYS 216-216L Physical Science for Early Childhood and Lab (2, 1 cr.).
- Increased ECE 488 Student Teaching (K-3rd grade) from 10 to 11 credits to provide students with additional time for planning, reflection, and participation in a professional learning community.
- Removed a specific course from SGR #1, SGR #3, and SGR #5 to allow students more flexibility in meeting their System General Education requirements.
- Minor changes in course titles and numbers for ECE 322 Contemporary Curriculum Perspectives, ECE 455 Administration and Supervision of Early Childhood Settings, and ECE 475 Pedagogy and Guidance in ECE have been modified with minor changes to their titles and/or course numbers.

Changes to academic requirements stem from changes to state level certification requirements. Language has been updated to reflect how students in teacher education programs progress through their program requirements toward graduation.

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.

TBD

10. Identify the program modification requested.

The School of Education, Counseling and Human Development has requested to update the existing Early Childhood Education (B.S.) - Birth to Age 8 Specialization. The changes requested include:

1) Discontinue the Birth to Age 8 Specialization [SBS.ECE-B8] and offer a standalone major titled "Early Childhood Education - Birth to Grade 3."
2) Revise the program's requirements to include coursework from the Gateway to Teacher Education Certificate, along with other necessary curriculum updates identified through a comprehensive program review, analysis of the Praxis certification exams, and feedback from alumni and the advisory group.

11. Provide justification for the desired modification.

SDSU currently offers the Early Childhood Education (ECE) program, and students in this program are required to graduate with a specialization. Last year, SDSU received approval from the SDBOR to terminate the specialization for the Cooperative Elementary Education Program

with DSU. At present, the only specialization available within the Early Childhood Education major is Birth to Age 8. The School of Education, Counseling, and Human Development has requested to discontinue the Birth to Age 8 specialization and instead offer a standalone major titled "Early Childhood Education - Birth to Grade 3." The proposed change from a specialization to a standalone major will enhance both student understanding and the visibility of the program, making it easier for students to navigate their academic and career goals while retaining the rigor and outcomes of the current program.

The Early Childhood Education - Birth to Grade 3 curriculum and student learning outcomes for the program were evaluated by faculty to determine curricular adjustments that needed to be made to support the addition of six credits for the Gateway to Education Certificate and streamline the curriculum while maintaining alignment with accreditation standards and student learning outcomes. Key changes include:

- Added EDFN 102 Introduction to Education (3 cr.) and SPED 100 Introduction to Persons with Exceptionalities (3 cr.) to align with the Gateway to Education Certificate.
- Removed ECE 150-150L Early Experience and Lab (1, 1 cr.) and EDFN 475 Human Relations (3 cr.) from the program requirements. Course content for ECE 150-150L and EDFN 475 is integrated into other existing courses.
- Reduced ECE 495 Practicum from 2 to 1 credit, as faculty determined that 1 credit is sufficient to meet the desired SLOs.
- Replaced HDFS 241 Family Relations (3 cr.) with EDFN 461 Cultural and Psychological Perspectives in the Acquisition of English as a Second Language (3 cr.), providing more targeted coursework for teaching English Language Learners.
- Replaced EPSY 201 The Science of Learning (3 cr.) and MATH 345L Mathematics for Primary Grades II Lab (1 cr.) with ECE 400 Science, Social Studies, and Math in ECE (3 cr.). ECE 400 is an inquiry-based science, social studies, and math methods course that will explore teaching methods for birth to grade 3. Currently ECE 322 Contemporary Curriculum in ECE covers both social studies and science, but due to the requirements of the Praxis certification exam, students need more in-depth coverage of these subjects to do well in those areas. ECE 322 teaches several other topics and content, not giving adequate time and information to students in both science and social studies. In addition, because the ECE program believes in using an inquiry-based philosophical approach as well as integrated forms of curriculum, it was clear that math methods should also be included so that STEAM and STEM could be addressed within this course as critical topics in today's classrooms and beyond.
- Removed CHEM 106-106L Chemistry Survey and Lab (3, 1 cr.), PHYS 101-101L Survey of Physics and Lab (3, 1 credits), and PHYS 185-185L Solar System Astronomy and Lab (2, 1 cr.) to require all ECE majors will complete PHYS 216-216L Physical Science for Early Childhood and Lab (2, 1 cr.).
- Increased ECE 488 Student Teaching (K-3rd grade) from 10 to 11 credits to provide students with additional time for planning, reflection, and participation in a professional learning community.
- Removed a specific course, PYSC 101 General Psychology (3 cr.), from SGR #3 to allow students more flexibility in meeting their System General Education requirements.
- Minor changes in course titles and numbers for ECE 322 Contemporary Curriculum Perspectives, ECE 455 Administration and Supervision of Early Childhood Settings, and ECE 475 Pedagogy and Guidance in ECE have been modified with minor changes to their titles and/or course numbers.

12. Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.

Yes, the catalog description would need to reflect the change in program name. The student learning outcomes will remain the same.

13. Indicate the number of students currently enrolled in the program.

66 students

14. Describe the real impact to students.

In the past, students graduating from the Early Childhood Education (ECE) program were required to choose between two specializations: Birth to Age 8 or Cooperative Elementary Education Program with DSU. However, the Cooperative Elementary Education Program with DSU was terminated last year to be effective fall 2025. To eliminate confusion about the specific major students are earning, the program has decided to transition to a standalone major titled Early Childhood Education - Birth to Grade 3. This change will provide clearer guidance for students, ensuring they understand that the major is designed to meet the certification requirements for teaching and caring for children from birth through third grade.

15. Describe the real impact to the university.

The change from a Birth to Age 8 specialization to a standalone major will provide transparency to potential students considering early education and teacher certification within those ages and grades as a potential career choice.

16. Describe any cost associated with the program modification.

Beyond initial updates of marketing material, there are not any additional costs that the school foresees with this program modification.

17. Describe any risks and unintended consequences associated with the program modification.

No risks or unintended consequences are anticipated by changing this from a specialization to a standalone major.

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 AFFAIRS FORMS

Substantive Program Modification Form

UNIVERSITY:	**SDSU**
CURRENT PROGRAM DEGREE:	**M.S.**
CURRENT PROGRAM MAJOR/MINOR:	**Sociology**
CURRENT SPECIALIZATION:	**N/A**
CIP CODE:	**45.1101**
UNIVERSITY DEPARTMENT:	**School of Psychology, Sociology & Rural Studies**
BANNER DEPARTMENT CODE:	**SPSR**
UNIVERSITY COLLEGE:	**College of Arts, Humanities & Social Sciences**
BANNER COLLEGE CODE:	**3S**

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

Dennis D. Hedge — Vice President of Academic Affairs or President of the University

2/3/2025 — Date

1. This modification addresses a change in:

- ☒ Total credits required within the discipline
- ☐ Total credits of supportive course work
- ☐ Total credits of elective course work
- ☒ Total credits required for program
- ☒ Program name
- ☐ Existing specialization
- ☐ CIP Code
- ☐ Other
- ☒ Modification requiring Board of Regents approval
  Must have prior approval from Executive Director or designee

2. Effective date of change: 2025-2026 Academic Year

3. Program Degree Level:
Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐

4. Category:
Certificate ☐ Specialization ☐ Minor ☐ Major ☒

5. If a name change is proposed, the change will occur:
☐ On the effective date for all students
☒ On the effective date for students new to the program (enrolled students will graduate from existing program)
Proposed new name: Social Science

6. Is the program being modified associated with a current articulation agreement?
Yes ☐ No ☒

a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain:

7. Primary Aspects of the Modification:

Existing Curriculum				*Proposed Curriculum (highlight changes)*			
Pref.	**Num.**	**Title**	**Cr. Hrs.**	**Pref.**	**Num.**	**Title**	**Cr. Hrs.**
				CD	604	Community Analysis	3
SOC	501	The Research Process	3	SOC	501	The Research Process	3
SOC	504	Sociological Inquiry	3	SOC	504	Sociological Inquiry	3
SOC	590	Seminar	1	SOC	590	Seminar	1
SOC	707	Sociological Practice and Public Policy	3	SOC	707	Sociological Practice and Public Policy	3
				SOC	710	Research Methods	3
				SOC	711	Qualitative Research Methods	3
		Select one of the following:				Select one of the following:	
		Option A: Thesis				*Thesis*	
SOC	798	Thesis	5	SOC	798	Thesis	5
		Electives	15			Electives	6
		Option B: Research/Design Paper				*Non-Thesis*	
SOC	788	Research Problems/Projects	3	~~SOC~~	~~788~~	~~Research Problems/Projects~~	~~3~~
		Electives	19			Electives	11
		Option C: Coursework Only				~~*Option C: Coursework Only*~~	
		Electives	25			~~Electives~~	~~25~~
		Total number of hours required for degree				Total number of hours required for degree	
		Option A	30			Thesis	30
		Option B	32			Non-Thesis	30
		Option C	35				

Additional Admission Requirements:

Current:
GRE: Required
TOEFL: Required score of 575 paper-based, 90 Internet-based
IELTS: 6.5

Each applicant is required to provide two signed letters of recommendation from individuals familiar with the student's academic record as part of the graduate school application process. In addition, we require that interested applicants submit a writing sample (past term paper for example) and a personal statement. The personal statement should outline the applicant's academic goals and describe how those goals connect with SDSU faculty expertise and interests.

Proposed:
GRE: Required
TOEFL: 90 Internet-based
TOEFL Essentials: 9.5
IELTS: 6.5
Duolingo: 115

Each applicant should have 2 signed letters of recommendation from individuals familiar with the student's academic record. It is required that applicants also include a writing sample and personal statement. The personal statement should identify the student's academic goals and describe how those goals fit with the faculty's expertise and interests.

8. Explanation of the Change:

SDSU requests approval to reactivate the M.S. in Sociology (SMS.SOC). To improve the reach of

this program, better serve the needs of students, and enhance transparency, the university also proposes the following changes:

- Rename the program (M.S. in Social Science).
- Eliminate Option A (Thesis Option), B (Research/Design Paper Option), C (Coursework Only) language and replace it with more streamlined Thesis/Non-Thesis Options.
- Align the curriculum for the M.S. and Ph.D. programs.

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.

1/3/2025

10. Identify the program modification requested.

SDSU requests approval to reactivate the M.S. in Sociology (SMS.SOC). To improve the reach of this program, better serve the needs of students, and enhance transparency, the university also proposes the following changes:

- Rename the program (M.S. in Social Science).
- Eliminate Option A (Thesis Option), B (Research/Design Paper Option), C (Coursework Only) language and replace it with more streamlined Thesis/Non-Thesis Options.
- Align the curriculum for the M.S. and Ph.D. programs.

11. Provide justification for the desired modification.

SDSU seeks to reactivate the M.S. (and Ph.D.) in Sociology, a move that will improve its ability to meet its goal of achieving R1 status as described in Pathway to Premier 2030. The proposed name change will help the program succeed in its second iteration. It will make the program more marketable by targeting a broader set of students, and it will allow SDSU to strengthen the program by tapping into faculty expertise in the social sciences in several of SDSU's colleges, including the College of Arts, Humanities & Social Sciences, the College of Education & Human Sciences, the College of Nursing, and the College of Pharmacy & Allied Health Professions.

The SDSU Graduate School has revised SDSU Policy 2:17 Credit Requirements for Graduate Credential Programs. The Graduate School adjusted the language to no longer refer to master's programs using Option A (Thesis Option), B (Research/Design Paper Option), C (Coursework Only), and D (Coursework Only – Professional Program) but to move forward with Thesis and Non-Thesis options that will require a minimum of 30 credits. The School of Psychology, Sociology and Rural Studies has updated the M.S. in Social Science program requirements to change the non-thesis option from 35 credits (Option B) and 35 credits (Option C) to 30 credits.

Finally, the third change aligns the M.S. and Ph.D. so that students can enter the doctoral program immediately after completing a bachelor's degree. Previously, the Ph.D. program required a completed master's degree for admission and SDSU's M.S. program had almost no curricular intersection with the Ph.D. This arrangement required the home unit to maintain two separate and non-overlapping curricula. Under the proposed modification, the M.S. curriculum will naturally align with the Ph.D. curriculum.

12. Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.

Yes, the catalog description and student learning outcomes will require minor modification to reflect the expanded scope of the reactivated program.

Student Learning Outcomes:

- Students receive intensive and extensive classroom and practical training in teaching in-class and online resources at the college/university level.
- Students receive intensive and extensive classroom and practical training in applied and public social sciences.
- Students acquire the skills to engage in the scholarship of teaching and learning (SoTL) so they can determine the extent to which their instruction makes a difference in their students' academic development.
- Students receive a solid grounding in the core areas of social science theory and both qualitative and quantitative research methods.
- Students develop research and practice and/or teaching expertise in an emphasis area.

13. Indicate the number of students currently enrolled in the program.

There are no students currently enrolled in the M.S. in Sociology.

14. Describe the real impact to students.

The proposed name better represents the nature of the degree to potential employers. Students who graduate from this program will possess strong research skills that can be applied across the social sciences. The revised master's coursework will provide a more seamless fit with the doctoral program.

15. Describe the real impact to the university.

SDSU's strategic plan, Pathway to Premier 2030, places the university on a road toward R1 status. Reactivating the M.S. in Sociology and rebranding it with an interdisciplinary emphasis will substantially enhance SDSU's efforts to meet this goal.

16. Describe any cost associated with the program modification.

There are no costs associated with any of these modifications. Aligning the M.S. and Ph.D. curriculum in particular will allow the program to operate more efficiently.

17. Describe any risks and unintended consequences associated with the program modification.

The only risk of any note is that SDSU could be misjudging the market's perception of "social science" branding versus "sociology" branding. SDSU expects the downside cost of such a mistake to be minimal.

18. Would this modification be effective for current and future students, or only students who enroll following the change?

This modification would be effective for students who enroll following the change. There are no students currently enrolled in the M.S. in Sociology.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

UNIVERSITY:	**SDSU**
CURRENT PROGRAM DEGREE:	**Ph.D.**
CURRENT PROGRAM MAJOR/MINOR:	**Sociology**
CURRENT SPECIALIZATION:	**N/A**
CIP CODE:	**45.1101**
UNIVERSITY DEPARTMENT:	**School of Psychology, Sociology & Rural Studies**
BANNER DEPARTMENT CODE:	**SPSR**
UNIVERSITY COLLEGE:	**College of Arts, Humanities & Social Sciences**
BANNER COLLEGE CODE:	**3S**

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

Dennis D. Hedge — Vice President of Academic Affairs or President of the University

2/3/2025 — Date

1. This modification addresses a change in:

- ☒ Total credits required within the discipline
- ☐ Total credits of supportive course work
- ☐ Total credits of elective course work
- ☒ Total credits required for program
- ☒ Program name
- ☐ Existing specialization
- ☐ CIP Code
- ☐ Other
- ☒ Modification requiring Board of Regents approval
  Must have prior approval from Executive Director or designee

2. Effective date of change: 2025-2026 Academic Year

3. Program Degree Level:
Associate ☐ Bachelor's ☐ Master's ☐ Doctoral ☒

4. Category:
Certificate ☐ Specialization ☐ Minor ☐ Major ☒

5. If a name change is proposed, the change will occur:
☐ On the effective date for all students
☒ On the effective date for students new to the program (enrolled students will graduate from existing program)
Proposed new name: Social Science

6. Is the program being modified associated with a current articulation agreement?
Yes ☐ No ☒

a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain:

7. Primary Aspects of the Modification:

Existing Curriculum				*Proposed Curriculum (highlight changes)*			
Pref.	**Num.**	**Title**	**Cr. Hrs.**	**Pref.**	**Num.**	**Title**	**Cr. Hrs.**
						60 Credit Plan	
SOC	707	Sociological Practice and Public Policy	3	~~SOC~~	~~707~~	~~Sociological Practice and Public Policy~~	~~3~~
SOC	710	Research Methods	3	~~SOC~~	~~710~~	~~Research Methods~~	~~3~~
SOC	711	Qualitative Research Methods	3	~~SOC~~	~~711~~	~~Qualitative Research Methods~~	~~3~~
SOC	712	Sociological Theory I	3	SOC	712	Sociological Theory I	3
SOC	713	Sociological Theory II	3	SOC	713	Sociological Theory II	3
				SOC	726	Teaching Sociology	2
				SOC	727	Teaching Sociology Practicum	1
				SOC	738	Scholarship of Teaching and Learning	2
				SOC	739	Scholarship of Teaching and Learning Practicum	1
SOC	790	Seminar: Orientation to Graduate Study	1	~~SOC~~	~~790~~	~~Seminar: Orientation to Graduate Study~~	~~1~~
				SOC	792	Topics	3
SOC OR SOC AND SOC AND SOC	794 OR 726 AND 727 AND 738 AND 739	Internship (6-12) OR Teaching Sociology (2) AND Teaching Sociology Practicum (1-3) AND Scholarship of Teaching and Learning (2) AND Scholarship of Teaching and Learning Practicum (1-3)	6-12 or 6-10	~~SOC OR SOC AND SOC AND SOC AND SOC~~	~~794 OR 726 AND 727 AND 738 AND 739~~	~~Internship (6-12) OR Teaching Sociology (2) AND Teaching Sociology Practicum (1-3) AND Scholarship of Teaching and Learning (2) AND Scholarship of Teaching and Learning Practicum (1-3)~~	~~6-12 or 6-10~~
				SOC	794	Internship	6
SOC	898	Dissertation	12	SOC	898	Dissertation	18
						Electives	21
		Social Science Statistics Coursework Select six credits from the following:	6			~~Social Science Statistics Coursework Select six credits from the following:~~	~~6~~
SOC	501	The Research Process	3	~~SOC~~	~~501~~	~~The Research Process~~	~~3~~
SOC	710	Research Methods	3	~~SOC~~	~~710~~	~~Research Methods~~	~~3~~
SOC	792	Topics	3	~~SOC~~	~~792~~	~~Topics~~	~~3~~
						90 Credit Plan	
				CD	604	Community Analysis	3
				SOC	501	The Research Process	3
				SOC	504	Sociological Inquiry	3
				SOC	590	Seminar	1
				SOC	707	Sociological Practice and Public Policy	3
				SOC	710	Research Methods	3
				SOC	711	Qualitative Research Methods	3
				SOC	712	Sociological Theory I	3
				SOC	713	Sociological Theory II	3
				SOC	726	Teaching Sociology	2
				SOC	727	Teaching Sociology Practicum	1
				SOC	738	Scholarship of Teaching and Learning	2
				SOC	739	Scholarship of Teaching and Learning Practicum	1
				SOC	792	Topics	3
				SOC	794	Internship	6
				SOC	898	Dissertation	18
						Electives	32
		Total number of hours required for degree	60			Total number of hours required for degree	60-90

Additional Admission Requirements
Current:
GRE: Not required
TOEFL: Required score of 575 paper-based, 90 Internet-based
IELTS: 6.5

Doctor of Philosophy students seeking entrance must have an approved Bachelor's and Master's degree (thesis option), not necessarily in Sociology. Each applicant should have 2 signed letters of recommendation from individuals familiar with the student's academic record.

It is required that applicants also include a writing sample and personal statement. The personal statement should identify the student's academic goals and describe how those goals fit with the faculty expertise and interests.

Proposed:
GRE: Not Required
TOEFL: 90 Internet-based
TOEFL Essentials: 9.5
IELTS: 6.5
Duolingo: 115

Each applicant should have 2 signed letters of recommendation from individuals familiar with the student's academic record. It is required that applicants also include a writing sample and personal statement. The personal statement should identify the student's academic goals and describe how those goals fit with the faculty's expertise and interests.

8. Explanation of the Change:

SDSU requests approval to reactivate the Ph.D. in Sociology (SPHD.SOC). To improve the reach of this program, better serve the needs of students, and enhance transparency, the university also proposes the following changes:

- Rename the program (Ph.D. in Social Science).
- Create both 60- and 90-credit options for the Ph.D.
- Align the curriculum for the M.S. and Ph.D. programs.

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.

1/3/2025

10. Identify the program modification requested.

SDSU proposes the following changes to the Ph.D. in Sociology:

- Rename the program (Ph.D. in Social Science).
- Create both 60- and 90-credit options for the Ph.D.
- Align the curriculum for the M.S. and Ph.D. programs.

11. Provide justification for the desired modification.

SDSU seeks to reactivate the Ph.D. (and M.S.) in Sociology, a move that will improve its ability to meet its goal of achieving R1 status as described in Pathway to Premier 2030. The proposed name change will help the program succeed in its second iteration. It will make the program more marketable by targeting a broader set of students, and it will allow SDSU to strengthen the program by tapping into faculty expertise in the social sciences in several of SDSU's colleges, including the College of Arts, Humanities & Social Sciences, the College of Education & Human Sciences, the College of Nursing, and the College of Pharmacy & Allied Health Professions.

The other two changes aim to align the M.S. and Ph.D. so that students can enter the doctoral program immediately after completing a bachelor's degree. Previously, the Ph.D. program required a completed master's degree for admission and SDSU's M.S. program had almost no curricular intersection with the Ph.D. This arrangement required the home unit to maintain two separate and non-overlapping curricula. Under the proposed modification, the M.S. curriculum will naturally align with the Ph.D. curriculum.

12. Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.

Yes, the catalog description and student learning outcomes will require minor modification to reflect the expanded scope of the reactivated program.

Student Learning Outcomes:

- Students receive intensive and extensive classroom and practical training in teaching in-class and online resources at the college/university level.
- Students receive intensive and extensive classroom and practical training in applied and public social sciences.
- Students acquire the skills to engage in the scholarship of teaching and learning (SoTL) so they can determine the extent to which their instruction makes a difference in their students' academic development.
- Students receive a solid grounding in the core areas of social science theory and both qualitative and quantitative research methods.
- Students develop research and practice and/or teaching expertise in an emphasis area.

13. Indicate the number of students currently enrolled in the program.

One (1)

14. Describe the real impact to students.

The proposed name better represents the nature of the degree to potential employers. Students who graduate from this program will possess strong research skills that can be applied across the social sciences. The elimination of an earned master's degree as a requirement of admission opens the doctoral program up to a broader population of students.

15. Describe the real impact to the university.

SDSU's strategic plan, Pathway to Premier 2030, places the university on a road toward R1 status. Reactivating the Ph.D. in Sociology and rebranding it with an interdisciplinary emphasis will substantially enhance SDSU's efforts to meet this goal.

16. Describe any cost associated with the program modification.

There are no costs associated with any of these modifications. Aligning the M.S. and Ph.D. curriculum in particular will allow the program to operate more efficiently.

17. Describe any risks and unintended consequences associated with the program modification.

The only risk of any note is that SDSU could be misjudging the market's perception of "social science" branding versus "sociology" branding. SDSU expects the downside cost of such a mistake to be minimal.

18. Would this modification be effective for current and future students, or only students who enroll following the change?

This modification would be effective for students who enroll following the change. The one current student will still be able to graduate with a Ph.D. in Sociology, under the terms of the teach-out agreement.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – F
DATE: April 2-3, 2025

****

SUBJECT

Revisions to Terminal Degrees Table – BHSU

CONTROLLING STATUTE, RULE, OR POLICY

AAC Guideline 2.7.1.B – Terminal Degree Table Modifications
AAC Guideline 2.7.1.B(1) – Terminal Degrees Table

BACKGROUND / DISCUSSION

Black Hills State University (BHSU) requests to make the following revisions to the terminal degree table (also noted in Yellow within Attachment I):

Discipline	Proposed Revisions for BHSU
Anatomy	Ph.D.
Arts Education	Ph.D., Ed.D, MFA
Biochemistry	Ph.D.
Botany	Ph.D.
Communications/Theatre	Ph.D., MFA
Communications Arts/Theatre	Ph.D., MFA
Education	Ph.D., Ed.D
Exercise Science	Ph.D., DPT
Finance	Ph.D., DBA
Geology	Ph.D.
Graphic Design	Ph.D., MFA
Health Science	Ph.D.
Hospitality Management	Ph.D.
Journalism	Ph.D., MFA, DA
Microbiology	Ph.D.
Molecular Biology	Ph.D.
Music	Ph.D., DMA
Music Education	Ph.D., DMA, Ed.D
Office Administration	~~Ph.D., Ed.D., DBA~~ *(Removed)*
Physiology/Pharmacology	Ph.D.
Theatre	Ph.D., MFA

(Continued)

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DRAFT MOTION 20250402_5-F:

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

IMPACT AND RECOMMENDATIONS

Per AAC Guideline 2.7.1.B, revisions to the terminal degree table are approved by AAC and the Board of Regents. Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to AAC Guideline 2.7.1.B(1) – Terminal Degrees Table

TERMINAL DEGREES						
Discipline	**BHSU**	**DSU**	**NSU**	**SDSM&T**	**SDSU***	**USD**
Accounting	Ph.D, DBA	Ph.D, DBA, JD with CPA	Ph.D, DBA, Ed.D. with CPA, JD with CPA		Ph.D, DBA	Ph.D., DBA
Aerospace Studies					USAF Determines	
Agricultural Business					Ph.D	
Agricultural Finance					Ph.D	
Agricultural Economics					Ph.D	
Agricultural Education					Ph.D, Ed.D	
Agriculture & Biosystems Engineering					Ph.D	
Agricultural Journalism					Ph.D or Ed.D	
Agricultural Marketing					Ph.D	
Agricultural Systems Technology					Ph.D	
Agronomy					Ph.D	
Addiction Studies						Ed.D. or Ph.D. with licensure and clinical practice in addiction or prevention
American Indian / Native Studies	Ph.D., Ed.D.				Ph.D	Ph.D
Anatomy	Ph.D.				Ph.D	Ph.D, MD, DO, DPM, PharmD
Animal Science					Ph.D, DVM	
Anthropology					Ph.D	Ph.D
Apparel Merchandising					Ph.D, MFA	
Architecture					M.Arch, D.Arch, MS in Arch Design (coupled with B.Arch), Doctor of Design (coupled with a B.Arch or M.Arch)	
Art	Ph.D, Ed.D, MFA	Ph.D, D.A., MFA	Ph.D, MFA	Ph.D, MFA	DA, Ph.D, MFA	MFA, PhD
Arts Education	Ph.D, Ed.D, MFA	Ph.D, DA, MFA, Ed.D			DA, Ph.D, MFA	MFA, Ph.D, Ed.D
Athletic Training					Ph.D; Ed.D	MA/MS + certification by the Nat'l Athletic Training Assn
Atmospheric, Environmental & Water Resources				Ph.D	Ph.D	
Aviation Education					Ph.D, Ed.D, DM	
Basic Biomedical Sciences						Ph.D., MD, DO, DPM, PharmD
Biochemistry	Ph.D.			Ph.D	Ph.D	Ph.D, MD, DO, DPM, PharmD

TERMINAL DEGREES						
Discipline	**BHSU**	**DSU**	**NSU**	**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.	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	Ph.D, MFA, DA			Ph.D, DA, MFA	
Communications Arts/Theatre	Ph.D., MFA	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.			Ph.D	
Computer Science/Information Systems		Ph.D, D.Sc.	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Construction Management					Ph.D, DM, Ed.D, DT, DIT	
Counseling & Human Resource Development					Ph.D, Ed.D	
Counseling & Psychology in Education						PhD, EdD

TERMINAL DEGREES						
Discipline	**BHSU**	**DSU**	**NSU**	**SDSM&T**	**SDSU***	**USD**
Construction Engineering & Management				Either a Ph.D. in Civil Engineering or related field; OR, a terminal degree such as a JD and significant experience in the area of civil engineering or construction engineering management		
Consumer Affairs					Ph.D, Ed.D	
Curriculum & Instruction	Ph.D, Ed.D		Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Cyber Sciences		Ph.D, D.Sc.				
Dairy Manufacturing					Ph.D	
Dairy Production					Ph.D	
Dairy Science					Ph.D	
Dental Hygiene						MA/MS*, DDS
Dietetics					Ph.D	
Early Childhood Education	Ph.D, Ed.D		Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Earth Science					Ph.D	Ph.D
Economics	Ph.D, DA	Ph.D, DBA	Ph.D, Ed.D, DBA		Ph.D	Ph.D
Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D	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	Ph.D	Ph.D, MFA for creative writing positions only	Ph.D, MFA for creative writing positions only
Environment Management					Ph.D	
Environmental Engineering				Ph.D		
Environmental Physical Science	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D		Ph.D	
European Studies					Ph.D	
Exercise Science	Ph.D., DPT	Ph.D, Ed.D			Ph.D, Ed.D, DPH	
Family & Consumer Science Education					Ph.D, Ed.D	

TERMINAL DEGREES						
Discipline	**BHSU**	**DSU**	**NSU**	**SDSM&T**	**SDSU***	**USD**
Family Medicine						DO, MD, Ph.D
Finance	Ph.D., DBA					Ph.D
Fitness-Wellness Management, Health, and Physical Education					Ph.D, Ed.D, DPH	Ph.D, Ed.D, Pe.D
French Studies						Ph.D
General Agriculture					Ph.D	
Geography	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA	Ph.D	Ph.D	
Geographic Information Systems					Ph.D	
Geology	Ph.D			Ph.D		
Geological Engineering				Ph.D		
Geophysics and Seismology				Ph.D.		
German					Ph.D	Ph.D
Gerontology					Ph.D	
Graphic Design	Ph.D., MFA				MFA*	
Health Education					Ph.D, Ed.D, DPH	Ph.D, Ed.D
Health Information Management		MA or MBA or MS degree plus registered health information administrator or registered health information technician certification				
Health, Physical Education & Recreation						Ph.D, Ed.D, Pe.D
Health Promotion						Ph.D, Ed.D
Health Science	Ph.D				Ph.D, DPH	Ph.D, Ed.D, MD, DO, DDS/DDM, DPM or clinical doctorate
Health Services Administration	Ph.D, Ed.D, DHA					Ph.D Ed.D
History	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA	Ph.D	Ph.D	Ph.D
History & Criticism						Ph.D
Horticulture					Ph.D	
Hospitality Management	Ph.D				Ph.D, DM	
Human Development & Family Studies					Ph.D, Ed.D	
Human Resource Management	Ph.D, DBA					Ph.D
Human Services	Ph.D, Ed.D, DA		Ph.D, Ed.D, DA			
Indian Studies	Ph.D, Ed.D, DA, JD*				Ph.D	Ph.D

TERMINAL DEGREES						
Discipline	**BHSU**	**DSU**	**NSU**	**SDSM&T**	**SDSU***	**USD**
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, MFA, DA			Ph.D, Ed.D	MFA, Ph.D, JD, Ed.D
Kinesiology and Sport Science						PhD, EdD
Lab Animal Services					DVM	DVM,
Landscape Design					PH.D or MLA	
Law						JD*
Law Library Director						MLS and JD
Library					Ph.D or MLS + 2nd Masters; MLS or MLIS for Assistant Librarian rank; MLS or MLIS + Ph.D or 2nd 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						MLS*
Medical Laboratory Science					Ph.D, DCLS, Ed.D in conjuction with MLS (ASCP)	MA/MS*
Metallurgical Engineering				Ph.D		

TERMINAL DEGREES						
Discipline	**BHSU**	**DSU**	**NSU**	**SDSM&T**	**SDSU***	**USD**
Microbiology	Ph.D			Ph.D	Ph.D	Ph.D, MD, DO, DPM, PharmD
Middle School	Ph.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D	Ph.D, Ed.D
Military Science					Determined by US Army	Determined by U.S. Army
Mining Engineering				Ph.D		
Modern Languages					Ph.D	Ph.D
Molecular Biology	Ph.D			Ph.D		
Music	Ph.D, DMA	Ph.D, DA,MFA, DMA	Ph.D, DA, DMA	Ph.D, DMA	Ph.D, DMA, MFA, DA	DMA, PhD, D.A., D.M.
Music Education	Ph.D, DMA, Ed.D.	Ph.D, DA,MFA, DMA, Ed.D			Ph.D, DMA, MFA, DA	Ph.D, Ed.D
Music Merchandising					Ph.D, DMA, MFA, DA	
Music (Non-Teaching)	PH.D, Ed.D, DMA		Ph.D, DA, DMA		Ph.D, DMA, MFA, DA	DMA, Ph.D, D.A.
Music Studio/Applied					Ph.D, DMA, MFA, DA	DMA, Ph.D, D.A.
Nanoscience & Nanoengineering				Ph.D		
Nursing					Ph.D, Doc N Science, Ed.D, DNP	Ph.D (nursing or related field), DNS, Ed.D, and D.N.P.
Nursing Practice					DNP	PhD (nursing or related field), Ed.D, DNP, CRNA (doctorally-prepared), DNAP, MD, DO
Nutrition & Food Science					Ph.D	
Occupational Therapy						PhD, DrOT, OTD, EdD, DSc*
Office Administration	~~Ph.D, Ed.D, DBA~~	Ph.D, Ed.D, DBA	Ph.D, Ed.D, DBA			
Operations Management					Ph.D, DM, Ed.D, DT, DIT	Ph.D
Ornithology						Ph.D
Outdoor Education	Ph.D, Ed.D					
Pest Management					Ph.D	
Pharmaceutical Sciences					Ph.D, Pharm.D	
Pharmacy					Ph.D, Pharm.D	
Philosophy					Ph.D	Ph.D
Physical Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Physical Therapy						DPT, PhD, EdD, or DSc—all plus licensure to practice
Physician Assistant Studies						MA/MS*

TERMINAL DEGREES						
Discipline	**BHSU**	**DSU**	**NSU**	**SDSM&T**	**SDSU***	**USD**
Physiology/Pharmacology	Ph.D				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 clinical doctorate	M.P.H., D.P.H., Ph.D, 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., MFA	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

TERMINAL DEGREES						
Discipline	**BHSU**	**DSU**	**NSU**	**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. for the specific purpose of using his/her legal expertise in law-related classes, that degree shall be considered terminal.

** Graphics, Photography, or Multi-media Only

*** Theatre

**** Applies only to English Education

South Dakota School of Mines & Technology

We do not hire on a tenure track contract unless the person has an earned doctorate. Doctorates represented by our current 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 table are those of our current permanent faculty.

Part-Time faculty are hired in various disciplines on an as needed basis.

The following degrees are considered to be terminal degrees for purposes of promoton amoung 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 librarians, these positions are 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, Doc. Sci, etc. will be considered terminal degrees in place of the Ph.D in any area if appropriate to the assignment.

Degrees regarded by South Dakota State University as terminal degrees for appointment, promotion, and tenure purposes are as follows:

- Master of Fine Arts (MFA)
- Master of Landscape Architecture (MLA)
- Master of Library Science (MLS) when combined with a second masters degree
- Master of Social Work (MSW) *(in the past; would be reevaluated with new appointments)*

TERMINAL DEGREES						
Discipline	**BHSU**	**DSU**	**NSU**	**SDSM&T**	**SDSU***	**USD**
Director of Education (Ed.D)						
Doctor of Arts (DA)						
Doctor of Business Administration (DBA)						
Doctor of Dental Science (DDS)						
Doctor of Divinity (DD)						
Doctor of Engineering (D.Eng)						
Doctor of Industrial Technolgoy (DIT)						
Doctor of Jurisprudence (JD)						
Doctor of Medicine (MD)						
Doctor of Music Arts (DMA)						
Doctor of Pharmacy (PharmD) *(if a first entry into practice degree, it would be necessary for individual to have experience and/or a residency or post doctoral experience to progress through the ranks)*						
Doctor of Philosophy (Ph.D)						
Doctor of Public Administration (DPA)						
Doctor of Public Health (DPH)						
Doctor of Science (D.Sci)						
Doctor of Teaching Arts (DAT or DTA)						
Doctor of Technology (DT)						
Doctor of Veterinary Medicine (DVM)						
*In addition there are administratively approved explanations/justifications for:						
Journalism - a combination of degree plus work in the field is described relative to the various ranks						
Graphic Design - a combination of MA degree plus professional experience, training, and expertise						
Engineering Technology - a combination of degree plus industrial experience is described relative to the various ranks						
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.						
University of South Dakota						
Dental Hygiene: MA or MS in an approved related area plus a baccalaureate degree in Dental Hygiene						
Law: Issued by a school accredited by the American Bar Association						
Law Library: MLS issued by a school accredited by the American Library Association and a JD issued by a school accredited by the American Bar Association						
Library: Issued by a school accredited by the American Library Association plus a second masters or a Specialist or a Doctorate in a disciplinary area						
Medical Library: With certification by the Medical Library Association plus a second masters in a discipline area						
Occupational Therapy: Plus licensure if the degree is in Occupational Therapy.						
Physical Therapy: Plus licensure if the degree is in Physical Therapy.						
Physician Assistant: Master's degree in any discipline						

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – G
DATE: April 2-3, 2025

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SUBJECT

Inactive Status and Program Termination Requests – BHSU, DSU & SDSU

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.3.2 – New Programs, Program Modifications and Inactivation/Termination
AAC Guideline 2.3.2.5.A – Programs on Inactive Status
AAC Guideline 2.3.2.5.B – Program Termination

BACKGROUND / DISCUSSION

Black Hills State University has submitted a request asking that the following programs be terminated (see Attachment I).

- Speech Communication (BSEd)
  Justification: There has been no demand for this program, and no students are currently enrolled. Students who desire to be certified to teach Speech, Mass Communication, or Theatre at the secondary level can complete a minor or relevant coursework to take the Praxis content exam.

Dakota State University has submitted a request asking that the following programs be terminated (see Attachment II).

- Center of Excellence Minor
  Justification: The Center of Excellence minor was part of the Center of Excellence in Information Systems. The direction of the Center is now being realigned, so the minor will be terminated.

South Dakota State University has submitted a request asking that the following programs be terminated (see Attachment III).

- Post-Graduate Clinical Nurse Leader Certificate
  Justification: The request to terminate the post-graduate certificate is based on low program enrollment. No students have completed the certificate in the last 5 years.

(Continued)

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DRAFT MOTION 20250402_5-G:

I move to approve the program inactivation and termination requests from BHSU, DSU, and SDSU, as presented.

- Post-Graduate Family Nurse Practitioner Certificate
  Justification: The request to terminate the post-graduate certificate is based on low program enrollment. No students have completed the certificate in the last 5 years.
- Post-Graduate Nurse Educator Certificate
  Justification: The request to terminate the post-graduate certificate is based on low program enrollment. No students have completed the certificate in the last 5 years.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – BHSU Program Inactivation/Termination Requests
Attachment II – DSU Program Inactivation/Termination Requests
Attachment II – SDSU Program Inactivation/Termination Requests

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or Placement on Inactive Status

Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	BHSU
DEGREE(S) AND PROGRAM:	BSED Speech Communication
CIP CODE:	09.0101
UNIVERSITY DEPARTMENT:	School of Arts & Humanities
BANNER DEPARTMENT CODE:	BSAH
UNIVERSITY DIVISION:	College of Liberal Arts
BANNER DIVISION CODE:	6A

University Approval

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

Jon T. Kilpinen (DESIGNEE)
President of the University

11/22/2024
Click here to enter a date.
Date

1. **Program Degree Level (*place an "X" in the appropriate box*):**

Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

2. **Category (*place an "X" in the appropriate box*):**[1]

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

3. **The program action proposed is (*place an "X" in the appropriate box*):**[2]

Inactive Status ☐ *See question 4* Termination ☒ *See questions 5 and 6*

[1] Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

[2] Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

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:

B. What is the plan for completion of the program by current students?

C. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)?

D. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?

E. What is the last term or date (day/month/year) by which a student can graduate from the program?

F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

G. What are the resulting employee terminations and other possible implications including impact on other programs?

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:
There has been no demand for this program. Students who desire to be certified to teach Speech, Mass Communication, or Theatre at the secondary level can complete a minor or relevant coursework and take the required Praxis content exam.

B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?
Dec 15, 2024

C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?
None. Many courses in the major will still be taught as a part of minors in Theatre, Speech Communication and Mass Communication.

D. What are the resulting employee terminations and other possible implications including impact on other programs?
None. Many courses in the major will still be taught as part of other minors. Faculty may also teach additional general education courses in place of an adjunct instructors.

Siewert, Daluss

From: LaDuke-Pelster, Faye
Sent: Thursday, October 10, 2024 1:01 PM
To: Siewert, Daluss
Cc: Moore, JarrettD
Subject: RE: BSED Speech Communication termination

Hi Daluss,

I'm looping Jarrett in since I think he became Dean after Jami and I discussed this with Amy.

We are comfortable signing the cover sheet, if needed. Or if this email is sufficient, we do not object to the termination of the BSED in Speech Communication.

Faye

DR. FAYE LaDUKE-PELSTER
Department Chair & Professor
School of Education
Black Hills State University

P: 605.642.6627 | **E:** Faye.LaDuke@BHSU.edu
www.BHSU.edu

From: Siewert, Daluss <Daluss.Siewert@bhsu.edu>
Sent: Thursday, October 10, 2024 11:19 AM
To: LaDuke-Pelster, Faye <Faye.LaDuke@bhsu.edu>
Subject: BSED Speech Communication termination

Hi Faye,

Attached is the form for the termination of the BSED Speech Communication program. There are no students enrolled. Amy said she has discussed with you and with Jami and you both agreed the program should be terminated. I believe I will either need to have you sign the cover sheet or I will need to include an email from you with the paperwork to show this has been discussed with you. I am sending this out to the School of Humanities today for a vote and will them pass the paperwork to Amy sometime next week unless you see an issue.

Thanks,
Daluss

BLACK HILLS
STATE UNIVERSITY

DALUSS SIEWERT
Chair of the School Humanities and
School of Mathematics & Social Sciences
Professor of Mathematics

605.642.6209 | Daluss.Siewert@BHSU.edu

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or Placement on Inactive Status

Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	**Center of Excellence Minor**
CIP CODE:	**11.0401**
UNIVERSITY DEPARTMENT:	**College of Business & Information Systems**
BANNER DEPARTMENT CODE:	**DCBIS**
UNIVERSITY DIVISION:	**Information Systems**
BANNER DIVISION CODE:	**DINFS**

University Approval

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

Rebecca L. Hoey

President of the University — Date: 2/18/2025

1. Program Degree Level (*place an "X" in the appropriate box*):

Associate ☐ Bachelor's ☐ Master's ☐ Doctoral ☐

2. Category (*place an "X" in the appropriate box*):[1]

Certificate ☐ Specialization ☐ Minor ☒ Major ☐

3. The program action proposed is (*place an "X" in the appropriate box*):[2]

[1] Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

[2] Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

Inactive Status ☐ *See question 4*

Termination ☒ *See questions 5 and 6*

4. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

The Center of Excellence minor was part of the Center of Excellence in Information Systems, and the direction of the Center is now being realigned so the minor will be terminated.

B. What is the plan for completion of the program by current students?

Current students will be notified of the plans to terminate the minor and advised about scheduling courses to ensure that they register in a timely manner.

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)?

Recruitment and promotion of the minor will end in Spring 2025 and the minor will not be approved for students to add or declare the minor beginning in Summer 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*)?

Summer 2025

E. What is the last term or date (day/month/year) by which a student can graduate from the program?

Fall 2029

F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

There would be no cost savings because of the termination.

G. What are the resulting employee terminations and other possible implications including impact on other programs?

None

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or Placement on Inactive Status

UNIVERSITY:	**SDSU**
DEGREE(S) AND PROGRAM:	**Post-Graduate Clinical Nurse Leader Certificate [SCERTG.PNL]**
CIP CODE:	**51.3820**
UNIVERSITY DEPARTMENT:	**Nursing**
BANNER DEPARTMENT CODE:	**SNUR**
UNIVERSITY DIVISION:	**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.

Barry H Dunn
President of the University — 12/13/2024 Date

1. **Program Degree Level:** Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐
2. **Category:** Certificate ☒ Specialization ☐ Minor ☐ Major ☐
3. **The program action proposed is:** Inactive Status ☐ Termination ☒

6. **TERMINATION WITHOUT ENROLLED STUDENTS**
   a. **Provide a justification for terminating the program:**
   The College of Nursing requests to terminate the Post-Graduate Clinical Nurse Leader Certificate. The request to terminate the post-graduate certificate is based on low program enrollment. No students have completed the certificate in the last 5 years.

   b. **What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to Deleted)?**
   Spring 2025

   c. **What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
   There are no cost savings from terminating the certificate.

   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 college.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or Placement on Inactive Status

UNIVERSITY:	**SDSU**
DEGREE(S) AND PROGRAM:	**Post-Graduate Family Nurse Practitioner Certificate [SCERTG.PNP]**
CIP CODE:	**51.3805**
UNIVERSITY DEPARTMENT:	**Nursing**
BANNER DEPARTMENT CODE:	**SNUR**
UNIVERSITY DIVISION:	**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.

Barry H Dunn
President of the University — 12/13/2024 Date

1. **Program Degree Level:** Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐
2. **Category:** Certificate ☒ Specialization ☐ Minor ☐ Major ☐
3. **The program action proposed is:** Inactive Status ☐ Termination ☒

5. **TERMINATION WITH ENROLLED STUDENTS**

   a. **Provide a justification for terminating the program:**
   The College of Nursing requests to terminate the Post-Graduate Family Nurse Practitioner Certificate. The request to terminate the post-graduate certificate is based on low program enrollment. One student has completed the certificate in the last 5 years.

   b. **What is the plan for completion of the program by current students?**
   Students enrolled in the Post-Graduate Family Nurse Practitioner Certificate will be allowed to continue with their current plan of study. SDSU currently has three (3) students enrolled in the post-graduate certificate. All students are anticipated to graduate no later than summer 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?
Summer 2028

f. What are the potential cost savings of terminating the program and what are the planned uses of the savings?
There are no cost savings from terminating the certificate. No courses will be terminated as all courses are offered as part of the DNP program.

g. What are the resulting employee terminations and other possible implications including impact on other programs?
No employee terminations are necessary.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or Placement on Inactive Status

UNIVERSITY:	**SDSU**
DEGREE(S) AND PROGRAM:	**Post-Graduate Nurse Educator Certificate [SCERTG.PNE]**
CIP CODE:	**51.3203**
UNIVERSITY DEPARTMENT:	**Nursing**
BANNER DEPARTMENT CODE:	**SNUR**
UNIVERSITY DIVISION:	**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 — Date: 12/13/2024

1. **Program Degree Level:** Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐
2. **Category:** Certificate ☒ Specialization ☐ Minor ☐ Major ☐
3. **The program action proposed is:** Inactive Status ☐ Termination ☒

6. **TERMINATION WITHOUT ENROLLED STUDENTS**
   a. **Provide a justification for terminating the program:**
   The College of Nursing requests to terminate the Post-Graduate Nurse Educator Certificate. The request to terminate the post-graduate certificate is based on low program enrollment. No students have completed the certificate in the last 5 years.

   b. **What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to Deleted)?**
   Spring 2025

   c. **What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
   There are no cost savings from terminating the certificate.

   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 college.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – H (1)
DATE: April 2-3, 2025

****

SUBJECT

Articulation Agreements – BHSU

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.2.2.1 – Seamless Transfer of Credit
BOR Policy 2.2.2.3 – External (Non-Regental System) Accredited University/College Transfer of Credit

BACKGROUND / DISCUSSION

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

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2.2.2.1, Black Hills State University requests approval of following articulation agreements:

- Students who have completed an associate's degree in Western Wyoming Community College may apply the general education coursework credits toward all Bachelor's degrees at BHSU.

ATTACHMENTS

Attachment I – BHSU Articulation Agreement

****

DRAFT MOTION 20250402_5-H(1):

I move to approve Black Hills State University to finalize and execute the articulation agreement with Western Wyoming Community College in substantially similar form to that set forth in Attachment I.

Associate to Bachelors (A2B) Articulation Agreement

Western Wyoming Community College
And
Black Hills State University

Agreement with Respect to Applying Credits to the General Education Requirements for All Bachelor's Degree Programs at BHSU

I. Parties

The parties to this agreement are Black Hills State University (BHSU) and Western Wyoming Community College (WWCC).

II. Purpose

The purpose of this agreement is to provide a seamless transfer of General Education credits for all students from WWCC seeking to continue their education at BHSU and subsequently all SDBOR universities.

III. Academic Program, General Education

The BHSU General Education program—consistent with guidelines of the SD BOR—requires 30 hours of credit in Composition, Oral Communication, Mathematics, Natural Sciences, Social Sciences, and Arts & Humanities. Some BHSU programs have additional institutional requirements for up to 6 hours, which are not considered in this agreement.

WWCC's General Education program requires at least 24 hours. Like BHSU, its program includes Composition, Oral Communication, Mathematics, and Natural Sciences. Unlike BHSU, WWCC divides its other requirements among the following categories: Creative Expression, Human Cultures, Human

Society and the Individual, Critical Thinking, and the Western Experience. The first three of these categories overlap with BHSU's Social Sciences and Arts & Humanities.

This agreement will allow for the transfer of all WWCC General Education credits into the BHSU General Education Program. Additional agreements will establish equivalencies for majors in Business and Education.

IV. General Education Block Transfer

Upon entering a bachelor's degree program at BHSU, a graduate from WWCC with an associate's degree will receive credit in the BHSU General Education Program for the 24 credits required in the WWCC General Education Program.

Where a WWCC course is for more credits than is required for the equated course at BHSU, the additional credit(s) may count as electives.

V. General Education Completion at BHSU

To complete the general education program at BHSU, students with an associate's degree from WWCC will take the following:

- English 201, Composition II (unless credit earned for ENGL 1020 from WWCC. This course is not required in WWCC's gen ed program).

- Any Course listed as satisfying BHSU's requirements for Goal #3 (Arts & Humanities) or Goal #4 (Social Sciences).

VI. Obligations

Both parties agree to confer as needed regarding changes in curricula involved in this articulation agreement.

VII. Termination

This agreement may be terminated by either party upon written notice of the other.

VIII. Effective Date of Agreement

August 1, 2025

Appendix A: Guide for Business majors

For the business administration degree (management specialization), after the transfer in of the 24 credits from WWCC as specified in the articulation agreement, the following courses (three credits each) would be needed for graduation in BHSU's baccalaureate program (assuming the general education and the 120-hour requirements are met).

All of the following

Course Title	Credit Hours	Course No.
Business Finance	3	BADM 310
Quantitative Decision Analysis	3	BADM 320
Business Statistics II	3	BADM 321
Managerial Communications	3	BADM 344
Organizational Behavior & Theory	3	BADM 369
Production & Operations Management	3	BADM 425
Analytics	3	BADM 459
Business Policy & Strategy	3	BADM 482
Advanced Computer Applications	3	MIS 205
Managerial Accounting	3	ACCT 460
Business Law	3	BADM 351
Marketing Management	3	BADM 471
Human Resource Management	3	HRM 460

Two of the following

Course Title	Credit Hours	Course No.
Small Business Management	3	BADM 334
Advertising	3	BADM 372
Retail Management	3	BADM 473
Consumer Behavior	3	BADM 475
Managerial Economics	3	ECON 304
Compensation Management	3	HRM 465
International Business	3	BADM 407

Appendix B: Guide for Elementary Education Majors

For successful completion of the BHSU baccalaureate degree in this field, after the transfer in of the 24 credits from WWCC as specified in the articulation agreement, the following courses (three credits each) would be needed (assuming the general education and the 120-hour requirements are met).

Course Title	Credit Hours	Course No.
Intro to Psych.	3	PSCY101
K-8 Art Methods	2	ARTE 310
Earth/Phys Sci	4	ELED 303
Theory & Reading	2	ELED 315
Social Science	2	ELED 361
Child/Adolescent	3	EPSY 428
K-12 Health	2	HLTH 321
Math Concepts II	3	MATH 342
El Music Methods	2	MUS 353
El PE Methods	2	PE 360
Human Relations	3	EDFN 475
Diverse Class.	2	ELED 408
Assessment	1	ELED 415
SD Indian Studies	3	INED 411
K-8 Methods	2	ELED 320
K-8 Math	3	ELED 330
K-8 Social Sci	2	ELED 360
K-8 Lang. Arts	2	ELED 440
K-8 Reading	2	ELED 450
Literacy/Remed.	2	ELED 459
Practicum	2	ELED 495
K-8 St. Teaching	9	ELED 488
Tech Integration	1	EDFN 375
TOTAL CR	56	

Appendix C: Guide for Secondary Education Majors

For successful completion of the BHSU baccalaureate degree in this field, after the transfer in of the 24 credits from WWCC as specified in the articulation agreement, the following courses (three credits each) would be needed (assuming the general education and the 12-hour requirements are met.

Note: Academic content area will have additional requirements.

Course Title	Credit Hours	Course No.
Intro to Psych.	3	PSYC 101
Child/Adolescent	3	EPSY 428
Human Relations	3	EDFN 475
SD Indian Studies	3	INED 411
Mid. Level Methods	2	MLED 480
7-12 Diverse Classroom	3	SEED 408
7-12 Teaching Methods	3	SEED 420
Reading and Content Literacy	3	SEED 450
Practicum	1	SEED 495
Student Teaching	9	SEED 488
Tech Integration	1	EDFN 375
Total (excluding content area req.)	**34**	

Note: this list is based on requirements for secondary education majors in the most common content areas. Incoming transfer students will meet with professional advisors for any needed adjustments.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – H (2)
DATE: April 2-3, 2025

****

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). 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 Biology (Biochemical & Molecular Biology – Track I) at Gillette College may apply up to 60 credits toward the BS in Biology – Molecular Biology Specialization.
- Students who have completed an AS degree in General Science at Gillette College may apply up to 60 credits toward the BS in Chemistry.
- Students who have completed an AS degree in Biology (Pre-Professional Program – Track III) at Gillette College may apply up to 60 credits toward the BS in Pre-Professional Health Sciences.

ATTACHMENTS

Attachment I – SDSMT Articulation Agreements

****

DRAFT MOTION 20250402_5-H(2):

I move to approve South Dakota School of Mines & Technology to finalize and execute the articulation agreements with Gillette College in substantially similar form to that set forth in Attachment I.

SOUTH DAKOTA MINES
An engineering, science and technology university

GilletteCollege

Associate to Bachelors (A2B) Articulation Agreement

Prescribed Curriculum: Gillette College

Associate of Science – Biology *(Biochemical & Molecular Biology – Track I)*

General Education Courses			**27** CREDIT HOURS
	Credit Hours	**Community College Course No.**	**Course Title or Category**
Science	4	BIOL 1010	General Biology I
Mathematics	4	MATH 2200	Calculus I
Cultural Studies	3	Select 1 course from	Cultural Studies "Global Diversity" or "Foreign Language" categories
	3	Select 1 course from	Cultural Studies "Social and Behavioral Sciences" category
US & WY Constitutions	3	Select 1 course from	HIST 1211 US to 1865, HIST 1221 US from 1865, HIST 1251 Wyoming History, or POLS 1000 American and Wyoming Government
Communication	3	ENGL 1010	English Composition I
	3	COMM 2010	Public Speaking
Gen Ed Course of Choice	4	CHEM 1020	General Chemistry I

Required Courses			**14** CREDIT HOURS
	Credit Hours	**Course No.**	**Course Title**
Biology & Chemistry	1	BIOL 1001	Biology Orientation
	4	BIOL 2020	General Biology II
	3	BIOL 2400	General Ecology
	2	BIOL 2410	Intro to Field Ecology
	4	CHEM 1030	General Chemistry II

Program Elective Courses			**19[1]-20[2]** CREDIT HOURS
	Credit Hours	**Course No.**	**Course Title**
General Elective	4	MATH 1400[1], or PHYS 1320[2]	College Algebra, or College Physics II
Program Elective	3[1] - 4[2]	MATH 1405[1] CHEM 2410[2]	Trigonometry, or Organic Chemistry I
	4	MOLB 2210	General Microbiology
	4	PHYS 1310	College Physics I
	4	MATH 2205	Calculus II

[1]College Algebra-ready Students
[2]Calculus-ready Students

Associate of Science-Biology, Biochem/Molecular Total (College Algebra-ready Students):	**60[1] CREDIT HOURS**
Associate of Science-Biology, Biochem/Molecular Total (Calculus-ready Students):	**61[2] CREDIT HOURS**

[1]56 credits count toward the BS degree requirements for College Algebra-ready Students (MATH 1400 does not apply)
[2]60 credits count toward the BS degree requirements for Calculus-ready Students

Post-Associate Degree Prescribed Curriculum: South Dakota Mines

Bachelor of Science – Biology, Molecular Biology Specialization

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 Humanities (Goal 4)

Major Required Courses			26-31 CREDIT HOURS
	Credit Hours	**Course No.**	**Course Title**
Biology & Chemistry	4	BIOL 371/371L	Genetics w/Lab
	3	BIOL 375	Current Bioethical Issues
	3	BIOL 446	Molecular Cell Biology
	3	BIOL 480	Bioinformatics
	1	BIOL 490	Seminar
	5[1]	CHEM 326/326L	Organic Chemistry I w/Lab
	5	CHEM 328/328L	Organic Chemistry II w/Lab
	4	CHEM 464/464L	Biochemistry I w/ Lab
	3	CHEM 465	Biochemistry II

[1]Gillette College Calculus-ready students will complete all courses listed except CHEM 326/326L (26 total credits of Major Required); College Algebra-ready students will complete all courses listed (31 total credits of Major Required)

Other Required Courses			3-6 CREDIT HOURS
	Credit Hours	**Course No.**	**Course Title**
Mathematics & Physics	3[2]	PHYS 209	Fundamentals of Physics II
	3	Select 1 course from	MATH 321 Diff Equations or MATH 381 Probability & Stats

[2]Gillette College Calculus-ready students will complete 3 credits of MATH 321 or MATH 381 only (3 total credits of Other Required); College Algebra-ready students will complete 3 credits of MATH 321 or MATH 381 and 3 credits of PHYS 209 (6 total credits of Other Required)

Elective Courses			17-25 CREDIT HOURS
	Credit Hours	**Course No.**	**Course Title**
Free Electives	9-13[3]	Select with Advisor	Free Electives
Specialization Elec	12	Select from List	Molecular Biology Specialization Approved Electives

[3]Gillette College Calculus-ready students will complete 13 credits of Free Electives (25 total credits of Electives); College Algebra-ready students will complete 9 credits of Free Electives (21 total credits of Electives)

Post-Associate Degree Total: 60-64[4] CREDIT HOURS

[4]Gillette College Calculus-ready students will complete 60 total credits; College Algebra-ready students will complete 64 total credits (MATH 1400 does not apply)

Bachelor of Science – Biology Total: 120 CREDIT HOURS

A2B Articulation Agreement Guarantees & Limitations

GUARANTEES

Students who:

1. complete the Associate of Science – Biology, Biochemical & Molecular Biology track 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 60-61 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 60-64 remaining credits to meet the graduation requirements for the Bachelor of Science degree in Biology, Molecular Biology specialization.
2. admission to South Dakota Mines
3. admission to the Bachelor of Science degree in Biology, Molecular Biology specialization.

LIMITATIONS

1. This agreement is between the Associate of Science – Biology, Biochemical & Molecular Biology track degree at Gillette College and the Bachelor of Science degree in Biology, Molecular Biology specialization 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 – Biology, Biochemical & Molecular Biology track degree at Gillette College and the Bachelor of Science degree in Biology, Molecular Biology specialization 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
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605.394.2256

Gillette College
Academic & Student Affairs
307.681.6000

Provost@sdsmt.edu

admissions@gillettecollege.org

RENEWAL, REVISION, and TERMINATION

1. 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 of 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.

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Appendix A: Course Sequence

Course Sequence: Gillette College

GilletteCollege

Biology – *Biochemistry & Molecular Biology Track* (A.S.) – College Algebra-ready Students

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year First Semester	MATH 1400	College Algebra	4*	
	CHEM 1020	General Chemistry I	4	
	ENGL 1010	English Composition I	3	
	BIOL 1001	Biology Orientation	1	
	BIOL 1010	General Biology	4	
		Total Credits	*16*	

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year Second Semester	MATH 1405	Trigonometry	3	
	CHEM 1030	General Chemistry II	4	
	BIOL 2020	General Biology II	4	
	COMM 2010	Public Speaking (Advanced Writing)	3	
		Total Credits	*14*	

Semester				Completed
Sophomore Year First Semester	BIOL 2400	General Ecology	3	
	BIOL 2410	Intro to Field Ecology	2	
	Select 1 course from:	Cultural Studies: Foreign Language or Global Diversity areas	3	
	MATH 2200	Calculus I	4	
	Select 1 course from:	Cultural Studies: Social & Behavioral Science area	3	
		Total Credits	*15*	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore Year Second Semester	MOLB 2210	General Microbiology	4	
	Select 1 course from:	HIST 1211, HIST 1221, HIST 1251, POLS 1000 (US/WY Const)	3	
	MATH 2205	Calculus II	4	
	PHYS 1310	College Physics I	4	
		Total Credits	*15*	

General Education Coursework Total:	27 credit hours
Major and Elective Coursework Total:	33 credit hours
Gillette College Coursework Total:	**60* CREDIT HOURS (56 Credits Apply)**

Course Sequence: South Dakota Mines – Fall Semester Start

SOUTH DAKOTA MINES
An engineering, science and technology university

Biology, Molecular Biology Specialization (B.S.) – College Algebra-ready Students

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year First Semester - FALL	CHEM 326/326L	Organic Chemistry I w/Lab	5	
	ENGL 289	STEM Communication for Technical & Public Audiences	3*	
	PHYS 209	Fundamentals of Physics II	3	
		General Education – Arts/Humanities (Goal 4)	3*	
		Total Credits	*14*	

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year Second Semester - SPRING	CHEM 328/328L	Organic Chemistry II w/Lab	5	
	BIOL 371/371L	Genetics w/Lab	4	
	BIOL 375	Current Bioethical Issues	3	
	Select 1 from	MATH 321 Diff Equations or MATH 381 Prob & Stats	3	
		Total Credits	*15*	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year First Semester - FALL	CHEM 464/464L	Biochemistry I w/Lab	4	
	BIOL 446	Molecular Cell Biology	3	
		Free Electives	5	
		Specialization Electives	4	
		Total Credits	*16*	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year Second Semester - SPRING	CHEM 465	Biochemistry II	3	
	BIOL 480	Bioinformatics	3	
	BIOL 490	Seminar	1	
		Free Electives	4	
		Specialization Electives	8	
		Total Credits	*15*	

*General Education Coursework Total:	6 credit hours
Major and Elective Coursework Total:	58 credit hours
South Dakota Mines Coursework Total:	**64 CREDIT HOURS**

Course Sequence: Gillette College

GilletteCollege

Biology – *Biochemistry & Molecular Biology Track* (A.S.) – Calculus-ready Students

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year First Semester	MATH 2200	Calculus I	4	
	CHEM 1020	General Chemistry I	4	
	ENGL 1010	English Composition I	3	
	BIOL 1001	Biology Orientation	1	
	BIOL 1010	General Biology	4	
		Total Credits	*16*	

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year Second Semester	MATH 2205	Calculus II	4	
	CHEM 1030	General Chemistry II	4	
	BIOL 2020	General Biology II	4	
	PHYS 1310	College Physics I	4	
		Total Credits	*16*	

Semester				Completed
Sophomore Year First Semester	CHEM 2410	Organic Chemistry I	4	
	BIOL 2400	General Ecology	3	
	BIOL 2410	Intro to Field Ecology	2	
	COMM 2010	Public Speaking (Advanced Writing)	3	
	PHYS 1320	College Physics II	4*	
		Total Credits	*16*	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore Year Second Semester	MOLB 2210	General Microbiology	4	
	Select 1 course from:	HIST 1211, HIST 1221, HIST 1251, POLS 1000 (US/WY Const)	3	
	Select 1 course from:	Cultural Studies: Foreign Language or Global Diversity areas	3	
	Select 1 course from:	Cultural Studies: Social & Behavioral Science area	3	
		Total Credits	*13*	

General Education Coursework Total:	27 credit hours
Major and Elective Coursework Total:	34 credit hours
Gillette College Coursework Total:	**61* CREDIT HOURS (60 Credits Apply)**

Course Sequence: South Dakota Mines – Fall Semester Start

SOUTH DAKOTA MINES
An engineering, science and technology university

Biology, Molecular Biology Specialization (B.S.) – Calculus-ready Students

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year First Semester - FALL				
	ENGL 289	STEM Communication for Technical & Public Audiences	3*	
	Select 1 from	MATH 321 Diff Equations or MATH 381 Prob & Stats	3	
		General Education – Arts/Humanities (Goal 4)	3*	
		Specialization Electives	4	
		Free Electives	1	
		Total Credits	*14*	

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year Second Semester - SPRING	CHEM 328/328L	Organic Chemistry II w/Lab	5	
	BIOL 375	Current Bioethical Issues	3	
	BIOL 371/371L	Genetics w/ Lab	4	
		Free Electives	3	
		Total Credits	*15*	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year First Semester - FALL	CHEM 464/464L	Biochemistry I w/Lab	4	
	BIOL 446	Molecular Cell Biology	3	
		Free Electives	6	
		Specialization Electives	3	
		Total Credits	*16*	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year Second Semester - SPRING	CHEM 465	Biochemistry II	3	
	BIOL 480	Bioinformatics	3	
	BIOL 490	Seminar	1	
		Free Electives	3	
		Specialization Electives	5	
		Total Credits	*15*	

*General Education Coursework Total:	6 credit hours
Major and Elective Coursework Total:	54 credit hours
South Dakota Mines Coursework Total:	**60 CREDIT HOURS**

SOUTH DAKOTA MINES
An engineering, science and technology university

GilletteCollege

Associate to Bachelors (A2B) Articulation Agreement

Prescribed Curriculum: Gillette College

Associate of Science – General Science

General Education Courses			**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 Studies	3	Select 1 course from	Cultural Studies "Global Diversity" or "Foreign Language" categories
	3	Select 1 course from	Cultural Studies "Social and Behavioral Sciences" category
US & WY Constitutions	3	Select 1 course from	HIST 1211 US to 1865, HIST 1221 US from 1865, HIST 1251 Wyoming History, or POLS 1000 American and Wyoming Government
Communication	3	ENGL 1010	English Composition I
	3	COMM 2010	Public Speaking
Gen Ed Course of Choice	4	CHEM 1030	General Chemistry II

Elective Courses			**33** CREDIT HOURS
	Credit Hours	**Course No.**	**Course Title**
General Electives	4	CHEM 2420	Organic Chemistry I
Program Electives	4	CHEM 2440	Organic Chemistry II
	4[1]	MATH 1400, or PHYS 1320	College Algebra, or College Physics II
	3[2]	MATH 1405, or MATH 2250	Trigonometry, or Elementary Linear Algebra
	4	MATH 2205	Calculus II
	3	MATH 2310	Applied Differential Equations
	4	PHYS 1310	College Physics I
	7	Select from	Approved courses on Program Electives list

[1]College Algebra-ready Students take MATH 1400; Calculus-ready Students take PHYS 1320
[2]College Algebra-ready Students take MATH 1405; Calculus-ready Students take MATH 2250

Associate of Science – General Science Total:	**60[3] CREDIT HOURS**

[3]56 credits count toward the BS degree requirements for College Algebra-ready Students (MATH 1400 does not apply)

Post-Associate Degree Prescribed Curriculum: South Dakota Mines

Bachelor of Science – Chemistry

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 Humanities (Goal 4)

Major Required Courses			34 CREDIT HOURS
	Credit Hours	**Course No.**	**Course Title**
Chemistry	2	CHEM 328L	Organic Chemistry II Lab
	4	CHEM 332/332L	Analytical Chemistry w/ Lab
	3	CHEM 342	Physical Chemistry I
	3	CHEM 352	Systematic Inorganic Chemistry
	3	CHEM 482	Environmental Chemistry
	5	CHEM 344/344L	Physical Chemistry II w/ Lab
	4	CHEM 452/452L	Inorganic Chemistry w/ Lab
	3	CHEM 464	Biochemistry I
	1	CHEM 490	Seminar
	1	CHEM 370	Chemical Literature
	5	CHEM 434/434L	Instrumental Analysis w/ Lab

Other Required Courses			0-4 CREDIT HOURS
	Credit Hours	**Course No.**	**Course Title**
Physics	4[1]	PHYS 209/209L	Fundamentals of Physics II

[1]Gillette College Calculus-ready students will complete 0 total credits of Other Required; College Algebra-ready students will complete 4 credits of PHYS 209/209L (4 total credits of Major Required)

Elective Courses			20 CREDIT HOURS
	Credit Hours	**Course No.**	**Course Title**
Free Electives	17	Select with Advisor	Free Electives
Program Electives	3	Select 1 course from	CHEM 420, 421, 426, 462, or 465

Post-Associate Degree Total: 60-64[2] CREDIT HOURS

[2]Gillette College Calculus-ready students will complete 60 total credits; College Algebra-ready students will complete 64 total credits (MATH 1400 does not apply)

Bachelor of Science – Chemistry Total: 120 CREDIT HOURS

A2B Articulation Agreement Guarantees & Limitations

GUARANTEES

Students who:

1. complete the Associate of Science - General Science 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 60 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 60-64 remaining credits to meet the graduation requirements for the Bachelor of Science degree in Chemistry.
2. admission to South Dakota Mines
3. admission to the Bachelor of Science degree in Chemistry.

LIMITATIONS

1. This agreement is between the Associate of Science – General Science degree at Gillette College and the Bachelor of Science degree in Chemistry 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.
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6. No course substitutions are allowed for the courses listed in the Prescribed Curriculum for the associate degree at Gillette College.

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Appendix A: Course Sequence

Course Sequence: Gillette College

GilletteCollege

General Science (A.S.) – *College Algebra-Ready*

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year First Semester	MATH 1400	College Algebra	4*	
	CHEM 1020	General Chemistry I	4	
	ENGL 1010	English Composition I	3	
	Select 1 course from:	Cultural Studies: Global Diversity or Foreign Languages areas	3	
		Total Credits	***14***	

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year Second Semester	MATH 1405	Trigonometry	3	
	CHEM 1030	General Chemistry II	4	
	Select 1 course from:	US/WY Constitution: HIST 1211, 1221, 1251, or POLS 1000	3	
	COMM 2010	Public Speaking	3	
	Select 1 course from:	GEOL 1100, BIOL 1010, or other approved Program Elective	3	
		Total Credits	***16***	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore Year First Semester	CHEM 2420	Organic Chemistry I	4	
	MATH 2200	Calculus I	4	
	Select 1 course from:	Cultural Studies: Social & Behavioral Science area	3	
	Select 1 course from:	GEOL 1100, BIOL 1010, or other approved Program Elective	4	
		Total Credits	***15***	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore Year Second Semester	CHEM 2440	Organic Chemistry II	4	
	MATH 2310	Applied Differential Equations	3	
	MATH 2205	Calculus II	4	
	PHYS 1310	College Physics I	4	
		Total Credits	***15***	

General Education Coursework Total:	27 credit hours
Major and Elective Coursework Total:	33 credit hours
Gillette College Coursework Total:	**60* CREDIT HOURS (56 Credits Apply)**

Course Sequence: South Dakota Mines – Fall Semester Start

SOUTH DAKOTA MINES
An engineering, science and technology university

Chemistry (B.S.) – *College Algebra-Ready: EVEN YEAR START*

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year First Semester - FALL	CHEM 332/332L	Analytical Chemistry w/ Lab	4	
	CHEM 352	Systematic Inorganic Chemistry	3	
	CHEM 482	Environmental Chemistry	3	
	ENGL 289	STEM Communication for Technical and Public Audiences	3*	
		General Education – Arts/Humanities (Goal 4)	3*	
		Total Credits	*16*	

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year Second Semester - SPRING	CHEM 452/452L	Inorganic Chemistry w/ Lab	4	
	CHEM 328L	Organic Chemistry II Lab	2	
	PHYS 209/209L	Fundamentals of Physics II w/Lab	4	
		Free Electives	6	
		Total Credits	*16*	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year First Semester - FALL	Select 1 course from	Program Electives: CHEM 420, 421, 426, 462, or 465	3	
	CHEM 464	Biochemistry I	3	
	CHEM 342	Physical Chemistry I	3	
		Free Electives	7	
	CHEM 490	Seminar	1	
		Total Credits	*17*	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year Second Semester - SPRING	CHEM 370	Chemical Literature	1	
	CHEM 434/434L	Instrumental Analysis w/ Lab	5	
	CHEM 344/344L	Physical Chemistry II w/ Lab	5	
		Free Electives	4	
		Total Credits	*15*	

*General Education Coursework Total:	6 credit hours
Major and Elective Coursework Total:	58 credit hours
South Dakota Mines Coursework Total:	**64 CREDIT HOURS**

Course Sequence: South Dakota Mines – Fall Semester Start

SOUTH DAKOTA MINES
An engineering, science and technology university

Chemistry (B.S.) – *College Algebra-Ready: ODD YEAR START*

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year First Semester - FALL	CHEM 332/332L	Analytical Chemistry w/ Lab	4	
	Chem 464	Biochemistry I	3	
	ENGL 289	STEM Communication for Technical and Public Audiences	3*	
		General Education – Arts/Humanities (Goal 4)	3*	
		Free Electives	3	
		Total Credits	***16***	

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year Second Semester - SPRING	CHEM 434/434L	Instrumental Analysis w/ Lab	5	
	CHEM 328L	Organic Chemistry II Lab	2	
	CHEM 370	Chemical Literature	1	
	PHYS 209/209L	Fundamentals of Physics II w/Lab	4	
		Free Electives	4	
		Total Credits	***16***	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year First Semester - FALL	Select 1 course from	Program Electives: CHEM 420, 421, 426, 462, or 465	3	
	CHEM 352	Systematic Inorganic Chemistry	3	
	CHEM 342	Physical Chemistry I	3	
	CHEM 482	Environmental Chemistry	3	
		Free Electives	4	
	CHEM 490	Seminar	1	
		Total Credits	***17***	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year Second Semester - SPRING	CHEM 452/L	Inorganic Chemistry/Lab	4	
	CHEM 344/344L	Physical Chemistry II w/ Lab	5	
		Free Electives	6	
		Total Credits	***15***	

*General Education Coursework Total:	6 credit hours
Major and Elective Coursework Total:	58 credit hours
South Dakota Mines Coursework Total:	**64 CREDIT HOURS**

Course Sequence: Gillette College

GilletteCollege

General Science (A.S.) – *Calculus-Ready*

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year First Semester	MATH 2200	Calculus I	4	
	CHEM 1020	General Chemistry I	4	
	ENGL 1010	English Composition I	3	
	Select 1 course from:	Cultural Studies: Global Diversity or Foreign Languages areas	3	
	Select 1 course from:	GEOL 1100, BIOL 1010, or other approved Program Elective	3	
		Total Credits	*17*	

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year Second Semester	MATH 2205	Calculus II	4	
	CHEM 1030	General Chemistry II	4	
	PHYS 1310	College Physics I	4	
	COMM 2010	Public Speaking	3	
		Total Credits	*15*	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore Year First Semester	CHEM 2410	Organic Chemistry I	4	
	PHYS 1320	College Physics II	4	
	Select 1 course from:	US/WY Constitution: HIST 1211, 1221, 1251, or POLS 1000	3	
	MATH 2250	Elementary Linear Algebra	3	
		Total Credits	*14*	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore Year Second Semester	CHEM 2440	Organic Chemistry II	4	
	MATH 2310	Applied Differential Equations	3	
	Select 1 course from:	Cultural Studies: Social & Behavioral Science area	3	
	Select 1 course from:	GEOL 1100, BIOL 1010, or other approved Program Elective	4	
		Total Credits	*14*	

General Education Coursework Total:	27 credit hours
Major and Elective Coursework Total:	33 credit hours
Gillette College Coursework Total:	**60 CREDIT HOURS**

Course Sequence: South Dakota Mines – Fall Semester Start

SOUTH DAKOTA MINES
An engineering, science and technology university

Chemistry (B.S.) – *Calculus-Ready: EVEN YEAR START*

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year First Semester - FALL	CHEM 332/332L	Analytical Chemistry w/ Lab	4	
	CHEM 352	Systematic Inorganic Chemistry	3	
	CHEM 482	Environmental Chemistry	3	
	ENGL 289	STEM Communication for Technical and Public Audiences	3*	
		General Education – Arts/Humanities (Goal 4)	3*	
		Total Credits	*16*	

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year Second Semester - SPRING	CHEM 452/452L	Inorganic Chemistry w/ Lab	4	
	CHEM 328L	Organic Chemistry II Lab	2	
		Free Electives	9	
		Total Credits	*15*	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year First Semester - FALL	Select 1 course from	Program Electives: CHEM 420, 421, 426, 462, or 465	3	
	CHEM 464	Biochemistry I	3	
	CHEM 342	Physical Chemistry I	3	
	CHEM 490	Seminar	1	
		Free Electives	4	
		Total Credits	*14*	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year Second Semester - SPRING	CHEM 370	Chemical Literature	1	
	CHEM 434/434L	Instrumental Analysis w/ Lab	5	
	CHEM 344/344L	Physical Chemistry II w/ Lab	5	
		Free Electives	4	
		Total Credits	*15*	

*General Education Coursework Total:	6 credit hours
Major and Elective Coursework Total:	54 credit hours
South Dakota Mines Coursework Total:	**60 CREDIT HOURS**

Course Sequence: South Dakota Mines – Fall Semester Start

SOUTH DAKOTA MINES
An engineering, science and technology university

Chemistry (B.S.) – *Calculus-Ready: ODD YEAR START*

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year First Semester - FALL	CHEM 332/332L	Analytical Chemistry w/ Lab	4	
	CHEM 342	Physical Chemistry I	3	
	Chem 464	Biochemistry I	3	
	ENGL 289	STEM Communication for Technical and Public Audiences	3*	
		General Education – Arts/Humanities (Goal 4)	3*	
		Total Credits	*16*	

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year Second Semester - SPRING	CHEM 328L	Organic Chemistry II Lab	2	
	CHEM 370	Chemical Literature	1	
	CHEM 344/344L	Physical Chemistry II w/ Lab	5	
	CHEM 434/434L	Instrumental Analysis w/ Lab	5	
		Free Electives	2	
		Total Credits	*15*	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year First Semester - FALL	CHEM 352	Systematic Inorganic Chemistry	3	
	CHEM 482	Environmental Chemistry	3	
	CHEM 490	Seminar	1	
		Free Electives	7	
		Total Credits	*14*	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year Second Semester - SPRING	CHEM 452/L	Inorganic Chemistry/Lab	4	
	Select 1 course from	Program Electives: CHEM 420, 421, 426, 462, or 465	3	
		Free Electives	8	
		Total Credits	*15*	

*General Education Coursework Total:	6 credit hours
Major and Elective Coursework Total:	54 credit hours
South Dakota Mines Coursework Total:	**60 CREDIT HOURS**

SOUTH DAKOTA MINES
An engineering, science and technology university

GilletteCollege

Associate to Bachelors (A2B) Articulation Agreement

Prescribed Curriculum: Gillette College

Associate of Science – Biology *(Pre-Professional Program – Track III)*

General Education Courses			**27 - 30** CREDIT HOURS
	Credit Hours	**Community College Course No.**	**Course Title or Category**
Science	4	BIOL 1010	General Biology I
Mathematics	4 - 7[1]	MATH 1405, or MATH 2200	Trigonometry, or Calculus I
Cultural Studies	3	Select 1 course from	Cultural Studies "Global Diversity" or "Foreign Language" categories
	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
	3	COMM 2010	Public Speaking
General Education Course of Choice	4[1]	MATH 1400, or PHYS 1320	College Algebra, or College Physics II

[1]College Algebra-ready students take MATH 1400 (4 cr), MATH 1405 (3 cr), and MATH 2200 (4 cr); Calculus-ready students take MATH 2200 (4 cr) and PHYS 1320 (4 cr)

Required Courses			**25** CREDIT HOURS
	Credit Hours	**Course No.**	**Course Title**
Biology & Chemistry	1	BIOL 1001	Biology Orientation
	4	BIOL 2020	General Biology II
	4	CHEM 1020	General Chemistry I
	4	MOLB 2210	General Microbiology
	4	CHEM 1030	General Chemistry II
	4	CHEM 2420	Organic Chemistry I
	4	CHEM 2440	Organic Chemistry II

Program Elective Courses			**8** CREDIT HOURS
	Credit Hours	**Course No.**	**Course Title**
Program Elective	4	PHYS 1310	College Physics I
	4	ZOO 2010	Human Anatomy & Physiology I

Associate of Science – Biology, Pre-Professional Total (College Algebra-ready Students):	**63[2] CREDIT HOURS**
Associate of Science – Biology, Pre-Professional Total (Calculus-ready Students):	**60 CREDIT HOURS**

[2]59 credits count toward BS degree requirements for College Algebra-ready students (MATH 1400 does not apply)

Post-Associate Degree Prescribed Curriculum: South Dakota Mines

Bachelor of Science – Pre-Professional Health Sciences

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 Humanities (Goal 4)

Major Required Courses			9 CREDIT HOURS
	Credit Hours	**Course No.**	**Course Title**
Biology & Chemistry	4	BIOL 326/326L	Biomedical Physiology w/Lab
	4	BIOL 371/371L	Genetics w/Lab
	1	BIOL 490	Seminar

Other Required Courses			3-6 CREDIT HOURS
	Credit Hours	**Course No.**	**Course Title**
Mathematics & Physics	3	Select 1 course from	MATH 281 Stats or MATH 381 Probability & Stats
	3[1]	PHYS 209	Fundamentals of Physics II

[1]Gillette College Calculus-ready students will complete 3 credits of MATH 281 or MATH 381 only (3 total credits of Other Required); College Algebra-ready students will complete 3 credits of MATH 281 or MATH 381 and 3 credits of PHYS 209 (6 total credits of Other Required)

Elective Courses			40-42 CREDIT HOURS
	Credit Hours	**Course No.**	**Course Title**
Biology/Chemistry Upper Division Electives	**12**	Select with Advisor	BIOL or CHEM prefix courses at the 300 or 400 level
Humanities Upper Division Electives	**3**	Select with Advisor	Humanities prefix course at the 300 or 400 level
Social Science Upper Division Electives	**6**	Select with Advisor	Social Science prefix courses at the 300 or 400 level
Free Electives	**19 – 21[2]**	Select with Advisor	Free Electives

[2]Gillette College Calculus-ready students will complete 21 credits of Free Electives (42 total credits of Electives); College Algebra-ready students will complete 19 credits of Free Electives (40 total credits of Electives)

Post-Associate Degree Total:	**60-61[3] CREDIT HOURS**

[3]Gillette College Calculus-ready students will complete 60 total credits; College Algebra-ready students will complete 61 total credits

Bachelor of Science – Pre-Professional Health Sciences Total:	**120 CREDIT HOURS**

A2B Articulation Agreement Guarantees & Limitations

GUARANTEES

Students who:

1. complete the Associate of Science - Biology, Pre-Professional Program track 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 60-63 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 60-61 remaining credits to meet the graduation requirements for the Bachelor of Science degree in Pre-Professional Health Science.
2. admission to South Dakota Mines
3. admission to the Bachelor of Science degree in Pre-Professional Health Sciences.

LIMITATIONS

1. This agreement is between the Associate of Science – Biology, Pre-Professional Program track degree at Gillette College and the Bachelor of Science degree in Pre-Professional Health Sciences 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 – Biology, Pre-Professional Program track degree at Gillette College and the Bachelor of Science degree in Pre-Professional Health Sciences 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

RENEWAL, REVISION, and TERMINATION

1. 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 of 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

Brian Tande, Ph.D. Date
President
South Dakota Mines
Brian.Tande@sdsmt.edu

Janell Oberlander, Ed.D. Date
President
Gillette College
JOberlander@gillettecollege.org

Lance Roberts, Ph.D. Date
Provost and Vice President for Academic Affairs
South Dakota Mines
Lance.Roberts@sdsmt.edu

Barry Spriggs, Ph.D. Date
Vice President for Academic and Student Affairs
Gillette College
BSpriggs@gillettecollege.org

Zhengtao Zhu, Ph.D. Date
Department Head
South Dakota Mines
Zhengtao.Zhu@sdsmt.edu

Martin Fashbaugh Date
Dean of Arts and Sciences
Gillette College
MFashbaugh@gillettecollege.org

Appendix A: Course Sequence

Course Sequence: Gillette College

GilletteCollege

Biology-*Pre-Professional Program Track* (A.S.) – College Algebra-ready Students

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year First Semester	MATH 1400	College Algebra	4*	
	CHEM 1020	General Chemistry I	4	
	ENGL 1010	English Composition I	3	
	BIOL 1001	Biology Orientation	1	
	BIOL 1010	General Biology	4	
		Total Credits	*16*	

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year Second Semester	MATH 1405	Trigonometry (Program Elective)	3	
	CHEM 1030	General Chemistry II	4	
	BIOL 2020	General Biology II	4	
	COMM 2010	Public Speaking (Advanced Writing)	3	
	Select 1 course from:	Cultural Studies: Global Diversity or Foreign Languages areas	3	
		Total Credits	*17*	

Semester				Completed
Sophomore Year First Semester	CHEM 2420	Organic Chemistry I (Program Elective)	4	
	ZOO 2010	Human Anatomy & Physiology I	4	
	Select 1 course from:	Cultural Studies: Social & Behavioral Science area	3	
	MATH 2200	Calculus I	4	
		Total Credits	*15*	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore Year Second Semester	MOLB 2210	General Microbiology	4	
	Select 1 course from:	HIST 1211, HIST 1221, HIST 1251, POLS 1000 (US/WY Const)	3	
	CHEM 2440	Organic Chemistry II (Program Elective)	4	
	PHYS 1310	College Physics I	4	
		Total Credits	*15*	

General Education Coursework Total:	30 credit hours
Major and Elective Coursework Total:	33 credit hours
Gillette College Coursework Total:	**63*** **CREDIT HOURS** **(59 Credits Apply)**

Course Sequence: South Dakota Mines – Fall Semester Start

SOUTH DAKOTA MINES
An engineering, science and technology university

Pre-Professional Health Sciences (B.S.) – College Algebra-ready Students

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year First Semester - FALL	ENGL 289	STEM Communication for Technical and Public Audiences	3*	
	Select 1 from	MATH 281 Stats or MATH 381 Prob & Stats	3	
	PHYS 209	Fundamentals of Physics II	3	
		General Education – Arts/Humanities (Goal 4)	3*	
		Electives (U/D Biology/Chemistry)	3	
		Total Credits	*15*	

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year Second Semester - SPRING	BIOL 326/326L	Biomedical Physiology w/ Lab	4	
	BIOL 371/371L	Genetics w/ Lab	4	
		Electives (U/D Social Science)	3	
		Electives (Free)	6	
		Total Credits	*17*	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year First Semester - FALL		Electives (U/D Social Science)	3	
		Electives (U/D Biology/Chemistry)	6	
		Electives (Free)	3	
		Electives (U/D Humanities)	3	
		Total Credits	*15*	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year Second Semester - SPRING	BIOL 490	Seminar	1	
		Electives (Free)	10	
		Electives (U/D Biology/Chemistry)	3	
		Total Credits	*14*	

*General Education Coursework Total:	6 credit hours
Major and Elective Coursework Total:	55 credit hours
South Dakota Mines Coursework Total:	**61 CREDIT HOURS**

Course Sequence: Gillette College

GilletteCollege

Biology-*Pre-Professional Program Track* (A.S.) – Calculus-ready Students

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year First Semester	MATH 2200	Calculus I	4	
	CHEM 1020	General Chemistry I	4	
	ENGL 1010	English Composition I	3	
	BIOL 1001	Biology Orientation	1	
	BIOL 1010	General Biology	4	
		Total Credits	*16*	

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year Second Semester	Select 1 course from:	Cultural Studies: Global Diversity or Foreign Languages areas	3	
	CHEM 1030	General Chemistry II	4	
	BIOL 2020	General Biology II	4	
	PHYS 1310	College Physics I	4	
		Total Credits	*15*	

Semester				Completed
Sophomore Year First Semester	CHEM 2420	Organic Chemistry I (Program Elective)	4	
	PHYS 1320	College Physics II	4	
	COMM 2010	Public Speaking (Advanced Writing)	3	
	ZOO 2010	Human Anatomy & Physiology I	4	
		Total Credits	*15*	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore Year Second Semester	MOLB 2210	General Microbiology	4	
	CHEM 2440	Organic Chemistry II (Program Elective)	4	
	Select 1 course from:	HIST 1211, HIST 1221, HIST 1251, POLS 1000 (US/WY Const)	3	
	Select 1 course from:	Cultural Studies: Social & Behavioral Science area	3	
		Total Credits	*14*	

General Education Coursework Total:	27 credit hours
Major and Elective Coursework Total:	33 credit hours
Gillette College Coursework Total:	**60 CREDIT HOURS**

Course Sequence: South Dakota Mines – Fall Semester Start

SOUTH DAKOTA MINES
An engineering, science and technology university

Pre-Professional Health Sciences (B.S.) – Calculus-ready Students

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year First Semester - FALL	ENGL 289	STEM Communication for Technical and Public Audiences	3*	
	Select 1 from	MATH 281 Stats or MATH 381 Prob & Stats	3	
		Electives (U/D Biology/Chemistry)	3	
		General Education – Arts/Humanities (Goal 4)	3*	
		Free Electives	3	
		Total Credits	*15*	

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year Second Semester - SPRING	BIOL 326/326L	Biomedical Physiology w/ Lab	4	
	BIOL 371/371L	Genetics w/ Lab	4	
		Electives (U/D Social Science)	3	
		Electives (Free)	6	
		Total Credits	*17*	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year First Semester - FALL		Electives (U/D Social Science)	3	
		Electives (U/D Biology/Chemistry)	5	
		Electives (Free)	3	
		Electives (U/D Humanities)	3	
		Total Credits	*14*	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year Second Semester - SPRING	BIOL 490	Seminar	1	
		Electives (Free)	9	
		Electives (U/D Biology/Chemistry)	4	
		Total Credits	*14*	

*General Education Coursework Total:	6 credit hours
Major and Elective Coursework Total:	54 credit hours
South Dakota Mines Coursework Total:	**60 CREDIT HOURS**

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – H (3)
DATE: April 2-3, 2025

****

SUBJECT

Articulation Agreements – SDSU

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 State University requests approval to update the following articulation agreement:

- Students who have completed the Pre-Nursing Curriculum at Chadron State College (CSC) may apply up to 90 credits toward the BSN in Nursing at SDSU.
- Students who have completed a Bachelor of Science degree, along from South Dakota School of Mines & Technology (SDSMT), along with Pre-Nursing course requirements, may apply credits toward the BSN in Accelerated Nursing at SDSU.

(Continued)

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DRAFT MOTION 20250402_5-H(3):

I move to approve South Dakota State University to finalize and execute the articulation agreements between SDSU Chadron State College, South Dakota School of Mines & Technology, and Mitchell Technical College in substantially similar form to that set forth in Attachment I.

- Students who have completed the Geospatial Technologies Diploma at Mitchell Technical College (MTC) may apply up to 60 credits toward the BS in Geographic Information Sciences (GISc) at SDSU.

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSU Articulation Agreements

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

CHADRON STATE COLLEGE (CSC)
and
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

Agreement with Respect to Applying the
PRE-NURSING CURRICULUM
Towards the
NURSING (BSN)
Bachelor of Science Degree Program at SDSU

I. Parties

The parties to this agreement are South Dakota State University (SDSU) and Chadron State College (CSC).

II. Purpose

The purpose of this agreement is to:

A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
B. provide increased educational opportunities for students from South Dakota and the region;
C. extend and clarify educational opportunities for students; and
D. provide CSC students an opportunity to complete the pre-nursing curriculum at CSC and seamlessly transfer to SDSU to complete the Bachelor of Science degree with a major in Nursing (BSN) in a seamless process.

III. Academic Program

A. Requirements to be completed at SDSU for the major in Nursing (BSN) are reflected in the catalog website: catalog.sdstate.edu

Graduation Requirements for the Bachelor of Science in Nursing (BSN) at SDSU	
BSN major requirements	62
Electives	12
General Education Requirements	30
Pre-Nursing Course Requirements	16
Total credits required:	**120**

No more than a total of 90 credits may be transferred from CSC to SDSU. At least 30 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and graduation requirements to earn the Bachelor of Science in Nursing (BSN) degree.

B. The general education coursework to meet Regental System General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at CSC if equivalent courses are available and if delivered under the current General Education agreement with the Board of Regents. Required general education coursework required for the BS degree in Nursing is identified in the chart below. Additional general education coursework will be transferred if the Regental System General Education transfer requirements are met. The general education requirements for the BSN program may be completed at CSC.

General Education Course Requirements

SDSU General Education Requirement			CSC Equivalent	Credit Hours
SGR 1 Written Communication and Literacy Skills	Approved SGR #1 courses	6	ENG 135 Rhetoric & Writing ENGL 299 Into to Creative Writing	3 3
SGR 2 Oral Communication	Approved SGR #2 course	3	CA 125 Fundamentals of Oral Communication CA 155 Public Speaking	3 3
SGR 3 Social Sciences	Approved SGR #3 courses	3	Approved SGR #3 courses	3
SGR 4 Humanities & Fine Arts	Approved SGR #4 courses	6	Approved SGR #4 courses	6
SGR 5 Mathematics	Approved SGR #5 course	3	MATH 142 College Algebra OR MATH 232 Applied Statistics	3
SGR 6 Natural Sciences	MICR 231/231L General Microbiology/Lab AND CHEM 106/106L Chemistry Survey/Lab OR CHEM 112/112L General Chemistry I/Lab	8	CHEM 140/140L Survey of Chemistry BIOL 241/L Microbiology & Lab	4 4

C. The Pre-Nursing Course Requirements for the Major must also be completed as outlined below. This coursework may be taken at CSC if equivalent courses are available. Additional foundational coursework will be transferred if the Regental System transfer requirements are met.

Pre-Nursing Course Requirements for Major

SDSU Foundational Course Requirements for Major		CSC Equivalent or Substitution	
BIOL 221/221L Human Anatomy and Lab	4	BIOL 240/240L Anatomy & Physiology I	4
BIOL 325/325L Physiology and Lab	4	BIOL 242/242L Anatomy & Physiology II	4
HDFS 210 Lifespan Development	3	PSYC 254 Developmental Psychology	3
NURS 119 First Year Seminar	2	EDU 121 The Academic Life	3
NUTR 315 Human Nutrition	3	FCS 247 Nutrition	3
PSYC 101 General Psychology	3	PSYC 131 Intro to Psychology	3
Total Pre-Nursing Credits	**19**	**Total CSC Credits**	**20**

D. Additional foundational coursework will be transferred in as electives.

IV. Pathway: Forward Articulation (completing pre-nursing coursework at CSC and transferring to SDSU to complete the Bachelor of Science in Nursing (BSN))

A. During the final semester of pre-nursing coursework at CSC, students can apply to the SDSU Bachelor of Science in Nursing program.
B. At the time of acceptance into the SDSU Bachelor of Science in Nursing program, SDSU will accept all pre-nursing courses from CSC as listed in this agreement. Transferable general education coursework and other pre-nursing requirements will be accepted.
C. Once accepted into SDSU Nursing, students will complete the requirements for the Nursing (BSN) major and any other general education or free elective requirements that remain unsatisfied.
D. Students must meet all Board of Regents policies, as well as university graduation requirements of the institution granting the degree.

V. Obligations

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

VI. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents.

VII. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by either party. Termination for any of these reasons is not a default by either party nor does it give rise to a claim against either party.

This agreement will be reviewed on a regular basis from the effective date per South Dakota Board of Regents policy 2.2.2.3. This agreement may be reviewed as needed at the prompting of either party.

VIII. Effective Date of Agreement:

This agreement will take full effect upon approval from all parties and the South Dakota Board of Regents. This agreement applies to students who are enrolled in pre-nursing courses at CSC.

For Chadron State College:

_____ Date: _____
Name
Dean of College
Chadron State College

_____ Date: _____
Name
President
Chadron State College

For South Dakota State University:

_____ Date: _____
Mary Anne Krogh, Ph.D.
Dean of the College of Nursing
South Dakota State University

_____ Date: _____
Dennis Hedge, Pharm.D.
Provost & Vice President for Academic Affairs
South Dakota State University

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY (SDSMT)
and
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

Agreement with Respect to Applying the
BACHELOR OF SCIENCE DEGREE (BS)
Towards the
ACCELERATED NURSING (BSN)
Bachelor of Science Degree Program at SDSU

I. Parties

The parties to this agreement are South Dakota State University (SDSU) and South Dakota School of Mines and Technology (SDSMT).

II. Purpose

The purpose of this agreement is to:

A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
B. provide increased educational opportunities for students from South Dakota and the region;
C. extend and clarify educational opportunities for students; and
D. provide SDSMT students an opportunity to complete a Bachelor of Science (BS) in any area at SDSMT and transfer to SDSU to complete the Accelerated Bachelor of Science degree with a major in Nursing (BSN) in a seamless process.

III. Academic Program

Graduation Requirements for the Bachelor of Science in Nursing (BSN) at SDSU	
BSN major requirements	62
General Education Requirements & Electives from previous BS	30
Pre-Nursing Course Requirements	28
Total credits required:	**120**

A. Requirements to be completed at SDSU for the major in Nursing (BSN) are reflected in the catalog website: catalog.sdstate.edu
B. The general education coursework to meet Regental System General Education Requirements (SGR) will be completed as part of the bachelor's degree program completed at SDSMT. Under the current General Education agreement with the Board of Regents, students who complete the System General Education Requirement at any Regental institution will have fulfilled the System General Education Requirements for their degree program. The completion of the requirements will internally transfer with the courses, credit hours and grades assigned regardless of the course distributions or approved course lists.

C. The Pre-Nursing Course Requirements for the Major must be completed as outlined below. This coursework may be taken at SDSMT if equivalent courses are available. Additional foundational coursework will be transferred if the Regental System transfer requirements are met.

Pre-Nursing Course Requirements for Major

SDSU Foundational Course Requirements for Major		**SDSMT Equivalent or Substitution**	
BIOL 221/221L Human Anatomy and Lab	4	BIOL 221/221L Human Anatomy & Lab	4
BIOL 325/325L Physiology and Lab	4	BIOL 326/326L Biomedical Physiology & Lab	4
CHEM 106/106L or CHEM 112/112L	4	CHEM 112/112L General Chemistry & Lab	4
MICR 231/231L General Microbiology and Lab	4	BIOL 331/331L Microbiology and Lab	4
HDFS 210 Lifespan Development	3	PSYC 321 Human Development Through the Lifespan	3
NURS 119 First Year Seminar*	2*	Course waived with earned bachelor's degree	0
NUTR 315 Human Nutrition	3	NUTR 315 Human Nutrition, HLTH 422 Nutrition, or BIOL 315 Human Nutrition**	3
PSYC 101 General Psychology	3	PSYC 101 General Psychology	3
SOC 100 Introduction to Sociology	3	SOC 100 Introduction to Sociology	3
Total Pre-Nursing Credits	**30**	**Total SDSMT Credits**	**28**

* NURS 119 is waived for students who have already earned a bachelor's degree.
** SDSMT does not currently offer a nutrition course, these students can complete this requirement through SDSU, via NUTR 315 or another regental institution via HLTH 422 or BIOL 315. BIOL 315 is noted as a common course, should SDSMT elect to offer this course, it will be accepted as a substitute.

D. Additional foundational coursework will be transferred in as electives.

IV. Pathway: Forward Articulation

A. To be considered for admission to the accelerated BSN program, students must have:
   a. A cumulative GPA of 2.700 or higher and
   b. A grade of "C" or higher in all completed courses required for graduation.

B. Students may elect to participate in dual advising from SDSMT and SDSU while completing a bachelor's degree from SDSMT in preparation for the SDSU Accelerated BSN program.

C. Upon successful completion of the requirements of a bachelor's degree from SDSMT, students will graduate with their chosen bachelor's degree. Provided they meet all other admissions requirements and application deadlines, students will have a guaranteed seat in the Rapid City site for the SDSU College of Nursing Accelerated BSN program.

D. During the final year of coursework at SDSMT, students can apply to the SDSU Accelerated BSN program. The Accelerated BSN only admits students once a year, applications will open on February 1st, a priority deadline of April 1st and final deadline of November 1st. The start date will be the Spring semester. SDSMT students must have their application submitted by the priority deadline to receive the guaranteed admission. If the application is received after this date, they are included in the competitive application process.
E. At the time of acceptance into the SDSU Accelerated BSN program, SDSU will accept all pre-nursing courses from SDSMT as listed in this agreement. Transferable general education coursework and other pre-nursing requirements will be accepted.
F. Once accepted into SDSU Nursing, students will complete the requirements for the Nursing (BSN) major.
G. Students must meet all Board of Regents policies, as well as university graduation requirements of the institution granting the degree.

V. Obligations

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

VI. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents.

VII. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by either party. Termination for any of these reasons is not a default by either party nor does it give rise to a claim against either party.

This agreement will be reviewed at minimum every seven years from the effective date. This agreement may be reviewed as needed at the prompting of either party.

VIII. Effective Date of Agreement:

This agreement will take full effect upon approval from all parties and the South Dakota Board of Regents. This agreement applies to students who are enrolled in bachelor's degree programs at SDSMT.

For South Dakota School of Mines and Technology:

_____ Date: _____
Jim Stone, Ph.D.
Interim Provost and Vice President for Academic Affairs
South Dakota School of Mines and Technology

_____ Date: _____
Brian Tande, Ph.D. P.E.
President
South Dakota School of Mines and Technology

For South Dakota State University:

_____ Date: _____
Mary Anne Krogh, Ph.D.
Dean of the College of Nursing
South Dakota State University

_____ Date: _____
Dennis Hedge, Pharm.D.
Provost & Vice President for Academic Affairs
South Dakota State University

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
MITCHELL TECHNICAL COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Diploma in Geospatial Technologies
Towards the
Bachelor of Science, major in Geographic Information Sciences (GISc)

I. Parties

Parties to this agreement are Mitchell Technical College (MTC) and South Dakota State University (SDSU)

II. Purpose

The purpose of this agreement is to:

A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institution's programs;
B. provide increased educational opportunities for students from South Dakota and the region.
C. extend and clarify educational opportunities for students; and
D. provide Mitchell Technical College graduates of the Geospatial Technologies diploma an opportunity to earn a Bachelor of Science degree with a major in Geographical Information Science.

III. Academic Program

A. Upon successful completion of the major requirements specified in III, SDSU will accept **23 technical course credits as a block** from the Geospatial Technologies Diploma. These technical credits will be placed on the student's transcript as GEOG 200T. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at MTC and are in addition to the technical course block credits.

No more than a total of 60 credits may be transferred from MTC to SDSU. At least 30 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and graduation requirements to earn the B.S. Geographic Information Sciences degree.

B. General Education Requirements (SGRs) credits

The following SGR courses are required for the B.S. in Geographic Information Sciences. Courses approved as transferrable general education courses for MTC are also included in the table. SDSU will accept these transferrable general education courses beyond the 23 technical credits.

SDSU General Education Requirements (32 credits*)

SGR Goal	SDSU Course(s)	Cr
SGR Goal #1 Written Communication	Any approved SGR #1 course	6
SGR Goal #2 Oral Communication	Any approved SGR #2 course	3
SGR Goal #3 Social Sciences	GEOG 111 OR GEOG 200 OR GEOG 210 Any approved SGR #3 course	3 3
SGR Goal #4 Arts and Humanities	Any approved SGR #4 course	6
SGR Goal #5 Mathematics	Any approved SGR #5 course	3
SGR Goal #6 Natural Sciences	GEOG 131/131L GEOG 132/132L	4 4

*Depending on courses selected at MTC. The Geospatial Technologies program at MTC requires students to take a 3-credit communications elective and a 3 credit math elective. Students selecting ENGL 101 or CMST 101 at MTC will receive 3 credits for SGR #1 or SGR #2, respectively. Students completing MATH 103 at MTC will receive 3 credits for SGR #5.

C. Major Requirements for the B.S. Geographic Information Sciences: 35 credits

1. _GEOG 131 & 131L Physical Geography: Weather & Climate and Lab__(_4 cr)
2. _GEOG 132 & 132L Physical Geography: Natural Landscapes and Lab (_4_ cr)
3. _GEOG 200 Introduction to Human Geography_____ (_3_ cr)
4. _GEOG 210 World Regional Geography_____ (_3_ cr)
5. _GEOG 280 Introduction to Remote Sensing_____ (_3_ cr)
6. _GEOG 421 Research Methods in Geography_____ (_3_ cr)
7. _GEOG 447 Geography of the Future or GEOG 454 Sustainable Communities_____ (_3_ cr)
8. _GEOG 480 & GEOG 480L Satellite Remote Sensing and Lab___ (_3_ cr)

Select one of the two options (Analyst or Developer)

Analyst Option (15 credits)

1. GEOG 473 & 473L GIS: Data Creation and Integration_____(_3_ cr)
2. GEOG 474 & GEOG 474L GIS: Vector and Raster Modeling_____(_3_ cr)
3. GEOG 475 & GEOG 475L GIS Applications_____(_3_cr)

Developer Option (15 credits)

1. GEOG 471 Introduction to GIS Programming_____(3_cr)
2. GEOG 477 & GEOG 477L Spatial Databases_____(3_cr)

Select one of the following (3 credits)

1. GEOG 383 & GEOG 383L Cartography_____(3_cr)
2. GEOG 473 & 473L GIS: Data Creation and Integration_____(_3_ cr)

3. GEOG 474 & GEOG 474L GIS: Vector and Raster Modeling_____(_3_ cr)
4. GEOG 475 & GEOG 475L GIS Applications_____(_3_cr)
5. GEOG 483 & GEOG 483L UAS Remote Sensing_____(_3_cr)
6. GEOG 485 & GEOG 485L Quantitative Remote Sensing____(3_cr)

D. Electives: as needed to reach 120 credits total

TOTAL ___120_____ CREDITS

TOTAL SDSU CREDITS: __

General education and supporting courses:	0*
BS GISc major requirements:	35
Block Transfer from MTC:	23
Electives:	62*

* Depending on courses taken at MTC

TOTAL CREDITS REQUIRED: 120

If students have additional credits that meet SDSU and SDBOR guidelines for transfer, such credits may transfer to SDSU up to 60 credits total. At least 30 credits must be completed at SDSU.

Additional Requirements:

1. Students transferring from MTC must have a cumulative GPA of 2.5 or higher.
2. Course grades of "C" and above meet the College of Natural Sciences requirements.
3. Students must complete all Department of Geography and Geospatial Sciences academic requirements for the bachelor's degree. These requirements include:
    a. Completion of a minimum of 10 credits of natural sciences. Coursework must include 2 prefixes.
    b. One declared minor outside of the major prefix or a second major or a teaching specialization.
    c. A minimum of 30 credits of upper division coursework.
4. Credit for technical course transfer requires that the student has completed Geospatial Technologies Diploma.
5. Student must be admitted to South Dakota State University
6. Student must complete all pre-requisite requirements.

IV. Obligations

Both parties agree to confer with each other as needed regarding changes in curricula involved in this Articulation Agreement.

V. Modifications

This agreement may be modified from time to time by SDSU and MTC. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

This agreement shall be in effect upon approval by all parties.

VII. Acceptance of Agreement

For South Dakota State University

_____ Date:_____
Dean of Natural Sciences

_____ Date:_____
Provost/Vice President for Academic Affairs

For Mitchell Technical College

_____ Date: _____
Vice President for Academics

_____ Date: _____
President

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – H (4)
DATE: April 2-3, 2025

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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 of following articulation agreement:

- Students who have completed an AS degree in Exercise Science at Northeast Community College may apply up to 75 credits toward the BS in Kinesiology and Sport Management – Exercise Science Specialization at USD.

ATTACHMENTS

Attachment I – USD Articulation Agreement

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DRAFT MOTION 20250402_5-H(4):

I move to approve the University of South Dakota to finalize and execute the articulation agreement with Northeast Community College in substantially similar form to that set forth in Attachment I.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
Northeast Community College
and
University of South Dakota

Agreement with Respect to Applying the
Exercise Science Associate of Science Degree
Towards the
Kinesiology and Sport Management with a specialization in Exercise Science
Bachelor of Science Degree Program at USD

I. PARTIES

Parties to this agreement are Northeast Community College and University of South Dakota.

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 institution's programs;
B. provide increased educational opportunities for students from South Dakota and the region.
C. extend and clarify educational opportunities for students; and
D. provide graduates of the Exercise Science Associate of Science Degree degree an opportunity to earn a Bachelor of Science in Kinesiology and Sport Management with a specialization in Exercise Science.

III. ACADEMIC PROGRAM

A. USD will accept up to 75 credits from NECC's Associate of Science in Exercise Science for students majoring in USD's Bachelor of Science degree in Kinesiology and Sport Management with a specialization in Exercise Science. Students must successfully complete the A.S. degree in Exercise Science from NECC prior to applying to the USD for this agreement to apply. Students must meet all South Dakota Board of Regents' (SDBOR) policies and university graduation requirements to receive a degree. Requirements to be completed for the Bachelor of Science degree in Kinesiology and Sport Management with a specialization in Exercise Science are reflected in the catalog website: https://catalog.usd.edu/preview_program.php?catoid=37&poid=8259.

B. Supporting coursework to be completed in the NECC curriculum:

Course	Credits
1. HPER 1510 Introduction to Health, Physical Education, and Recreation (substitute for USD's KSM 150)	3
2. HPER 2210 Introduction to Exercise Science (substitute for USD's KSM 350)	4
3. HPER 1520 Nutrition for Fitness and Sport (substitute for USD's HLTH 422)	3
4. BIOS 2250, Introduction to Human Anatomy and Physiology I (substitute for USD's PHGY 220/220L)	4
5. BSAD 2050 Business Communication (substitute for USD's ENGL 205)	3

C. General Education Requirements (SGRs): [[Number of Credits for General Education Requirements (SGRs)]] credits

Required, transferable general education requirements in the NECC Exercise Science curriculum are *italicized* and listed next to the USD requirement in the table below. The coursework may be taken at NECC. Additional general education coursework may be transferred if the Regental System General Education requirements are met.

USDGeneral Education Requirements			[[# of Required Coursework]] Required Coursework	
SGR Goal	USDCourse(s)	Cr	NECC Course(s)	Cr
SGR Goal #1 Written Communication (6 credits)	**Complete composition course:** ENGL 101 Composition I **Complete advanced composition course:** ENGL 205 Business Writing	3 3	**Complete composition course:** *ENGL 1010, English Composition I* **Complete advanced composition course:** *BSAD 2050 Business Communication*	*3* *3*
SGR Goal #2 Oral Communication (3 credits)	**Complete communication course:** CMST 101, Foundations of Communication CMST 215, Public Speaking	3	**Complete communication course:** *SPCH 1010, Fundamentals of Communication* *SPCH 1110, Public Speaking*	*3*
SGR Goal #3 Social Sciences (6 credits)	**Complete 2 social sciences courses (Must take POLS 100 or HIST 151):** PSYC 101, General Psychology SOC 100, Introduction to Sociology HIST 151 United States History I POLS 100 American Government	6	**Complete 2 social sciences courses (Must take POLS 1000 or HIST 2010):** *PSYC 1810, Introduction to Psychology* *SOCI 1010, Introduction to Sociology* *HIST 2010, American History I*	6

			POLS 1000, American Government	
SGR Goal #4 Arts and Humanities (6 credits)	**Complete humanities course:** HIST 111, World Civilizations I HIST 112, World Civilizations II ENGL 210, Introduction to Literature ENGL 241, American Literature I ENGL 242, American Literature II ENGL 221, British Literature I ENGL 222, British Literature I FREN 101, Introductory French I SPAN 101 Introductory Spanish I	3	**Complete humanities course:** *HIST 1050, World History I* *HIST 1060, World History II* *ENGL 2100, Introduction to Literature* *ENGL 2150, American Literature to 1865* *ENGL 2160, American Literature since 1865* *ENGL 2200, British Literature to 1800* *ENGL 2210, British Literature after 1800* *FREN 1200, Elementary French I* *SPAN 1200, Elementary Spanish I*	*3*
	Complete fine arts course: ARTH 211 History of World Art I ARTH 212 History of World Art II (line fill) MUS 100 Music Appreciation	3	**Complete fine arts course:** *ARTS 1050, Introduction to Art History and Criticism I* *ARTS 1060, Introduction to Art History and Criticism II* *MUSC 1010 Introduction to Music*	*3*
SGR Goal #5 Mathematics (3-5 credits)	**Complete math course:** MATH 114/114L College Algebra/ Lab MATH 120 Trigonometry MATH 123 Calculus I (line fill) MATH 125 Calculus II (line fill) MATH 225 Calculus III STAT 281, Introduction to Statistics	3-5	**Complete math course:** *MATH 1150, College Algebra* *MATH 1220, Trigonometry* *MATH 1600, Analytic Geometry and Calculus I* *MATH 2010, Analytic Geometry and Calculus II* *MATH 2020, Analytic Geometry and Calculus III* *MATH 2170, Applied Statistics*	*3-5*
SGR Goal #6 Natural Sciences (8 credits)	**Complete 2 natural sciences with laboratories:** PHGY 220/220L Human Anatomy and Integrated Physiology I / Lab PHGY 230/230L Human Anatomy and Integrated Physiology II / Lab	8	**Complete 2 natural sciences with laboratories:** *BIOS 2250, Introduction to Human Anatomy and Physiology I* *BIOS 2260, Introduction to Human Anatomy and Physiology II*	*8*

D. General Education and Supporting Requirements to be completed at USD: [[Number of Credits for General Education & Supporting Requirements to be Completed at Regental Institution]] credits

Course	Credits

1. None

E. Major Requirements: KSM major with a specialization in Exercise Science

Course	Credits
KSM 240 Organization and Administration	3
KSM 300 Introduction to Research	3
KSM 353 Kinesiology	3
PE 494 Intrn: Externship	1-6
KSM 400 Exercise Testing and Prescription	3
KSM 454 Biomechanics	3
Electives-Select 6-23 credit hours from pre-professional and/or applied emphasis (in addition to the options below, course options outlined in the USD catalog):	
KSM 482 Theory of Strength and Conditioning	3
KSM 450 Sport Facility and Event Management	3
KSM 453 Sport Psychology	3

F. Additional Requirements:

1. Students transferring to the Northeast Community College must have a cumulative GPA of 2.0 or higher.
2. Credit for Community College course transfer requires that the student has completed Exercise Science Associate of Science Degree degree.
3. Student must be admitted to University of South Dakota
4. Students must complete all pre-requisite requirements.
5. A minimum of 30 credit hours in courses numbered 300 or above.
6. A minimum of 50% of the major hours must be taken at USD.

IV. OBLIGATIONS

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

V. MODIFICATIONS

This agreement may be modified from time to time by USD, NECC, or the South Dakota Board of Regents.

Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. TERMINATION

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or gran expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by either party. Termination for any of these reasons is not a default by either party nor does it give rise to a claim against either party.

This Agreement will be reviewed at minimum every five years from the effective date per South Dakota Board of Regents Policy 2:27. This Agreement may be reviewed as needed at the prompting of either party.

VII. EFFECTIVE DATE OF AGREEMENT

This agreement will take full effect upon approval from all parties and the South Dakota Board of Regents. This agreement applies to students who graduated from NECC after Spring 2025 or later with an Associate of Science in Exercise Science Associate of Science Degree provided the student meets all other program requirements.

VIII. ACCEPTANCE OF AGREEMENT

For University of South Dakota

Amy Schweinle Dean, School of Education University of South Dakota	Date
Sheila K. Gestring President University of South Dakota	Date

For Northeast Community College

Jeffery Hoffman Dean, Health and Public Services Northeast Community College	Date
Sheila K. Gestring President Northeast Community College	Date

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – I (1)
DATE: April 2-3, 2025

****

SUBJECT

Agreements on Academic Cooperation – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5.3 – Agreements and Contracts

BACKGROUND / DISCUSSION

BOR Policy 5.3 requires board action on a range of items including "Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded." To comply with this requirement, South Dakota State University (SDSU) seeks approval to enter into two agreements on academic cooperation with the University of Debrecen, located in Debrecen, Hungary, as well as with University College Dublin, National University of Ireland, located in Dublin, Ireland.

IMPACT AND RECOMMENDATION

The agreement with the University of Debrecen will establish a collaborative undergraduate dual degree program involving SDSU's BS in Precision Agriculture program.

The agreement with University College Dublin, National University of Ireland 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 & University of Debrecen
Attachment II – Agreement on Academic Cooperation – SDSU & University College Dublin, National University of Ireland

****

DRAFT MOTION 20250402_5-I(1):

I move to approve South Dakota State University to finalize and execute the agreements on academic cooperation with the University of Debrecen and University College Dublin, National University of Ireland in substantially similar form to that set forth in Attachments I & II.

AGREEMENT ON ACADEMIC COOPERATION

SOUTH DAKOTA STATE UNIVERSITY, USA AND UNIVERSITY OF DEBRECEN, HUNGARY

The University of Debrecen (UD-located at Egyetem tér 1, 4032 Debrecen, Hungary, and represented by Prof. Dr. Zoltán Szilvássy, Rector) and South Dakota State University, a public institution of higher education under the control and management of the South Dakota Board of Regents (SDSU-located at 1148 Medary Avenue, Brookings, South Dakota 57006, and represented by Dr. Barry H. Dunn, President), through its College of Agriculture, Food and Environmental Sciences, in order to enrich their educational and research programs and to strengthen cooperation between both universities (Parties), hereby agree to establish a collaborative undergraduate dual degree program in the field of Precision Agriculture under the conditions set forth by this agreement.

I. SCOPE OF THE COOPERATION

Article 1. The Parties agree to establish a collaborative undergraduate dual degree program (the Program) in the following majors in the SDSU College of Agriculture, Food and Environmental Sciences: Precision Agriculture.

Article 2. Under this Program, UD students will commence and complete the first three semesters of their undergraduate studies at UD, where they will follow a course of study organized by UD in consultation with the SDSU College of Agriculture, Food and Environmental Sciences to allow students to begin completing degree requirements simultaneously for the UD B.Sc. degree in Precision Agriculture Engineering as well as the SDSU B.S. degree in Precision Agriculture. UD students will then study with SDSU for the fourth and fifth semester. UD students may opt to study with SDSU online, or they may travel to SDSU to take courses in person on the SDSU campus in Brookings. In the sixth and seventh semesters, UD students will return to the UD campus to complete their degree coursework and fulfill all requirements for the UD B.Sc. degree in Precision Agricultural Engineering and the SDSU B.S. degree in Precision Agriculture. After successful completion of the degrees requirements (seven semesters), UD students will be awarded the UD B.Sc. degree in Precision Agriculture Engineering and the SDSU B.S. degree in Precision Agriculture.

Article 3. At the time of admission to UD, students will be advised that they must also meet the admission requirements for SDSU international undergraduate students.

Article 4. It is the responsibility of UD to nominate students for the program with:

a. High school grade point average at the time of application equivalent to a 2.6 grade point average on a 4.0 scale
b. All academic transcripts and certificates (including secondary and post-secondary education)
c. All applicants who are not native speakers of English must

demonstrate proficiency in English with one of the following:

- Official TOEFL iBT (sent from the testing agency): 61*
- Official TOEFL PBT (sent from the testing agency): 500*
- Official Pearson PTE (sent from the testing agency): 44
- Scanned Academic IELTS result with clear TRF: 5.5*
- Online E3PT Exam (sent from the testing agency): 62
- Online iTEP Exam (sent from the testing agency): 3.6
- Duolingo (sent from the testing agency): 90

*TOEFL and IELTS scores must have been earned in the past two years

II. UNDERGRADUATE DUAL DEGREE PROCESS

A. The UD Department of Precision Agricultural Engineering every year will select junior undergraduate students to continue their study at SDSU majoring in Precision Agriculture. The Precision Agriculture program at SDSU will accept the Department of Precision Agricultural Engineering at UD students if they meet SDSU academic and international transfer student admission requirements. Students who are not native speakers of English must demonstrate English proficiency as outlined above.

B. Before coming to SDSU, the dual degree students must have studied at the Department of Precision Agriculture Engineering at UD for three academic semesters and successfully completed the required courses as specified in written agreement between the two academic units. The Department of Precision Agricultural Engineering at UD will ensure course content matches the SDSU Precision Agriculture major curriculum.

C. No additional transcript evaluation beyond acknowledgement of successfully completed coursework as set forth herein, which is otherwise required of international transfer students, will be required. SDSU will ensure course credit and equivalencies are processed and applied to the student's SDSU degree program in a timely manner. Therefore, SDSU will waive the transcript certification (e.g., by WES) for the dual degree students.

D. The dual degree students will follow the curriculum outlined in the agreement, including required SDSU general education courses. The recommended time to complete the SDSU courses is one year but can be extended to two years. There will not be a requirement that 15 of the last 30 credit hours must be completed at the UD or SDSU degree-granting institution.

E. The dual degree students who successfully complete all the required courses at Precision Agricultural Engineering at UD and Precision Agriculture at SDSU will receive both a degree at UD and at SDSU College of Agriculture, Food and Environmental Sciences.

F. The dual degree students will be given directions for applying to stay in the on-campus student residence halls during their study at SDSU. After one year, they are recommended but not required to continue staying in one of the SDSU on-campus residence halls.

III. SDSU'S RESPONSIBILITIES

A. SDSU in collaboration with UD will evaluate applications and review credits to transfer to SDSU. SDSU and UD will mutually agree on the number of qualified students that can be accepted from UD each semester/academic year. When transferring credits from an international university to SDSU, a course-by-course evaluation is required. This evaluation converts the educational credentials into the SDSU equivalents, detailing each course, its credit value, and the corresponding U.S.

grade.

B. In the fourth semester, SDSU will enroll students either in online or in-person sections of required courses in the dual degree program as follows in C.
C. SDSU will guide the UD students to take courses with the curriculum outlined in the Guideline Document.
D. SDSU College of Agriculture, Food and Environmental Sciences will provide academic advising.
E. SDSU College of Agriculture, Food and Environmental Sciences will appoint an administrator or faculty member to oversee the dual degree program as well as the well-being of the students, and to work directly with a UD counterpart.
F. SDSU will provide guidance to the UD students on how to obtain a grade report/SDSU transcript upon completion of the program from the SDSU Registrar's Office.
G. SDSU's International Office will provide UD with a list of anticipated costs each year.
H. SDSU's International Office will provide UD with instructions for the SDSU application, instructions for housing on campus, cost information and pre-departure information by email.
I. SDSU's International Office will provide each admitted student opting to study on the SDSU campus with the documents necessary to apply for a U.S. student visa at the appropriate U.S. Embassy or Consulate overseas. The visa type is currently a J-1.
J. SDSU's International Office will provide activities during the first days of the UD students' arrival to include introductions to staff/teachers, academic orientation, orientation to housing and meals, review of the schedule, use of technology, orientation to campus facilities, explanation of rules and regulations, and campus tour.
K. SDSU's International Office will arrange for airport pickup on arrival day each semester.

IV. UD RESPONSIBILITIES:

A. UD will have each participant complete the online SDSU application form, online Residential Life housing application, and any other required forms. UD will help each applicant with submitting all necessary application documents.
B. UD will have each participant pay the applicable tuition, fees, and related costs for the credits in which they enroll at SDSU, directly to SDSU. The rate of tuition will be set at non-resident, and all mandatory and course/discipline fees will be assessed.
C. UD will notify those UD students opting to study on the SDSU campus that they will need to cover their international travel costs to and from Brookings, SD, including all airport transfers and taxes.
D. UD will notify those UD students opting to study on the SDSU campus that they will have each participant arrange for visas and related travel documents.
E. Each UD student will pay charges and fees directly to their SDSU student account.
F. UD students opting to study on the SDSU campus will obtain the SDBOR required and university approved medical insurance.
G. UD will advise all participants to comply with all SDSU rules and regulations.

V. APPOINTMENT OF COORDINATORS

Each institution shall designate an individual who will serve as a Primary Contact for this agreement. The Primary Contact 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 academic aspects of the agreement.

The following individuals at each institution will be responsible for this agreement:

South Dakota State University	University of Debrecen
PRIMARY CONTACT FOR AGREEMENT Name: Teresa Seefeldt, PharmD, Ph.D. Title: Vice Provost for Undergraduate Education Office: Office of Academic Affairs Mailing Address: Morrill Hall, Room 230 Brookings, SD 57007 USA Email: teresa.seefeldt@sdstate.edu Telephone: +1-605-688-4173	**PRIMARY CONTACT FOR AGREEMENT** Name: Endre Harsányi, Ph.D. Title: Vice-Rector for Agricultural Innovation/Training Development Office: Faculty of Agricultural, Food Sciences and Environmental Sciences Mailing Address: Böszörményi út 138, 4032 Debrecen, Hungary Email: harsanyie@agr.unideb.hu Telephone: +36-52 508 444
ACADEMIC UNIT CONTACT Name: James Connors, Ph.D. Title: Associate Dean and Director of Academic Programs/Professor Office: College of Agriculture, Food and Environmental Sciences Mailing Address: Berg Agricultural Hall 162, Box 2207, Brookings, SD 57007 Email: james.connors@sdstate.edu Telephone: +1-605-688-4148	**ACADEMIC UNIT CONTACT** Name: Tamas Rátonyi, PhD. Title: Professor/Head, Precision Agriculture Engineering Office: Debreceni Egyetem, Mezőgazdaság-, Élelmiszertudományi és Környezetgazdálkodási Kar Mailing Address: Debrecen Kér u, 12, 4032 Debrecen, Hungary Email: ratonyi@agr.unideb.hu Telephone: +36-30 275 8018

The individuals in the positions listed above agree to respond to inquiries and correspondence from the partner institution in a timely and efficient manner.

VI. TERMS OF AGREEMENT

A. 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 the dual degree program under its provisions.
B. Matters not provided in this agreement shall be decided by mutual agreement between the two institutions and set forth in writing by the authorized representatives of the parties. Additional joint activities, such as student or faculty exchange, will require the execution of a separate agreement.
C. Modifications of this agreement shall be made in the form of a written addendum signed by both parties.
D. Nothing in the above agreement shall be construed as being legally binding.
E. This agreement depends upon the continued availability of appropriated funds and expenditure authority for this purpose from the Legislature of the State of South Dakota. If for any reason the Legislature fails to appropriate or grant expenditure authority or if funds become unavailable by operation of law or federal funds reductions, this agreement will be terminated by the State. Termination for any of these reasons is not a default by the State nor does it give rise to a claim against the State.

In the spirit of international friendship and cooperation, we hereby set our signatures:

for South Dakota State University	for the University of Debrecen
Dr. Barry H. Dunn, President	Prof. Dr. Zoltán Szilvássy, Rector
Date:	Date:

AGREEMENT ON ACADEMIC COOPERATION BETWEEN SOUTH DAKOTA STATE UNIVERSITY AND UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DUBLIN

On the basis of a mutual commitment to further international understanding and friendship, to share academic knowledge and to establish and develop mutually beneficial academic contacts, South Dakota State University (SDSU) and the University College Dublin, National University of Ireland, Dublin (UCD) agree to the following:

I. Scope of the Cooperation

Article 1. The institutions agree to exchange experience and information on questions of pedagogy, organization and contents of instruction, and the training of faculty and students, as appropriate. The area of exchange shall cover academic disciplines to be determined and negotiated by both parties and may specifically include academic disciplines within the SDSU College of Agriculture, Food and Environmental Sciences, SDSU Ness School of Management and Economics, and the SDSU College of Natural Sciences.

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 conduct joint research projects.

Article 4. Both institutions agree to discuss other proposals relating to future collaborations and exchange, including the possibility of brief exchange visits, joint publication of research, student and faculty exchange, student Study Abroad (direct enroll) programs, faculty-led tours and other similar projects as appropriate.

II. Appointment of Coordinators

Article 5. Each institution shall designate an individual and/or team 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	**University College Dublin**
PRIMARY CONTACT FOR AGREEMENT Name: Dennis D. Hedge, Pharm.D. Title: Provost and Vice President Office: Academic Affairs Mailing Address: Morrill Hall, Room 230 Brookings, SD 57007, USA Email: dennis.hedge@sdstate.edu Telephone: 605-688-4173	PRIMARY CONTACT FOR AGREEMENT Name: Enda Carroll Title: Associate Director, Learning Abroad Office: UCD Global Mailing Address: Gerard Manley Hopkins Centre, Belfield, Dublin 4, Ireland Email: enda.carroll@ucd.ie Telephone: +353 1 7168544
ACADEMIC UNIT CONTACT Name: Teresa Seefeldt, Pharm.D. Ph.D. Title: Vice Provost for Undergraduate Education Office: Academic Affairs Mailing Address: Morrill Hall, Room 230 Brookings, SD 57007, USA Email: teresa.seefeldt@sdstate.edu Telephone: 605-688-4173	ACADEMIC UNIT CONTACT Name: UCD Global Partnership team Office: UCD Global Mailing Address: Gerard Manley Hopkins Centre, Belfield, Dublin 4, Ireland Email: global.partnerships@ucd.ie Telephone: +353 1 7168500

Article 7. The individuals in the positions listed above agree to respond to inquiries and correspondence from the partner institution in a timely and efficient manner.

VI. Terms of Agreement

Article 8. This agreement shall be valid for a period of five years. This agreement will be effective upon signature of the responsible authority of each institution and may be terminated by either party by given written notice to the other institution six months in advance of the date of termination. A termination of the agreement will not affect persons who have already begun an exchange under its provisions.

Article 9. **Intention of the Parties.** The purpose of this agreement is only to express the intentions of the Parties and is not intended to be legally binding on any party except the provisions of Article 14. The terms of cooperation for each specific activity contemplated under this Agreement shall be mutually discussed and agreed upon in writing by the parties prior to the initiation of that activity. Any such activities agreed upon will be recorded and governed by a separate legally binding agreement, executed by the parties. Nothing in this agreement shall constitute or be deemed to constitute a partnership between the parties hereto or constitute or be deemed to constitute either party the agent of the other for any purpose whatsoever and neither party shall have any authority or power to bind the other party or to contract in the name of or create a liability against the other party.

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. SDSU confirms that it is aware of the UCD Statement on Academic Freedom at https://hub.ucd.ie/usis/!W_HU_MENU.P_PUBLISH?p_tag=GD-DOCLAND&ID=189

Article 13. Both parties shall acknowledge each institution's national legislative and professional requirements as an awarding body.

Article 14. Parties may use each other's name and/or logo on their website, corporate brochure, annual report and other marketing and public communications/ collaterals for the purposes of this Memorandum of Understanding only with the prior written consent of the other Party.

Article 15. 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:

South Dakota State University	University College Dublin, National University of Ireland, Dublin
_____	_____
Barry H. Dunn, President	Professor Orla Feely, President
_____	_____
Date:	Date:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – I (2)
DATE: April 2-3, 2025

****

SUBJECT

Agreements on Academic Cooperation – USD

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5.3 – Agreements and Contracts

BACKGROUND / DISCUSSION

BOR Policy 5.3 requires board action on a range of items including "Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded." To comply with this requirement, the University of South Dakota (USD) seeks approval to enter into an agreement on academic cooperation with Cadi Ayyad University, located in Marrakech, Morocco.

IMPACT AND RECOMMENDATION

The agreement with Cadi Ayyad 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 – USD & Cadi Ayyad University

****

DRAFT MOTION 20250402_5-I(2):

I move to approve the University of South Dakota to finalize and execute the agreement on academic cooperation between USD and Cadi Ayyad University in substantially similar form to that set forth in Attachment I.

MARRAKECH
جامعة القاضي عياض
UNIVERSITÉ CADI AYYAD

UNIVERSITY OF
SOUTH DAKOTA

Memorandum of Understanding

between Cadi Ayyad University, Morocco and University of South Dakota, USA

The President of the Cadi Ayyad University (hereinafter referred to as UCA), Marrakech, Morocco, and the Chair of the Department of Computer Science at the University of South Dakota, USA affirm their intent to promote such academic collaboration and exchanges as will be of mutual benefit to their respective Institutions and agree to:

Article 1: PURPOSE AND SCOPE

The universities, in accordance with their nature and objectives, are destined to play an essential role about the strengthening of friendship between the nations and their economic, social, and cultural development. This agreement is made as a gesture of good will between the two universities/institutions.

Article 2: AREA OF COOPERATION

The areas of collaboration may include any activity at either institution that could help foster and develop the relationship, such as:

1. Exchange of faculty and staff,
2. Exchange of students for studying and/or practical training/internships,
3. Special short-term academic programs and new forms of studying,
4. Cooperation concerning research projects including joint-supervision and accomplishment of doctoral theses,
5. Exchange of information, documentation, and materials where appropriate,
6. Acceptance of transfer of credits among the institutions,
7. Organizing joint conference and meetings,
8. Identifying and exploring further activities of mutual interest.

Details of the implementation of any exchange or cooperation resulting from this agreement shall be negotiated between the two educational institutions as such specific areas arise.

Article 3: IMPLEMENTATION AND EXECUTION

The collaboration on any activity, including the above listed activities, shall be subject to securing appropriate funding based on the approval of each institution's respective authority and to entering into separate agreements upon terms and conditions mutually agreed to by the parties.

Each Institution shall designate a liaison officer to develop and coordinate the specific activities. These are those individuals at the date of the signing of this agreement:

UCA (Morocco) – contact person:
International Relations Office
Cadi Ayyad University
Av. Abdelkrim El Khattabi, B.P. 511 – 40000, Marrakech, Morocco
Contact: (+212) 5.24.434.885 (tel) | vp-ri@uca.ma (email)

USD (USA) – contact person:
KC Santosh, PhD
Professor and Chair, Computer Science Department
University of South Dakota
414 E Clark St, Vermillion, SD 57069, USA
Contact: (+1) 605.658.6841 (tel) | kc.santosh@usd.edu (email)

Each Institution agrees not to use the other's name or logo in publicity without written consent from the Senior Executive of the other Institution or his/her designate.

Article 4: INTELLECTUAL PROPERTY

The intellectual property policies in place at each Institution shall apply to the activities initiated and implemented by the respective researchers.

Article 5: SELECTION OF PARTICIPANTS

Participants under this Memorandum of Understanding will be selected based on merit and without regard to race, national or ethnic origin, color, religion, age, sex, marital status, physical handicap, or sexual orientation. UCA and USD will each accept the participants selected by the other party if mutually acceptable academic and/or professional qualifications and standards are met.

Article 6: VALIDITY

This Memorandum of Understanding shall remain in force for a period of five (5) years from the date of last signature. It can be renewed after an evaluation for a period of one-year unless either university gives a written notice of intent to discontinue six months prior to its expiration.

Article 7: SETTLEMENT OF DISPUTES

Any disputes between the Parties regarding the interpretation or implementation of this Agreement shall be settled amicably.

This agreement has been signed in two copies, texts in English language, and each institution will receive one copy.

Cadi Ayyad University, Morocco	University of South Dakota, USA
_____	_____
Marrakech Place, Date	John Dudley Dean, College of Arts & Sciences
_____	_____
Signature The President	Sheila K. Gestring President, University of South Dakota

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – J
DATE: April 2-3, 2025

****

SUBJECT

Site Termination Requests

CONTROLLING STATUTE, RULE, OR POLICY

AAC Guideline 2.3.2.4.B – Site Termination

BACKGROUND / DISCUSSION

South Dakota State University has submitted a request asking that the following program site be terminated (see Attachment I).

- Degree Program: Wizipan Leadership and Sustainability Undergraduate Certificate
  Proposed Site to Terminate: Indian University of North America at Crazy Horse Memorial
  Justification: The undergraduate certificate in Wizipan Leadership and Sustainability has been offered as a semester long experience through a partnership with the Indian University of North America at Crazy Horse Memorial. This delivery method created challenges for student completion of the certificate, including the requirement to complete all courses within one semester and the need to relocate for the term. Therefore, SDSU seeks to terminate delivery of the certificate at Indian University of North America at Crazy Horse Memorial. SDSU plans to offer the program on the Brookings main campus and online to reach a broader range of students interested in learning about Indigenous perspectives on leadership and sustainability.

The University of South Dakota has submitted a request asking that the following program site be terminated (see Attachment II).

- Degree Program: Ed.S. in Educational Administration and Leadership – Director of Special Education Specialization (Site Termination)
  Proposed Site to Terminate: On-Campus

  Justification: The courses for this program are offered fully online with no campus options. On-campus options would prove to be low-enrolled. USD is seeking to terminate the on-campus site and offer this program only online. In doing so, USD can

(Continued)

****

DRAFT MOTION 20250402_5-J:

I move to approve SDSU & USD's requests to terminate the delivery sites for the specified programs, as presented.

more easily recruit students and provide better learning experiences while also increasing efficiency in our programming.

IMPACT AND RECOMMENDATION

SDSU does not anticipate any cost savings with this site termination, as the program will be offered on campus and online. USD expects some cost savings associated with their requests due to only offering the programs online, which will reduce low-enrolled sections while having a positive effect on faculty workload.

Board staff recommend approval.

ATTACHMENTS

Attachment I – SDSU Site Termination Request
Attachment II – USD Site Termination Request

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Termination of a Site

UNIVERSITY:	**SDSU**
DEGREE(S) AND PROGRAM:	**Wizipan Leadership and Sustainability Certificate**
SITE PROPOSED FOR TERMINATION[1]	**Indian University of North America at Crazy Horse Memorial**
CIP CODE:	**05.0202**
UNIVERSITY DEPARTMENT:	**College of Agriculture, Food and Environmental Sciences**
BANNER DEPARTMENT CODE:	**SCAF**
UNIVERSITY DIVISION:	**College of Agriculture, Food and Environmental Sciences**
BANNER DIVISION CODE:	**3F**

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.

Barry H Dunn — President of the University

2/19/25 — Date

1. **Program Degree Level:** Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

2. **Category:**[2] Certificate ☒ Specialization ☐ Minor ☐ Major ☐

3. **Provide a justification for terminating delivery at the site:**
The undergraduate certificate in Wizipan Leadership and Sustainability has been offered as a semester long experience through a partnership with the Indian University of North America at Crazy Horse Memorial. This delivery method created challenges for student completion of the certificate, including the requirement to complete all courses within one semester and the need to relocate for the term. Therefore, SDSU seeks to terminate delivery of the certificate at Indian University of North America at Crazy Horse Memorial. SDSU plans to offer the program on the Brookings main campus and online to reach a broader range of students interested in learning about Indigenous perspectives on leadership and sustainability.

[1] If this is an off-campus site, please include the physical address of the site as a well as a description or name of the location.
[2] Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

4. **If there are current students in the program, what are the implications of terminating the site and what is the plan for completion by the students?**
   There are no students currently enrolled in the program.

5. **What is the last date (day/month/year) by which a student can graduate in the program?**
   Fall 2024

6. **What is the proposed date (day/month/year) terminated status takes effect (the proposed date for terminated status is also the last date a student may enroll in or declare the program)?**
   Fall 2024

7. **What are the potential cost savings of terminating the program site and what are the planned uses of the savings?**
   There are no anticipated cost savings with termination of the program site.

8. **What are the resulting employee terminations and other possible implications including impact on other programs?**
   No employee terminations will result from termination of this site. The certificate will continue to be offered online and on the Brookings main campus.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Termination of a Site

Use this form to request termination of an off-campus delivery site or distance education program. 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.

UNIVERSITY:	**USD**
DEGREE(S) AND PROGRAM:	**Ed.S. - Educational Administration and Leadership: Director of Special Education [UEDS.EAL-DSE]**
SITE PROPOSED FOR TERMINATION[1]	**On Campus**
CIP CODE:	**13.0401**
UNIVERSITY DEPARTMENT:	**Educational Leadership**
BANNER DEPARTMENT CODE:	**UEDL**
UNIVERSITY DIVISION:	**School of Education**
BANNER DIVISION CODE:	**2E**

University Approval

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

President of the University _____ Date _____

1. Program Degree Level (place an "X" in the appropriate box): Specialist

	Associate		Bachelor's		Master's	X	Ed.S.		Doctoral

2. Category *(place an "X" in the appropriate box):*[2]

	Certificate	X	Specialization		Minor	X	Major

3. Provide a justification for terminating delivery at the site:

The courses for this program are offered fully online with no campus options. On-campus options would prove to be low-enrolled. We are seeking to terminate the on-campus site and offer this program only online. In doing so, we can more easily recruit students and provide better learning experiences while also increasing efficiency in our programming.

4. If there are current students in the program, what are the implications of terminating the site and what is the plan for completion by the students?

[1] If this is an off-campus site, please include the physical address of the site as a well as a description or name of the location.

[2] Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

There are no implications for current students enrolled in the program as all courses are already offered only online. Current students will not experience any changes and will be able to continue in their degree programs.

5. **What is the last date (day/month/year) by which a student can graduate in the program?**
   This is not applicable as the program will continue to be offered online.

6. **What is the proposed date (day/month/year) terminated status takes effect (the proposed date for terminated status is also the last date a student may enroll in or declare the program)?**
   May 12, 2025

7. **What are the potential cost savings of terminating the program site and what are the planned uses of the savings?**

   The potential cost savings of only offering these programs only online are reduced low enrolled course sections, which will have a positive effect on faculty workload.

8. **What are the resulting employee terminations and other possible implications including impact on other programs?**

There are no employee terminations or other possible implications to this or other programs.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – K
DATE: April 2-3, 2025

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SUBJECT

Program Reactivation Request – SDSU – MS & PhD in Sociology

CONTROLLING STATUTE, RULE, OR POLICY

AAC Guideline 2.3.2.5.A – Placement of Programs on Inactive Status

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) has submitted a request asking that the M.S. & PhD in sociology programs be reactivated (see Attachment I). The programs were placed on inactive status in 2020. Since that time, SDSU evaluated the curriculum and operations of both programs and assessed the need for graduates with these degrees. After this review, SDSU is prepared to move refreshed versions of these programs forward.

IMPACT AND RECOMMENDATION

Any costs to reactivate the programs will be covered through an internal reallocation of resources, and SDSU does not anticipate any additional cost. SDSU will also conduct a review of current faculty utilization and capacity as these programs are reactivated.

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSU Program Reactivation Request

****

DRAFT MOTION 20250402_5-K:

I move to approve SDSU's request to reactivate the MS and PhD in Sociology programs, as presented.

SOUTH DAKOTA STATE UNIVERSITY
Office of Academic Affairs

January 2, 2025

Dr. Janice Minder
SD Board of Regents
306 East Capitol Avenue, Suite 200
Pierre, SD 57501

RE: Reactivation of M.S. and Ph.D. in Sociology

Dear Dr. Minder:

On behalf of South Dakota State University (SDSU), I am writing to request the reactivation of the M.S. in Sociology (SMS.SOC) and the Ph.D. in Sociology (SPHD.SOC) programs. These programs were placed on inactive status in 2020. Since that time, SDSU evaluated the curriculum and operations of both programs and assessed the state's need for graduates with these degrees. Based on that review and analysis, and in alignment with SDSU's current strategic plan, *Pathway to Premiere 2030*, which includes achievement of R1 Carnegie Classification status, SDSU is moving this request forward for consideration. Reactivating SDSU's graduate programs in Sociology will benefit the state and region by contribution to the workforce of expertise in community social structures, relationships, and processes, with an emphasis on rural life.

Doctoral degree programs are a vital component of SDSU's academic portfolio, impacting the university's academic and research missions. Such programs provide training grounds for graduate students and a framework for important research that is guided by the faculty. SDSU currently lacks any active doctoral programs in the social sciences, an absence that inhibits SDSU's scholarly breadth and depth and its ability to impact a key sector of the state's workforce. Reactivating these programs will help address an important gap needing attention.

SDSU's decision to inactivate these programs in 2020 was driven by a lack of curricular definition resulting in declining enrollment. We are confident that refreshed versions of these programs will prove more robust by drawing on faculty with social sciences expertise across the institution, thereby providing a broader, more varied, and more sustainable base of program vitality and support.

SDSU's Ph.D. in Sociology program achieved a peak headcount enrollment of thirty-nine students in fall 2015. While SDSU expects that a reinvigorated program will eventually attract comparable enrollment, SDSU has set a more conservative near-term target of enrolling twenty-five students by fall 2030. Enrollment in the M.S. will be more modest. However, there is no additional cost to offering the M.S. alongside the Ph.D., and the master's program will provide academic flexibility as an option for students who do not desire to complete the Ph.D. program.

Reactivation of the M.S. and Ph.D. programs will entail a thorough review and judicious utilization of current faculty capacity. Any expenses will be covered through an internal reallocation of resources, and therefore, SDSU does not anticipate any additional cost to reactivate these programs.

Thank you for your consideration.

Sincerely,

Dennis D. Hedge, Pharm.D.
Provost and Vice President for Academic Affairs

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – L
DATE: April 2-3, 2025

****

SUBJECT

USD Radiologic Technology Program Agreements

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

The University of South Dakota (USD) seeks to enter into agreements with the radiologic technology programs at Avera McKennan Hospital, Avera Sacred Heart Hospital, and Sanford Medical Center regarding the specialization in Radiologic Technology with USD's BS in Health Sciences program.

IMPACT AND RECOMMENDATION

The three agreements outline the terms and conditions for academic credit transfer and financial aid terms for students accepted to the radiologic technology programs.

ATTACHMENTS

Attachment I – USD Agreement with Avera McKennan Hospital and University Health Center School of Radiologic Technology

Attachment II – USD Agreement with Avera Sacred Heart Radiologic Technology Program

Attachment III – USD Agreement with Sanford Medica Center (Sanford Radiography Program)

****

DRAFT MOTION 20250402_5-L:

I move to approve the University of South Dakota to finalize and execute the agreements between USD and Avera McKennan Hospital, Avera Sacred Heart Radiologic Technology, and Sanford Medical Center in substantially similar form to that set forth in Attachments I-III.

CONTRACTUAL ARRANGEMENT
Between
THE UNIVERSITY OF SOUTH DAKOTA
and the
AVERA MCKENNAN HOSPITAL AND UNIVERSITY HEALTH CENTER
SCHOOL OF RADIOLOGIC TECHNOLOGY
Regarding
Academic Credit Transfer and Financial Aid Terms
for the
Bachelor of Science in Health Sciences with Radiologic Technology Specialization

This CONTRACTUAL ARRANGEMENT is entered into by and between Avera McKennan d/b/a Avera McKennan Hospital and University Health Center School of Radiologic Technology (hereinafter RADIOLOGIC TECH PROGRAM) and the University of South Dakota (hereinafter USD).

WHEREAS, USD, which is accredited by The Higher Learning Commission, desires to place students in a Radiologic Technology environment for clinical experience,

and

WHEREAS, Avera McKennan Hospital and University Health Center, which is accredited by the Joint Commission and the RADIOLOGIC TECH PROGRAM, which is accredited by the Joint Review Committee on Education in Radiologic Technology ("JRCERT"), has agreed to affiliate and cooperate with the USD in granting the Bachelor of Science Degree in Health Sciences with a Specialization in Radiologic Technology.

NOW THEREFORE IT IS AGREED THAT:

I. PURPOSE OF CONTRACTUAL ARRANGEMENT

USD and the RADIOLOGIC TECH PROGRAM recognize that this CONTRACTUAL ARRANGEMENT exists for the following purposes:

A. To provide the student with the professional atmosphere in which he or she may be assisted to:

1. apply toward patient care that body of knowledge deemed necessary for the practice of radiologic technology;

2. correlate academic knowledge with the practice of radiologic technology;

3. relate to and interact with the total health care community of which all healthcare professions are important components;

4. develop entry level competence in management, education and professional skills appropriate to the practice of radiologic technology.

B. To provide the RADIOLOGIC TECH PROGRAM with the opportunity to:

1. contribute to the educational preparation of future Radiologic Technologists;

2. participate in continuing education meetings, conference, etc., with USD

3. keep abreast of advance in professional technology and clinical practices;

4. interest students in possible future employment.

C. To provide USD the benefit of:

1. availability of a professional field experience in Radiologic Technology;

2. utilization of off-site Radiology faculty and clinical staff with high levels of knowledge, background, and expertise;

3. access to a wide variety of state-of-the-art technology, RADIOLOGIC TECH PROGRAM supplies, and laboratory equipment.

II. GENERAL TERMS

A. Students from USD interested in attending the RADIOLOGIC TECH PROGRAM, shall submit applications for admission and shall be interviewed by the RADIOLOGIC TECH PROGRAM Officials. All students shall be subject to admission requirements prescribed by the RADIOLOGIC TECH PROGRAM.

B. The RADIOLOGIC TECH PROGRAM shall be free to accept students on a selective, non-discriminatory basis. The total number of qualified students is to be stipulated by the JRCERT to maintain accredited status. The maximum number of students to be accepted in any one year from all affiliated schools is 14 .

C. USD students must apply for formal admission to the USD Radiologic Technology Specialization. Admission requirements are as follows: Completion of required USD coursework, acceptance into the RADIOLOGIC TECH PROGRAM, completion of all Health Affairs requirements, including all immunization requirements, and a successful background check.

D. Students entering the RADIOLOGIC TECH PROGRAM will have completed the coursework and minimum grade requirements required by USD prior to admission to the RADIOLOGIC TECH PROGRAM. The granting of a Bachelor of Science Degree in Health Sciences with a Specialization in Radiologic Technology after the RADIOLOGIC TECH PROGRAM clinical experience shall be awarded by USD. The granting of academic credit and baccalaureate degree by USD shall NOT be contingent upon the student passing any certifying exam.

E. Students must dual enroll.

F. The RADIOLOGIC TECH PROGRAM is approximately 24 months, with enrollment beginning the Tuesday after Labor Day and graduation commencing on the third Friday of August of the second year in the RADIOLOGIC TECH PROGRAM.

G. During the professional experience, the radiology students are expected to pay their own living and health insurance expenses.

H. Students are required to carry health insurance. USD School of Health Sciences and the RADIOLOGIC TECH PROGRAM are responsible for verifying health insurance upon entrance into the Radiography Program and Radiologic Technology Specialization. The RADIOLOGIC TECH PROGRAM is responsible for verifying continued health insurance coverage while in the RADIOLOGIC TECH PROGRAM.

I. Students are required to comply with health status requirements established by the RADIOLOGIC TECH PROGRAM policies. Students are required to comply with the University of South Dakota Health Affairs immunizations and background check requirements outlined in the USD Health Affairs Affiliation Agreement. Students are also responsible for following the administrative policies of the RADIOLOGIC TECH

PROGRAM, including, but not limited to, compliance with any privacy and confidentiality rules pursuant to the Health Insurance Portability and Accountability Act of 1996.

III. JOINT RESPONSIBILITIES

A. The RADIOLOGIC TECH PROGRAM Director and the USD Academic director will discuss curriculum effectiveness, proposed curriculum changes and matters of mutual concern.

B. This Arrangement shall be reviewed periodically by both parties but not less than once per year.

C. The RADIOLOGIC TECH PROGRAM hereby expressly agrees to indemnify and hold USD harmless from any and all damages to persons or property or from any other claims, liabilities, costs or expenses (including attorney's fees), resulting from the acts or omissions, including default or negligence of THE RADIOLOGIC TECH PROGRAM, or its employees, principals, agents, successors or assigns arising from or as a result of the performance of this Arrangement.

IV. THE UNIVERSITY OF SOUTH DAKOTA RESPONSIBILITIES

A. USD shall grant academic credit for satisfactory completion of each specific area of study during the clinical experience. Four terms of 12 credits for a total of 48 credits will transfer to USD from the Avera McKennan RADIOLOGIC TECH PROGRAM.

B. Students successfully completing all university and major requirements shall have or be awarded a Bachelor of Science in Health Sciences degree with a Specialization in Radiologic Technology upon completion of the RADIOLOGIC TECH PROGRAM'S requirements. USD will be solely responsible for the awarding of its baccalaureate degree.

C. Policies concerning USD's Academic Standards including pass/fail decisions, grading systems and other educational procedures and student health policies shall be as set forth in the USD catalog and South Dakota Board of Regents policies.

D. USD shall provide courses consistent with the prerequisites for the RADIOLOGIC TECH PROGRAM which satisfy the Standards of an Accredited Educational Program for Radiologic Technology as adopted by the JRCERT.

E. USD shall provide advising for students to include information necessary for application, criteria for admission, and policies of the RADIOLOGIC TECH PROGRAM.

F. USD shall maintain records on students enrolled in the RADIOLOGIC TECH PROGRAM.

G. Students from USD shall be accepted by the RADIOLOGIC TECH PROGRAM only after their transcripts have been evaluated as satisfactory by the Academic Director at USD and after the USD Registrar has certified that the students have fulfilled the requirements for entrance into the RADIOLOGIC TECH PROGRAM.

H. USD agrees that all students will be covered for activities in connection with this Arrangement by maintaining in force during the term of this Arrangement general liability and professional liability insurance coverage in appropriate amounts.

V. RADIOLOGIC TECH PROGRAM RESPONSIBILITIES

A. The RADIOLOGIC TECH PROGRAM shall provide a practical and didactic curriculum consistent with the requirements of the Standards of an Accredited Education Program for Radiologic Technology as adopted by JRCERT.

B. The RADIOLOGIC TECH PROGRAM shall provide teaching faculty to be responsible for the professional experience at the RADIOLOGIC TECH PROGRAM.

C. The Program Director of the RADIOLOGIC TECH PROGRAM shall plan and implement the curriculum and shall notify USD of proposed changes at least three months before they are implemented.

D. The RADIOLOGIC TECH PROGRAM shall establish performance criteria and shall notify USD if a student is not passing or fails to complete the RADIOLOGIC TECH PROGRAM.

E. The RADIOLOGIC TECH PROGRAM shall provide USD Academic Director with information about the Student Selection Procedure.

F. The RADIOLOGIC TECH PROGRAM shall provide the USD Academic Director a copy of the Student Policy Manual describing pass/fail criteria, grading and other evaluation procedures, student health policies, grievance procedure and appeal mechanism, and a general overview of curriculum in order to provide better advising for students.

G. After each academic year and at the completion of the professional training period, the RADIOLOGIC TECH PROGRAM shall submit to the USD Academic Director the USD Registrar the official transcript of course work signed by the Director of the RADIOLOGIC TECH PROGRAM . The RADIOLOGIC TECH PROGRAM Director must work with USD Instructor of Record to establish appropriate grades each semester. Semester grades for each USD course will be calculated based on the number of clock hours required for each course in the hospital program. The grading scale for USD courses will follow the A-F system used in all HSC prefix courses.

H. The RADIOLOGIC TECH PROGRAM shall extend institutional courtesy for facilities use privileges to the Academic Director at USD and the RADIOLOGIC TECH PROGRAM director shall have a courtesy clinical faculty appointment at USD. This appointment carries no salary, stipend, or other fiscal remuneration as a result of the Contractual Arrangement.

I. The RADIOLOGIC TECH PROGRAM has supervisory responsibility for students during the professional training period.

J. The RADIOLOGIC TECH PROGRAM agrees to assure USD that students formally accepted into the RADIOLOGIC TECH PROGRAM will be allowed to complete the RADIOLOGIC TECH PROGRAM. Written notice of the RADIOLOGIC TECH PROGRAM closing shall be sent to USD.

K. The RADIOLOGIC TECH PROGRAM shall have the right to terminate the use of any of its facilities by any student or USD faculty member for violation of RADIOLOGIC TECH PROGRAM regulations, procedures, and policies. The RADIOLOGIC TECH PROGRAM agrees that, except in emergency situations, the RADIOLOGIC TECH PROGRAM will not take action until the grievance or matter has been discussed between the affected student and/or faculty member and USD. However, the final decision shall be made by RADIOLOGIC TECH PROGRAM Administration.

L. The RADIOLOGIC TECH PROGRAM will maintain the confidentiality of any educational records pertaining to students and subject to the Family Education Rights and Privacy Act and received from USD or a

student. The RADIOLOGIC TECH PROGRAM cannot transfer to any third party or allow access to third parties to the educational record in violation of the Family Education and Rights Privacy Act. The RADIOLOGIC TECH PROGRAM agrees that it will maintain the confidentiality and privacy of those educational records pursuant to the Family Education Rights and Privacy Act.

M. The RADIOLOGIC TECH PROGRAM certifies that it has in place policies that protect USD students and employees from sexual harassment and discrimination while they are onsite during this Contractual Arrangement. The RADIOLOGIC TECH PROGRAM agrees to provide USD with copies of its non-discrimination and sexual harassment policies.

VI. TERMS OF THIS AGREEMENT

This Arrangement shall automatically renew on an annual basis, unless it is otherwise terminated in accordance with the terms of this Agreement.

USD makes no agreement to provide any specific number of students to the RADIOLOGIC TECH PROGRAM, nor does the RADIOLOGIC TECH PROGRAM agree to accept any specific number of students from USD into the RADIOLOGIC TECH program.

It is understood and agreed that the Parties hereto may mutually revise or modify this Agreement by written amendment properly.

Both Parties reserve the right to terminate the Agreement with ninety days prior written notice. Any students participating in the RADIOLOGIC TECH PROGRAM field experience shall be allowed to finish said experiences to obtain a Bachelor of Science in Health Sciences Degree with a Specialization in Radiologic Technology from USD.

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by the State and the University of South Dakota. Termination for any of these reasons is not a default by the State nor does it give rise to a claim against the State.

Financial Aid Terms

A. USD students participating in the RADIOLOGIC TECH Program will remain enrolled at USD. The University of South Dakota will report enrollment information for the students to National Student Loan Clearinghouse.

B. USD students will earn academic credit for coursework completed at the RADIOLOGIC TECH Program in accordance with the terms of this contractual arrangement.

C. The coursework at the RADIOLOGIC TECH Program will be considered part of the student's eligible program at USD.

D. USD will provide enrolled and prospective students with a description of the written arrangement which has been entered into with the RADIOLOGIC TECH Program which includes:

a. The curriculum offerings for the coursework provided by the RADIOLOGIC TECH Program.

b. The method of delivery of that part of the program offered at the RADIOLOGIC TECH Program.

c. The costs student may incur by enrolling in the RADIOLOGIC TECH Program.

E. USD will be responsible for financial aid for the students attending the RADIOLOGIC TECH Program. USD will perform the financial aid processing and disbursing functions, will be responsible for maintaining information on Title IV eligibility for students attending the RADIOLOGIC TECH Program, and will maintain Title IV recordkeeping and reporting requirements.

F. USD will perform satisfactory academic progress calculations on the students after each academic year.

G. USD will make available required student consumer information to students attending the RADIOLOGIC TECH Program.

H. The RADIOLOGIC TECH Program will inform USD of all costs of students enrolled at the RADIOLOGIC TECH Program in order for USD to provide enrolling students and prospective students with a realistic view of costs they will incur.

I. The RADIOLOGIC TECH Program will notify USD immediately if a student withdraws or stops attending the RADIOLOGIC TECH Program and will provide the withdrawal date in order for USD to perform the Federal Return of Title IV Funds calculation.

J. The RADIOLOGIC TECH Program will notify USD of any financial aid awarded to USD students from the RADIOLOGIC TECH Program.

K. The RADIOLOGIC TECH Program will provide and send an academic transcript to USD for each student each academic year and upon completion of the program.

L. The RADIOLOGIC TECH Program attests that it has not:

a. had its eligibility to participate in the Title IV, HEA programs terminated by the Secretary;

b. voluntarily withdrawn from participation in Title IV, HEA programs under a termination, show-cause, suspension or similar type proceeding;

c. had its certification to participate in Title IV, HEA programs revoked by the Secretary;

d. had its application for re-certification to participate in the Title IV, HEA programs denied by the Secretary; or

e. had its application for certification to participate in the Title IV, HEA programs denied by the Secretary.

All matters relating to the validity, construction, performance, or enforcement of this Agreement shall be controlled by and determined in accordance with the laws of the state of South Dakota. All legal actions initiated with respect to or arising from this Agreement or any provision contained therein shall be initiated, filed and venued solely and exclusively in the State of South Dakota District Court located in the City of Sioux Falls, County of Minnehaha, State of South Dakota.

In WITNESS WHEREOF the parties have caused this Agreement to be duly executed intending to be bound thereby.

Signatures:

Avera McKennan d/b/a Avera McKennan Hospital and University Health Center School of Radiologic Technology:

_____ _____

Susan Pritchard, Program Director Date
Avera McKennan School of Radiologic Technology

_____ _____

Ronald J. Place, MD, President and CEO Date
Avera McKennan Hospital and University Health Center

The University of South Dakota:

_____ _____

Haifa Samra, Dean of Health Sciences Date
University of South Dakota

_____ _____

Sheila K. Gestring, President Date
University of South Dakota

CONTRACTUAL ARRANGEMENT

Between

THE UNIVERSITY OF SOUTH DAKOTA
and the
SACRED HEART HEALTH SERVICES d/b/a
AVERA SACRED HEART HOSPITAL
RADIOLOGIC TECHNOLOGY PROGRAM
Regarding
Academic Credit Transfer and Financial Aid Terms
for the
Bachelor of Science in Health Sciences with Radiologic Technology Specialization

This Agreement is entered into by and between Sacred Heart Health Services d/b/a Avera Sacred Heart Hospital ("Hospital") and the University of South Dakota ("USD"). The Hospital, which is accredited by the Joint Commission ("JC"), operates a Radiologic Technology Program ("Radiologic Tech Program") which is accredited by JC's Joint Review Committee on Education in Radiologic Technology (JRCERT). USD, accredited by The Higher Learning Commission, offers a curriculum that allows students to be eligible for application to the Radiologic Tech Program. Upon completion of a specific curriculum, USD may grant a Bachelor of Science Degree in Health Sciences with a Specialization in Radiologic Technology.

The purpose of this Arrangement is to memorialize the affiliation between the Hospital and USD in the provision of educational opportunities and financial and administrative services to students studying the radiological sciences.

Therefore, the parties mutually agree to the following terms and conditions:

I. General Provisions:

A. The Hospital retains absolute control and responsibility for the operation of the Radiologic Tech Program, and USD retains absolute control and responsibility for its curriculum. Nothing in this Arrangement shall be construed to guarantee the continued operation of the Radiologic Tech Program or of USD's curriculum.

B. The Hospital and USD faculty shall hold meetings at mutually agreeable times to:

1. Evaluate the current effectiveness of the curriculum for the Radiologic Tech Program.
2. Discuss any potential changes to the curriculum of the Radiologic Tech Program.
3. Discuss any other areas of mutual concern regarding the Radiologic Tech Program.

The parties agree to hold these meetings with the goal of maintaining and improving the quality of the Radiologic Technology Program for the benefit of the students and the healthcare community.

C. Notification of all curriculum changes at either the Hospital and/or USD will be provided to the Radiologic Tech Program Director and academic director of USD. All curriculum changes must meet the standards and policies of the Hospital, USD, and JRCERT.

D. Both the Hospital and USD will maintain all necessary accreditation requirements.

E. Both the Hospital and USD will maintain the confidentiality of any educational records pertaining to students and subject to the Family Education Rights and Privacy Act (FERPA).

F. To be eligible to apply for admission into the Radiologic Tech Program, USD students must have completed the coursework and minimum grade requirements required by the USD. USD must certify that the applicant has fulfilled the USD requirements for entrance into the Radiologic Technology Specialization. Furthermore, USD students must meet all other eligibility requirements for the Radiologic Tech Program. The Hospital shall provide information to USD in order for USD to be able to advise its students about the Radiologic Tech Program.

G. USD students may apply for admission to the Radiologic Tech Program, and at the Hospital's request, may be interviewed by the Admissions Committee of the Radiologic Tech Program. Application materials may be obtained from the Hospital's Radiologic Tech Program Director. All students shall be subject to admission requirements of the Hospital Radiologic Tech Program, as well as USD admission requirements to the Radiologic Technology Specialization. Upon acceptance into the Hospital Radiologic Tech Program, the Hospital Program Director will provide USD with written proof of admission.

H. The Hospital does not guarantee that any student from USD will be accepted into the Radiologic Tech Program. Rather, the Hospital is free to accept eligible applicants from any educational institution of its choosing. USD does not agree to provide any specific number of applicants to the Radiologic Tech Program.

I. USD students must apply for formal admission to the USD Radiologic Technology Specialization. Admission requirements are as follows: Completion of coursework required by USD, acceptance into the Radiologic Tech Program, completion of all Health Affairs requirements, including all immunization requirements, and a successful background check.

J. Students accepted into the Radiologic Tech Program must dual enroll.

K. Students enrolled in the Radiologic Tech Program are responsible for their own lodging and other personal expenses.

L. Students are required to purchase the Accident Policy provided through the Hospital. Students are required to carry health insurance. USD School of Health Sciences and the Radiologic Tech Program are responsible for verifying health insurance upon entrance into the Radiography Program and Radiologic Technology Specialization. The Radiologic Tech Program is responsible for verifying continued health insurance coverage while in the Radiologic Tech Program.

M. USD students are required to comply with health status requirements established by the Hospital. Students accepted by the Radiologic Tech Program are required to have a criminal background check, drug screen check, and a health assessment. These are provided by the Hospital at no cost to the student. Students are required to comply with the University of South Dakota Health Affairs immunizations and background check requirements outlined in the USD Health Affairs Affiliation Agreement.

N. USD students must comply with all of the Hospital's policies and procedures, including but not limited to the following:

1) Students will undergo eight hours of hospital orientation training including mission, goals, philosophy, vision, values, customer service, infection control, workplace injuries, back safety, HIPAA, benefits, corporate compliance, and environment of care.
2) Students will act in accordance with the Hospital's Corporate Compliance Radiologic Tech Program Policy, a copy of which is available from the Hospital.
3) Students will follow the Hospital's Code of Conduct, a copy of which is available from the Hospital.

O. USD students participating in the Radiologic Tech Program are not guaranteed employment at the Hospital after they complete the Program.

P. The Hospital retains the right to terminate any USD student at any time for any violation of Hospital policies or for any other reason. USD retains the right to terminate any Radiologic Tech Program participant enrolled as a student at USD at any time for any violation of USD's policies or for any other reason. The Hospital and USD agree that action for the dismissal of a student will not take place until the grievance has been discussed between both parties. However, the final decision shall be made by the Hospital.

Q. Both Hospital and USD certify that neither they, their directors, officers, agents, or employees are excluded, debarred, suspended, or otherwise ineligible to participate in any federal reimbursement programs, or have been convicted, under federal or state

law, of a criminal offense related to (i) the neglect or abuse of a patient, or (ii) the delivery of an item or service, including the performance of management or administrative services related to the delivery of an item or service, under the Medicare or Medicaid programs. Both the Hospital and USD also agree that if either party becomes ineligible to participate in any of the previously listed programs, it will immediately notify the other entity. This Agreement shall be terminated immediately if the Hospital or USD becomes ineligible under any of these programs.

II. Hospital Responsibilities:

A. The Hospital shall provide the USD academic director with information regarding the selection of students by the Admissions Committee.

B. The Hospital shall provide the USD academic director information regarding pass/fail criteria, grading system and other evaluation procedures, student health policies, grievance procedures and appeal mechanism, and a general overview of curriculum in order for USD to provide better advising for its students.

C. The Hospital shall provide a practical and didactic curriculum and qualified teaching faculty consistent with the requirements of the Standards of an Accredited Education Radiologic Tech Program for the Radiologic Technologists as adopted by JRCERT.

D. The Hospital shall establish performance criteria for the Radiologic Tech Program and notify the USD if a USD student is not passing or fails to complete the Radiologic Tech Program. The Hospital must work with USD Instructor of Record to establish appropriate grades each semester.

E. The Hospital shall send USD the student's official transcript from the Radiologic Tech program annually. Upon completion of the student's participation in the Radiologic Tech Program, the Hospital will award the student the Certificate of Completion for eligibility for ARRT National Board Registry Examination.

F. The Hospital agrees to assure the USD that students formally accepted into the Radiologic Tech Program and in good standing will be allowed to complete the Radiologic Tech Program if the Radiologic Tech Program closes. Written notice of Radiologic Tech Program closing will be sent to USD.

III. <u>USD Responsibilities:</u>

A. USD will handle all financial aid transactions for students enrolled through the USD. Students wishing to obtain a Bachelor of Science Degree and financial and administrative services must be accepted through USD. The USD will administer Financial Aid to those students who meet the criteria.

B. USD agrees that all students will be covered for activities in connection with this Agreement by maintaining in force during the term of this Agreement general liability and professional liability insurance coverage in appropriate amounts.

C. USD shall appoint a liaison who shall serve as a point of communication for the Radiologic Tech Program Director and provide advising for the students to include information necessary for application, criteria for admission and policies of the Radiologic Tech Program. The RADIOLOGIC TECH PROGRAM director shall have a courtesy clinical faculty appointment at USD. This appointment carries no salary, stipend, or other fiscal remuneration as a result of the Contractual Arrangement.

D. Policies concerning USD's Academic Standards including pass/fail decisions, grading systems and other educational procedures and student health policies shall be as set forth in the USD catalog and South Dakota Board of Regents policies.

E. USD shall grant academic credit to USD students for the Radiologic Tech Program. Semester grades for each USD course will be calculated based on the number of clock hours required for each course in the hospital program. The grading scale for USD courses will follow the A-F system used in all HSC prefix courses. USD will award a baccalaureate degree upon successful completion of the Radiologic Tech Program and upon meeting all requirements of both USD and the Radiologic Tech Program. The granting of academic credit and baccalaureate degree by the USD shall NOT be contingent upon the student passing any certifying examination.

F. USD agrees to assure the Hospital that students formally accepted into the Radiologic Tech Program and in good standing will be allowed to complete the Radiologic Tech Program and USD will award the baccalaureate degree if USD terminates the affiliation agreement. Written notice of termination of affiliation agreement will be sent to Hospital.

IV. Financial Aid Terms

A. USD students participating in the RADIOLOGIC TECH Program will remain enrolled at USD. The University of South Dakota will report enrollment information for the students to National Student Loan Clearinghouse

B. USD students will earn academic credit for coursework completed at the RADIOLOGIC TECH Program in accordance with the terms of this contractual arrangement.

C. The coursework at the RADIOLOGIC TECH Program will be considered part of the student's eligible program at USD.

D. USD will provide enrolled and prospective students with a description of the written arrangement which has been entered into with the RADIOLOGIC TECH Program which includes:

a. The curriculum offerings for the coursework provided by the RADIOLOGIC TECH Program.
b. The method of delivery of that part of the program offered at the RADIOLOGIC TECH Program.
c. The costs student may incur by enrolling in the RADIOLOGIC TECH Program.

E. USD will be responsible for financial aid for the students attending the RADIOLOGIC TECH Program. USD will perform the financial aid processing and disbursing functions, will be responsible for maintaining information on Title IV eligibility for students attending the RADIOLOGIC TECH Program, and will maintain Title IV recordkeeping and reporting requirements.

F. USD will perform satisfactory academic progress calculations on the students after each academic year.

G. USD will make available required student consumer information to students attending the RADIOLOGIC TECH Program.

H. The RADIOLOGIC TECH Program will inform USD of all costs of students enrolled at the RADIOLOGIC TECH Program in order for USD to provide enrolling students and prospective students with a realistic view of costs they will incur.

I. The RADIOLOGIC TECH Program will notify USD immediately if a student withdraws or stops attending the RADIOLOGIC TECH Program and will provide the withdrawal date in order for USD to perform the Federal Return of Title IV Funds calculation.

J. The RADIOLOGIC TECH Program will notify USD of any financial aid awarded to USD students from the RADIOLOGIC TECH Program.

K. The RADIOLOGIC TECH Program will provide and send an academic transcript to USD for each student each academic year and upon completion of the program.

L. The RADIOLOGIC TECH Program attests that it has not:
a. had its eligibility to participate in the Title IV, HEA programs terminated by the Secretary;
b. voluntarily withdrawn from participation in Title IV, HEA programs under a termination, show-cause, suspension or similar type proceeding;
c. had its certification to participate in Title IV, HEA programs revoked by the Secretary;
d. had its application for re-certification to participate in the Title IV, HEA programs denied by the Secretary; or
e. had its application for certification to participate in the Title IV, HEA programs denied by the Secretary.

V. Term and Termination:

A. This Arrangement shall automatically renew on an annual basis unless it is otherwise terminated in accordance with the terms of this Agreement. Both Parties reserve the right to terminate the Agreement with ninety days prior written notice.

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by the State and the University of South Dakota. Termination for any of these reasons is not a default by the State nor does it give rise to a claim against the State.

B. This Arrangement shall be governed by the laws of the State of South Dakota.

C. The rights and obligations associated with this Agreement cannot be assigned without the express written consent of both parties.

D. All notices associated with this Arrangement shall be given by personal delivery or registered or certified mail and shall be addressed to the parties as indicated below:

Hospital:	USD:
Anessa Van Osdel, MA, RT(R)(M) Director School of Radiologic Tech Avera Sacred Heart Hospital 501 Summit Yankton, SD 57078	Beth Freeburg, PhD Associate Provost University of South Dakota 414 E. Clark Street Vermillion SD, 57069

E. This Agreement constitutes the full and complete Agreement between the parties regarding the subject matter of this Agreement and shall not be modified except by written instrument signed by each of the parties.

F. In the event that a provision of this Agreement is held to be invalid or unenforceable, the balance of this Agreement will remain in full force and effect.

The parties have executed this agreement on the date(s) indicated below.

Signatures:

_____	_____
Douglas R. Ekeren, President & CEO Avera Sacred Heart Hospital	Date
_____	_____
Lindsay Flannery, VP Patient Care Services Avera Sacred Heart Hospital	Date
_____	_____
Anessa Van Osdel, Director School Rad Tech Avera Sacred Heart Hospital	Date
_____	_____
Haifa Samra, Dean of Health Sciences University of South Dakota	Date
_____	_____
Sheila K. Gestring, President University of South Dakota	Date

CONTRACTUAL ARRANGEMENT

Between

THE UNIVERSITY OF SOUTH DAKOTA
and the
SANFORD MEDICAL CENTER (SANFORD RADIOGRAPHY PROGRAM)

Regarding
Academic Credit Transfer and Financial Aid Terms
for the
Bachelor of Science in Health Sciences with Radiologic Technology Specialization

General Terms.

A. To be qualified for the Radiography Program at Sanford ("Sanford Radiography Program"), students must have completed all the course requirements (72 Credits) toward the bachelor's degree in health sciences at the University of South Dakota with a minimum grade point average of 2.5 prior to the start of the Sanford Radiography Program.

B. Students from the University of South Dakota interested in participating in the Sanford Radiography Program shall submit applications for admission and shall be interviewed by the Sanford Radiography Program Officials. All students shall be subject to admission requirements prescribed by the Sanford Radiography Program.

C. The Sanford Radiography Program shall be free to accept students on a selective, non-discriminatory basis. The total number of qualified students is to be stipulated by the JRCERT to maintain accredited status. The maximum number of students to be accepted in any one year from all affiliated schools is to be fourteen (14).

D. Students must apply for formal admission to the USD Radiologic Technology Specialization. Admission requirements are as follows: Completion of USD course requirements, acceptance into the Sanford Radiography Program, completion of all Health Affairs requirements, including all immunization requirements, and a successful background check.

E. The Sanford Radiography Program shall be 24 months in length.

F. During their participation in the Sanford Radiography Program, students are expected to pay their own living and health insurance expenses. Students are required to carry health insurance. USD School of Health Sciences and the Sanford Radiography Program are responsible for verifying health insurance upon entrance into the Radiography Program and Radiologic Technology Specialization. The Sanford Radiography program is responsible for verifying continued health insurance coverage while in the radiography program.

G. Students are required to comply with health status requirements established by the Sanford Radiography Program policies and the University of South Dakota Health Affairs immunization and background check requirements outlined in the USD Health Affairs Affiliation Agreement. Students are also responsible for the following administrative policies of the Sanford Radiography Program, including, but not limited to, compliance with any privacy and confidentiality rules pursuant to the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

H. Students must dual enroll.

Joint Responsibilities.

A. Meetings of appropriate faculty members, the USD Health Sciences Program Director and the Sanford Radiography Program Officials shall be held at least annually to discuss current curriculum effectiveness, proposed curriculum changes and matters of mutual concern.

B. This arrangement shall be reviewed periodically by both parties, but in no event less than once per year.

C. The parties shall comply with the student financial aid terms set forth on Exhibit A.

D. Both parties reserve the right to terminate the contractual arrangement with ninety days' prior written notice. Any students participating in the Sanford Radiography Program shall be allowed to finish the radiography program to obtain a Bachelor of Science in Health Sciences Degree with a Specialization in Radiologic Technology from the University of South Dakota.

E. This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by the State and the University of South Dakota. Termination for any of these reasons is not a default by the State nor does it give rise to a claim against the State.

University of South Dakota Responsibilities.

A. The University of South Dakota shall grant academic credit for satisfactory completion of each specific area of study during the Sanford Radiography Program. Four terms of 12 credits for a total of 48 credits will transfer to USD from the Sanford Radiography Program. The granting of academic credit by the University of South Dakota for completion of the Sanford Radiography Program shall not be contingent upon the student passing any certifying examination.

B. Students successfully completing all USD BS in Health Sciences and Sanford Radiography Program requirements will be awarded a Bachelor of Science in Health Sciences with a Specialization in Radiologic Technology. The granting of the degree and specialization will not be contingent upon the student passing any certifying exam.

C. Policies concerning the University of South Dakota's academic standards, including pass/fail decisions, grading systems, and other educational procedures and student health policies shall be as set forth in the University of South Dakota catalog and South Dakota Board of Regents policies.

D. The University of South Dakota shall extend institutional courtesy for facilities use privileges to the Sanford Radiography Program Director, and he/she shall have a courtesy clinical faculty appointment with the University of South Dakota. It is understood that this appointment carries with it no salary, stipend, or other fiscal remuneration as a result of this appointment.

E. The University of South Dakota shall provide courses consistent with the prerequisites for the Sanford Radiography Program and which satisfy the Standards for an Accredited Educational Program in Radiography as adopted by JRCERT.

F. The University of South Dakota shall provide students with information necessary for application to the Sanford Radiography Program, including criteria for admission and student policies, and shall also provide career counseling for the student.

G. The University of South Dakota shall maintain records on students enrolled in the Sanford Radiography Program.

H. Students from the University of South Dakota shall be accepted into the Sanford Radiography Program only after their transcripts have been evaluated as satisfactory by the Academic Director at USD and after the USD Registrar has certified that the students have fulfilled the requirements for entrance into the Sanford Radiography Program.

I. USD agrees that all students will be covered for activities in connection with this Arrangement by maintaining in force during the term of this Arrangement general liability and professional liability insurance coverage in appropriate amounts.

Sanford Responsibilities.

A. The Sanford Radiography Program shall provide a practical and didactic curriculum consistent with the requirements of the Standards for an Accredited Educational Program in Radiography as adopted by JRCERT. Sanford will assure that the Radiography Program meets all accreditation requirements of the Standards of an Accredited Radiologic Technology Program as adopted by JRCERT and will maintain their JRCERT accreditation.

B. Sanford shall provide teaching faculty to be responsible for the Sanford Radiography Program.

C. The Sanford Radiography Program Director shall plan and implement the Program curriculum and shall notify the University of South Dakota of proposed changes at least three months before they become effective.

D. Sanford shall establish performance criteria and shall notify the University of South Dakota if a student is not passing or fails to complete the Sanford Radiography Program. The Sanford Radiography Program must work with USD Instructor of Record to establish appropriate grades each semester. Semester grades for each USD course will be calculated based on the number of clock hours required for each course in the hospital program. The grading scale for USD courses will follow the A-F system used in all HSC prefix courses.

E. Sanford shall provide the University of South Dakota Academic Director with information regarding the Student Selection Procedure.

F. Sanford shall provide the University of South Dakota Academic Director a copy of the Student Policy Manual describing pass/fail criteria, grading and other evaluation procedures, student health policies, grievance procedure and appeals mechanism and a general overview of curriculum in order to provide better advising for students.

G. At the completion of each academic year and at the completion of the Sanford Radiography Program, Sanford shall submit to the USD Academic Director and/or Registrar the official transcript of coursework signed by the Sanford Radiography Program Director.

H. Sanford has supervisory responsibility for Sanford Radiography Program students while at Sanford.

I. Sanford shall maintain appropriate safety procedures including those related to universal precautions, infection control, use of equipment, and the storage and use of any hazardous materials. This information, as well as information regarding Sanford's administrative policies, standards and practices relevant to the clinical placement, shall be reviewed during the orientation of each student.

J. Sanford shall provide and maintain professional liability and general comprehensive liability insurance (or comparable coverage under a program of self-insurance) for all USD students enrolled in the Sanford Program, but only for liability arising out of the performance of, or failure to perform duties relating to such training program.

K. Sanford will maintain the confidentiality and privacy of any educational records pertaining to students pursuant to the Family Education Rights and Privacy Act (FERPA). Sanford cannot transfer to any third party or allow a third party to have access to a student's record without the written request or permission of the student.

L. Sanford certifies that it has in place policies that protect Sanford students and employees from sexual harassment and discrimination while they are onsite during this contractual arrangement. Sanford agrees to provide USD with copies of its non-discrimination and sexual harassment policies, upon request.

M. Subject to students continuing to meet Sanford Radiography Program criteria and the University of South Dakota's performance of obligations under this contractual arrangement, Sanford agrees to cooperate with USD to assist students participating in the Sanford Radiography Program to complete the Sanford Radiography Program. Written notice of Sanford Radiography Program closing shall be sent to the University of South Dakota.

N. Sanford has the right to immediately terminate the use of any of its facilities by any student for violation of Sanford's rules, regulations, procedures, and policies in the event that said violation negatively impacts patient care or is deemed emergent in nature. For any other violations, Sanford agrees to consult with University of South Dakota Academic Director, involved faculty and the student before removing a student from the Sanford Radiography Program. However the final decision regarding student dismissal from the Sanford Radiography program shall be made by Sanford's administration.

[Signature Page to Follow]

The parties have executed this agreement on the date(s) indicated below.

Signatures:

Sanford Medical Center:

_____

Emily Pociask Date
Program Director
Sanford School of Radiologic Technology

_____

Rachel Wagemann Date
Vice President, Operations
Sanford Medical Center

The University of South Dakota:

_____

Haifa Samra, Dean of Health Sciences Date

_____

Sheila K. Gestring, President Date

Exhibit A

Financial Aid Terms

A. USD students participating in the Sanford Radiography Program will remain enrolled at USD. The University of South Dakota will report enrollment information for the students to National Student Loan Clearinghouse.

B. USD students will earn academic credit for coursework completed at the Sanford Radiography Program in accordance with the terms of this contractual arrangement.

C. The coursework at the Sanford Radiography Program will be considered part of the student's eligible program at USD.

D. USD will provide enrolled and prospective students with a description of the written arrangement which has been entered into with the Sanford Radiography Program which includes:
   a. The curriculum offerings for the coursework provided by the Sanford Radiography Program.
   b. The method of delivery of that part of the program offered at the Sanford Radiography Program.
   c. The costs student may incur by enrolling in the Sanford Radiography Program.

E. USD will be responsible for financial aid for the students attending the Sanford Radiography Program. USD will perform the financial aid processing and disbursing functions, will be responsible for maintaining information on Title IV eligibility for students attending the Sanford Radiography Program, and will maintain Title IV recordkeeping and reporting requirements.

F. USD will perform satisfactory academic progress calculations on the students after each academic year.

G. USD will make available required student consumer information to students attending the Sanford Radiography Program.

H. The Sanford Radiography Program will inform USD of all costs of students enrolled at the Sanford Radiography Program in order for USD to provide enrolling students and prospective students with a realistic view of costs they will incur.

I. The Sanford Radiography Program will notify USD immediately if a student withdraws or stops attending the Sanford Radiography Program and will provide the withdrawal date in order for USD to perform the Federal Return of Title IV Funds calculation.

J. The Sanford Radiography Program will notify USD of any financial aid awarded to USD students from the Sanford Radiography Program.

K. The Sanford Radiography Program will provide and send an academic transcript to USD for each student each academic year and upon completion of the program.

L. The Sanford Radiography Program attests that it has not:
   a. had its eligibility to participate in the Title IV, HEA programs terminated by the Secretary;

b. voluntarily withdrawn from participation in Title IV, HEA programs under a termination, show-cause, suspension or similar type proceeding;
c. had its certification to participate in Title IV, HEA programs revoked by the Secretary;
d. had its application for re-certification to participate in the Title IV, HEA programs denied by the Secretary; or
e. had its application for certification to participate in the Title IV, HEA programs denied by the Secretary.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – M
DATE: April 2-3, 2025

****

SUBJECT

Revised BOR Policy 2.1.1 and BOR Policy 2.8.1 (Second 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 has been a process whereby faculty provided a DEF (deficiency) grade to document a student's progress in their courses, typically at the half point in the semester. When this policy was first initiated, there was no other option for notification of deficiency. Since that time, the Regental system implemented an academic student early alert and success software solution. This software solution allows faculty to personalize communication to students on their successes in the class or potentially academic needs. With the movement toward frequent communication on academic and student success there is no longer a need for a general DEF grade.

Durning the last renewal cycle of the learning management solution[1] (D2L Brightspace), the top D2L priority identified by stakeholders [faculty, D2L administrators] was to synchronize midterm and final letter grades. D2L has an integration with the Regental student information system (Banner). By adopting grade synchronization, the use of letter grades (A-F) must be utilized. Since the DEF has been replaced by the academic student early alert and success software solution, the Academic Affairs Council (AAC) recommended adoption of letter grades for both mid-term and final grades.

This recommendation 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 April 2024 and continue today. The following changes were recommended for a first review at the

[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.

(Continued)

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DRAFT MOTION 20250402_5-M:

I move to approve the second and final reading of the proposed revisions to BOR Policy 2.1.1 – System Academic Year/Academic Calendar and BOR Policy 2.8.1 – Grades and Use of Grade Point Averages, as presented.

December 2024 BOR meeting and are now being presented at the April 2025 BOR meeting for final appoval.

BOR Policy 2.1.1 System Academic Year/Academic Calendar Dates:

1. Section D: Important Academic Dates, subsection 6: 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. Undergraduate Grades: 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. Minimum Progression Standards: 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. Academic Standing: Good academic standing was set at a GPA of 2.0 for all students, regardless of how many credit hours they have accumulated.
5. Academic Suspension: 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. Minimum Progression Standards: 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. Financial Aid Eligibility: 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. Academic Amnesty: 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. Graduate Grades: The incorporation of midterm grading was implemented into the policy allowing a campus to execute policy based on campus programming requirements.
10. Last Date Attended: Based on federal rules for both financial aid and distance education for professional licensure, language was updated to ensure compliance.

This policy has been evaluated with requested feedback from the following stakeholders:

- Academic Records: Discussions with academic record staff on midterm grade and end-of-term processing.

- Academic Advisors: Discussions with academic advising for the academic progression processing.
- D2L Administrators: Evaluations of the testing with the D2L administrators and faculty on grade integration.
- Campus Stakeholders: Discussions with faculty via the academic vice president and campus processes.
- Faculty Discipline Councils: Communications with the faculty discipline councils will be occurring this Spring on the implementation.
- Faculty Leadership at NSU: Questions addressed during the NSU faculty session held Wednesday, March 19, 2025.

IMPACT AND RECOMMENDATION

These policies are being presented in final form. A few additional revisions have been made to BOR Policy 2.8.1 since the first reading at the December 2024 BOR meeting and are highlighted in yellow in Attachment II.

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 Use of Grade Point Averages

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: System Academic Year / Academic Calendar

NUMBER: 2.1.1

A. PURPOSE

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 regulations[1] 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] Code of Federal Regulations (CFR), Title 34, Part 600.2

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 Education[2] 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. Academic Years, Academic Calendars, Payment Periods, and Disbursements | 2022-2023 Federal Student Aid Handbook

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~~midterm grades 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 non-standard 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*

**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 holiday*[3].

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:

- BOR Policy 2.4.3 – Definition and Assignment of Credit Hours
- BOR Policy 5.7 – Refunds
- Academic Calendar
- 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.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Grades and Use of Grade Point Averages (GPA)

NUMBER: 2.8.1

A. PURPOSE

To define undergraduate and graduate level grades to be used at a Regental 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. DEFINITIONS

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.
2. **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 for all courses regardless of instructional method or length of term.
4. **Full Standard Part of Term:** This is a part of term within the student information system that covers the full semester.
5. **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 ~~students~~student's "home" designation.
6. ~~**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~~.
7. **Level:** Indicates whether a student is an undergraduate, graduate, medical or law student.
8. **Midterm Grade:** Grades assigned for courses delivered over the full standard part of term typically between the sixth and nineth week of courses.
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.

C. POLICY

1. Undergraduate Grades

Midterm undergraduate grades will be assigned for all standard full part of term courses unless exempted under AAC guideline 2.8.1.1. Final ~~U~~undergraduate ~~g~~Grades 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.

A	Exceptional	4.00 grade points per semester hour
B	Above Average	3.00 grade points per semester hour
C	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 term)	Does not calculate into any GPA, no credit granted
WFL	Withdrawal (7th Course or higher)	0.0 grade points per semester hour
AU	Audit	Does not calculate into any GPA
I	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 Recitation Grade	0 credit course
NG	No Grade	0 credit tracking course
NR	Grade not Reported by Instructor	Does not calculate into any GPA
Grade*	Academic Amnesty	Does not calculate into any GPA, no credit given

2. Undergraduate Grade Descriptions, Uses, and Restrictions

2.1. AU: 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. CR: 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. EX: 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. I: 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 semester; extensions may be granted by the institutional 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. IP: 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 institutional -Chief Academic Affairs Officer or designee.
- A definite date for completion of the course must be established in the course syllabus.

2.6. NG: 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. RI, RS, RU: Remedial grades (RI, RS, RU) may be granted only for courses numbered 001 to 099.

2.8. S/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. SP: 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.

2.10. WD: 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. Institutional GPA: 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. System Term GPA: 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. Transfer GPA: 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. Cumulative GPA: 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. Good Academic Standing: A student, who meets or exceeds the cumulative grade point average requirements as listed, ~~is considered to be~~is in good academic standing. The Academic Standing process is completed at the end of the Fall and Spring Term. ~~The required~~A good academic standing is at or above a cumulative ~~GPAs are based on credit hour completion.~~2.0 GPA. ~~Students who have taken more credit hours are expected to meet a higher GPA standard.~~

~~Credit Hour Range~~	~~GPA Standard~~
~~0-44.99~~	~~1.8~~
~~45-90+~~	~~2.0~~

4.1.2 Academic Standing

4.1.2.1 Academic Probation: The academic standing process shall be completed in each of the Fall and Spring terms. If a student's cumulative grade point average falls below the GPA standard ~~for his/her designated class level~~rank as listed in Section 4.1.1 ~~at the end 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.

While on academic probation the student must earn a system term 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 Academic Suspension: 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.)

4.1.2.2.1 ~~Only Academic Suspension will be entered on the student's transcript. Academic probation will be noted in the internal academic record only.~~Transcripts

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 the number of undergraduate students in Good Standing, Placed on Probation, and Suspended for each admission classification.~~

~~5.1~~4.2 Financial Aid Eligibility

If a student has been suspended from the institution, the student is no longer eligible for any financial aid as they will not be enrolled. Once the student has been readmitted or returns to good academic standing, they may be eligible to receive financial aid if they are meeting the satisfactory progress requirements for the aid programs. ~~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.~~

~~5.2~~4.3 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~~.

~~5.3~~4.4 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~~ 4.4.2.2 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 an associate or baccalaureate degree from any accredited university;

4.4.2.5 Not have been granted any prior academic amnesty at any Regental university;

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 ~~period~~ 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.

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 Post-baccalaureate Degree: 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 Baccalaureate Degree: 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 Associate Degree: The institution granting the degree determines the Honors Designation for its associate-level graduates. To earn an Honors Designation at 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

Midterm grades are based on institutional requirements. Final ~~g~~~~Graduate 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.

A	Exceptional	4.00 grade points per semester hour
B	Good	3.00 grade points per semester hour
C	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
I	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 AU: 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 CR: 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 EX: 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 I: 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 IP: 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 NG: 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 NP: 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.

4.9.8 S/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 recording~~Under federal rules, the institutions are required to track the Last Date of Attendance which is the last date of ~~A~~academic ~~Activity~~engagement, 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 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 2005; BOR August 2006; 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.~~.~~

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – N
DATE: April 2-3, 2025

****

SUBJECT

Revised BOR Policy 2.3.7 (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

SDBOR Strategic Plan
BOR Policy 2.3.7 – Undergraduate General Education Requirements
AAC Guideline 2.3.7.A – General Education Curriculum Requirements

BACKGROUND / DISCUSSION

BHSU and BOR have been partnering on the civics initiative. Dr. Carriveau assembled a faculty workgroup with representatives from each institution to develop a draft of civics-focused student learning outcomes. These learning outcomes have been shared for comment with various stakeholders including the System General Education Committee, the Academic Vice Presidents, and the Presidents.

The faculty who actively participated in this work included:

BHSU: Tom Weyant
DSU: Kurt Kemper
NSU: Jon Schaff
SDM: Frank Van Nuys
SDSU: Dave Wiltse
USD: Eric Jepsen

To accommodate the requirement of civic proficiency, BOR Policy 2.3.7 – Undergraduate General Education Requirements must be modified. To ensure that AAC has flexibility, the revision includes governance language and definition. This policy was submitted for first review at the December 2024 BOR meeting. Since that meeting, discussions have been underway with faculty discipline councils, Academic Affairs Council, Council of Presidents, and the following administrative teams: academic records, advising, and degree audit.

The final draft of the goal and student learning outcomes is as follows.

(Continued)

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DRAFT MOTION 20250402_5-N:

I move to approve the second and final reading of the proposed revisions to BOR Policy 2.3.7 – Undergraduate General Education Requirements, as presented.

Goal: Students will develop a comprehensive understanding of civic knowledge, values, and skills, enabling them to actively participate in civic life as informed and responsible citizens.

- **SLO 1: Civic Knowledge**
  Students will exhibit comprehensive knowledge of the American political system by analyzing the foundational concepts of the Constitutional framework, participatory democracy, and the development of both formal and informal institutions.

- **SLO 2: Civic Values**
  Students will demonstrate an understanding 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 develop essential civic skills by practicing various modes of civic engagement. Students will effectively communicate their viewpoints on political issues, engage in civil discourse, and critically analyze the impact of their participation on democratic processes.

IMPACT AND RECOMMENDATION

The final revision of BOR policy 2.3.7 has been attached and has had no changes since the December of 2024 meeting.

ATTACHMENTS

Attachment I – BOR Policy 2.3.7 – Undergraduate General Education Requirements

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Undergraduate General Education Requirements

NUMBER: 2.3.7

A. PURPOSE

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. DEFINITIONS

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.~~
3. **Civics Proficiency:** A comprehensive understanding of civic knowledge, values, and skills, enabling active participation in civic life as informed and responsible citizens.
4. **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.
5. **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.
6. **Learning Outcomes:** Defined as the gaining of knowledge in cognitive and content competencies, skills, and social-emotional competencies associated with academic learning.
7. **Receiving Institution:** The Regental university to which the student is transferring.
8. **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

a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program (refer to BOR Policy 2.4.2).

9. **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.
10. **Sending Institution:** The institution from which a student is transferring.
11. **University Accreditation Institution:** 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. The System General Education Requirements shall incorporate civics proficiency, effective with the summer 2025 academic catalog, for all new and transfer students.

2. General Education Goals

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. Seamless Transfer

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.

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 Communication	6	6	6	6	6	6
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 Communication	6	6	6	6	6	6
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
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.

FORMS / APPENDICES:

- BOR Policy 2.2.2.1 – Seamless Transfer of Credit
- BOR Policy 2.3.9 – Assessment
- AAC Guidelines Section 2.3.7 – 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 June 2007; BOR December 2007; BOR March 2008; BOR December 2008; BOR August 2009; BOR December 2009; BOR June 2010; BOR December 2010; BOR December 2011; 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.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – O
DATE: April 2-3, 2025

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SUBJECT

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

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6.6 – Maintenance and Repair

BACKGROUND / DISCUSSION

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

South Dakota State University requests approval of the following projects:

New Underground Chilled Water Lines: SDSU seeks to realign $1,410,000 in general fund M&R and add $290,000 in auxiliary funds from a previously approved HVAC control upgrade project, totaling $1,700,000. The project includes design, construction, testing, cleaning, and restoration of areas related to the campus underground chilled water infrastructure expansion. It involves connecting to existing chilled water lines and extending them to the Union and Mathews Hall for future upgrades. A concrete utility vault will also be constructed. The work will be publicly bid and carried out over the summers of 2025 and 2026.

Yeager Hall Restroom Renovation: SDSU requests the use of $272,000 in general funds for design and renovation of the existing restrooms in Yeager Hall. The project will expand the restroom footprint for additional plumbing fixtures and provide adequate floor area to meet building code and accessibility standards. The project will also add a single occupancy restroom and personal health room to align with current campus standards. The project will be designed to meet International Building Code requirements and ADA Standards. The project will be designed and constructed using agency labor and existing standing contracts.

(Continued)

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DRAFT MOTION 20250402_5-O:

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

IMPACT AND RECOMMENDATIONS

Staff recommend approval of these projects.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – P
DATE: April 2-3, 2025

****

SUBJECT

Revised BOR Policy 1.7.2 (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1.7.2 – 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 sections 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 RECOMMENDATIONS

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. No additional revisions have been made since the first reading at the December 2024 BOR meeting.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 1.7.2 (Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors)

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DRAFT MOTION 20250402_5-P:

I move to approve the second and final reading of the proposed revisions to BOR Policy 1.7.2, as presented in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors

NUMBER: 1.7.2

A. PURPOSE

To set parameters for the naming of institutional facilities, programmatic units, or funded academic honors.

B. DEFINITIONS

None

C. POLICY

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.~~

1.1 The Board shall approve namings in recognition of a person, family, or organization in the following circumstances:

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;

1.1.4 ~~It shall also approve the naming of p~~Programmatic units such as colleges, schools, institutes, centers, or departments ~~made in recognition of a person, family, or organization~~.

1.2 Presidents and superintendents may name facilities and programmatic units in the following circumstances:

1.2.1 ~~The presidents and superintendents may name f~~Facilities 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 ~~a~~All wings, halls, rooms or other areas within a building;~~s, and~~

1.2.3 ~~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 contributinged in other exceptional ways to the welfare and reputation of the university, to education, or to the community in general.

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 term of years~~period of time~~, 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 ~~fund raising~~fund-raising 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.

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:

- Naming Request Form

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).

DRAFT

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – Q
DATE: April 2-3, 2025

****

SUBJECT

West River/Lyman-Jones Rural Water Systems, Inc. Easement Resolution (SDSU)

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 5-2-10 and 5-2-11

BACKGROUND / DISCUSSION

West River/Lyman-Jones Rural Water Systems, Inc. is seeking a right-of-way easement for the construction, reconstruction, replacement, modification, upgrading, extension, removal, maintenance, and operation of a potable water transmission or distribution pipeline. This easement and right-of-way will be constructed across real property owned by SDBOR/SDSU in order to provide water services to the SDSU Cottonwood Field Station. The land in question is located in Jackson County. The easement does not interfere with SDSU's use of the land.

IMPACT AND RECOMMENDATION

South Dakota State University (SDSU) requests that the Board of Regents adopt the Resolution set forth in Attachment I requesting the grant of an easement to West River/ Lyman-Jones Rural Water Systems, Inc. to construct, reconstruct, replace, modify, upgrade, extend, remove, maintain, and operate a potable water transmission or distribution pipeline. The foregoing will allow West River/Lyman-Jones Rural Water Systems, Inc. to move forward with providing water services to SDSU at its Cottonwood Field Station.

ATTACHMENTS

Attachment I – Resolution Requesting the Grant of an Easement to West River/Lyman-Jones Rural Water Systems, Inc.

Attachment I, Exhibit I – Draft Easement to West River/Lyman-Jones Rural Water Systems, Inc.

****

DRAFT MOTION 20250402_5-Q:

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

RESOLUTION

Resolution requesting the grant of an easement through, under, in, on and across portions of land occupied by South Dakota State University for the use and benefit of West River/Lyman-Jones Rural Water Systems, Inc.

The South Dakota Board of Regents (hereinafter referred to as "Grantor"), on behalf of South Dakota State University, in consideration of one dollar ($1) and other good and valuable consideration, and pursuant to the authority vested in Grantor under SDCL § 5-2-11, hereby requests the Commissioner of School and Public Lands to draw up all necessary documents and to forward them to the Governor to request their execution in order to grant to West River/Lyman-Jones Rural Water Systems, Inc. of Philip, South Dakota, an easement to construct, reconstruct, replace, modify, upgrade, extend, remove, maintain, and operate a potable water transmission or distribution pipeline, and all necessary and appurtenant of structures, fixtures and controls for the operation and maintenance of water services through, under, in, on and across the following legally described real estate within Jackson County:

> The Northwest (NW) Quarter (1/4) of Section 16, Township 1 South, Range 19 EBHM, Jackson County, South Dakota, as further shown in Exhibit A to Exhibit I, a copy of which is attached hereto and incorporated herein.

Grantor requests that any grant of easement be consistent with, or responsive to, the issues identified in the draft grant of easement prepared by West River/Lyman-Jones Rural Water Systems, Inc. and attached hereto as Exhibit I, without restricting the ability of the parties to further revise and finalize the details of the final document(s) before executing and filing the same.

Grantor requests that any grant of easement provides that Grantor shall not be liable for any personal injury, property damage, or other liability to Grantee, its agents, employees, invitees, or to any other party caused by or related to Grantee's use of the premises, irrespective of how such injury or damage may be caused, whether by action of the elements or acts of negligence of Grantee or any other party, and that Grantee further agree to reimburse Grantor for any judgment against it arising from Grantee's use of the property.

Dated this ____ day of April, 2025

SOUTH DAKOTA BOARD OF REGENTS

By _____

President, SDBOR

Certification:

I have compared the foregoing with an action taken by the Board of Regents at a regular meeting of the Board in Sioux Falls, South Dakota, on the ____ day of April, 2025, and I hereby certify that the same is a true, correct, and complete copy thereof and that the same has not been rescinded.

Dated this _____ day of April, 2025.

SOUTH DAKOTA BOARD OF REGENTS

By_____

Secretary, SDBOR

This document prepared by:
Office of School and Public Lands
(605)773-3303
500 East Capitol Avenue
Pierre, South Dakota 57501-5070

STATE OF SOUTH DAKOTA
PERMANENT EASEMENT

THIS EASEMENT is made and entered by and between the State of South Dakota acting through its Governor and Commissioner of School and Public Lands on behalf of the South Dakota Board of Regents, 500 East Capitol, Pierre, South Dakota, 57501[the "State"] and between West River/Lyman-Jones Rual Water Systems, Inc., P.O. Box 144, Philip, South Dakota, 57567 ["West River/Lyman-Jones"].

WHEREAS, West River/Lyman-Jones is desirous of acquiring a permanent easement for the purpose of constructing and maintaining a potable water transmission or distribution pipeline and related facilities above and below the surface of the proposed easement area upon land belonging to the State, and the State is desirous of cooperating with West River/Lyman-Jones for said easement.

NOW THEREFORE THE PARTIES MUTUALLY AGREE AS FOLLOWS:

1. For and in consideration of the sum of One dollar ($1.00), the receipt of which is hereby acknowledged and other valuable consideration set forth in this Easement, the State hereby grants and conveys to West River/Lyman-Jones a permanent easement for the following described purposes: the right to erect, construct, reconstruct, replace, repair, use, maintain, and operate a potable water transmission or distribution pipeline, together with all necessary and appurtenant incidental structures and appliances necessary for the operation and maintenance of such water pipeline through, under, in, on and across the following legally described real estate within the County of Jackson, State of South Dakota, more commonly known as the SDSU Cottonwood Field Station (the "Easement Area"):

NW ¼, Section 16-1S-19E, Jackson County, South Dakota,

Exhibit I

as more fully described in "Exhibit A", a copy of which is attached hereto and incorporated by this reference.

2. West River/Lyman-Jones agrees that any construction will not interfere unnecessarily with the State's use of its adjoining property and will not endanger or injure any improvements thereon. The State reserves the right to utilize the Property for all purposes not inconsistent with the easement rights herein conveyed. The State and/or West River/Lyman-Jones may enter upon the above described property for the purposes of effectuating the grant of and reserved rights in this easement.

3. West River/Lyman-Jones further agrees, at no cost to the State, to be responsible for the operation, repair, maintenance, replacement, or removal of the water pipeline and other utilities or structures installed by West River/ Lyman-Jones and associated with the operation and maintenance of said pipeline.

4. The right of way, utilities, or other infrastructure shall be constructed in a good and workmanlike manner and all disturbed areas shall be restored to a finished grade.

5. This Easement is granted subject to all existing rights of way and easements over and upon the property, including the reservation by the State to continue to use any existing utilities, access, or State infrastructure. Existing utilities, access, or infrastructure may be relocated with State's permission at West River/Lyman-Jones' expense.

6. West River/Lyman-Jones further understands and agrees, that to the extent provided by South Dakota law it shall be liable for all damages caused by the construction, operation, maintenance, enlargement, upgrade, repair, alteration, removal or replacement of the water pipeline and other utilities or structures installed by West River/Lyman-Jones and associated with the operation and maintenance of said pipeline and West River/Lyman-Jones agrees to indemnify, defend, and hold the State harmless for the same. Nothing in this agreement shall be read to waive Grantor's sovereign immunity.

7. West River/Lyman-Jones further understands and agrees that the State has and retains the right to lease, sell or otherwise convey the Easement Area, or any part thereof, provided, however, that this Easement shall remain in full force and effect until the expiration of the term hereof notwithstanding such lease, sale or conveyance. In addition, the above-described easement is subject to a reservation of further easements and rights-of way for irrigation ditches and canals, as provided by South Dakota Codified Laws 5-4-2, so long

as they do not infringe upon the rights granted hereunder. This Easement is also subject to a reservation of rights relating to deposits of coal, ores, metal and other minerals, asphaltum, oil, gas and like substances provided South Dakota Constitution Art. VIII, §19, South Dakota Codified Laws 5-7-3 to 5-7-6, inclusive and South Dakota Codified Laws 5-2-12, and in any law of the State of South Dakota reserving any rights of any kind in said State or any of its departments, institutions, subdivisions, funds or accounts.

8. In consideration of this Easement, West River/Lyman-Jones will not impose special assessments on the State to pay for connection costs to West River/Lyman-Jones that may be associated with the development of the above described area.

9. The land herein described is to be used for the water pipeline and other utilities or structures associated with the operation and maintenance of said pipeline and no other purpose whatsoever, and that should the above described real property granted by this Easement cease to be used for said purposes for two consecutive years, this Easement reverts to the State or its successor and assigns.

10. West River/Lyman-Jones shall maintain the surface area of the Easement following execution of this Easement. The property which is the subject of this Easement shall be kept free of all obstructions including but not limited to buildings, walls, fences, debris, trees, shrubs, or landscaping if such use is incompatible with the Easement.

11. This agreement and attachments shall constitute the entire agreement between the State and West River/Lyman-Jones. This agreement supersedes any other written or oral agreements between the State and West River/Lyman-Jones pertaining to the Easement Area, or any portion thereof. This agreement can be modified only in writing and signed by the State and West River/Lyman-Jones or their respective heirs, representatives, executors, administrators, successors and assigns.

12. This Easement shall be binding upon the heirs, executors, administrators, assigns, and successors in interest of the parties hereto, and the failure of West River/Lyman-Jones or any person or entity succeeding to its interest to comply with the conditions stated herein shall cause the Easement to terminate and to revert to the State or any person or entity succeeding to its interest. .

13. This Easement is governed by and shall be construed in accordance with the laws of the State of South Dakota.

IN WITNESS WHEREOF, the parties have executed this Easement on this ____ day of _____, 2025.

STATE OF SOUTH DAKOTA

BY: _____
Larry Rhoden
Governor

ATTEST:

_____
Brock Greenfield
Commissioner of School and Public Lands

WEST RIVER/LYMAN-JONES
RURAL WATER SYSTEMS, INC.

BY: _____
Its: _____

ATTEST:

_____

ACKNOWLEDGMENTS

STATE OF SOUTH DAKOTA)
) ss
COUNTY OF HUGHES)

On this ____ day of _____, 2025, before me the undersigned Notary Public within aforesaid County and State, personally appeared Larry Rhoden, Governor, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that she executed the same.

_____

Notary Public – State of SD

Notary Seal

_____
Commission Expires

STATE OF SOUTH DAKOTA)
) ss
COUNTY OF HUGHES)

On this ____ day of _____, 2025, before me the undersigned Notary Public within aforesaid County and State, personally appeared Brock Greenfield, Commissioner of South Dakota School and Public Lands, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

_____
Notary Public – State of SD

Notary Seal

_____
Commission Expires

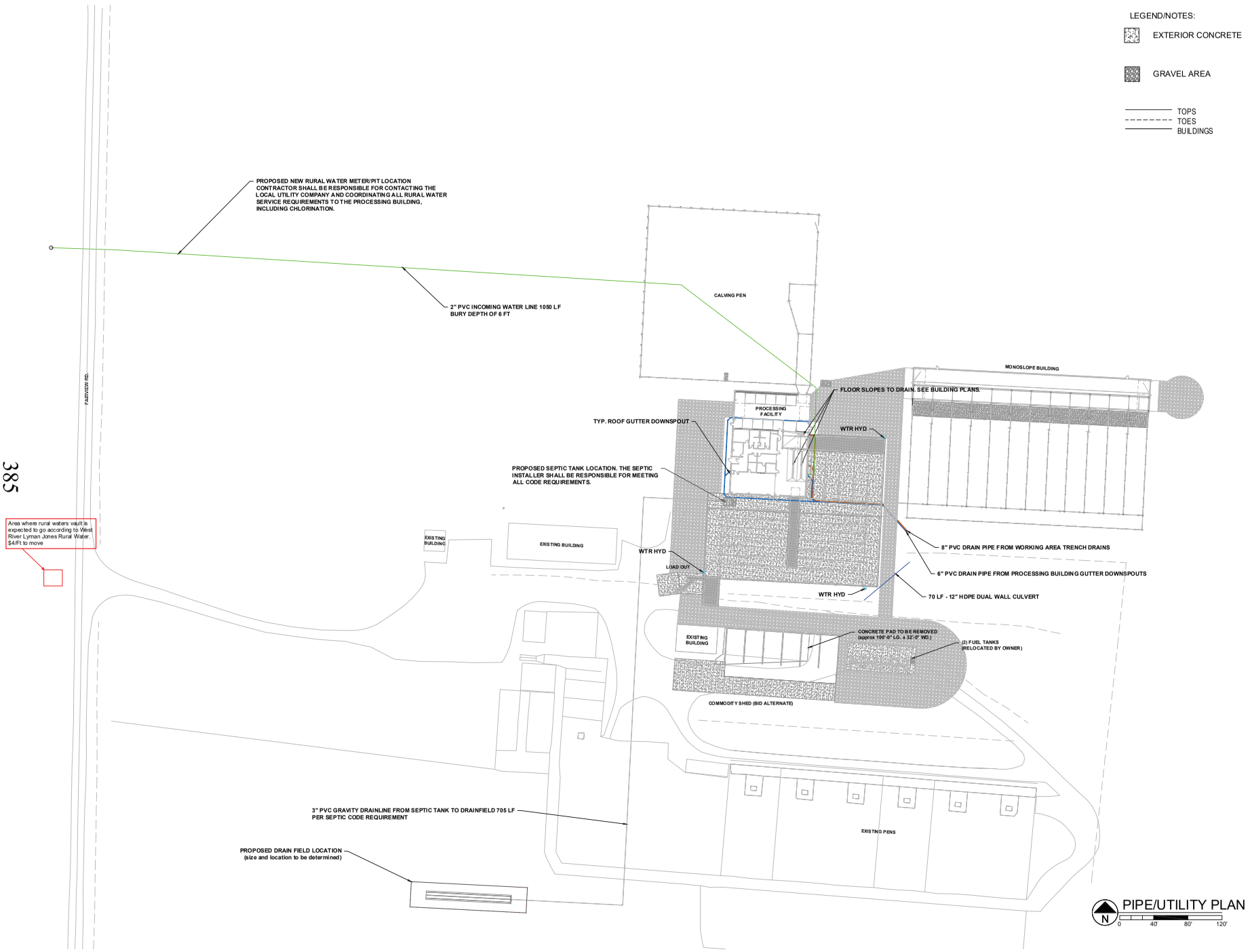
STATE OF SOUTH DAKOTA)
) ss
COUNTY OF _____)

On this _____ day of _____, 2025, before me, the undersigned officer, personally appeared _____, who acknowledged him/herself to be the _____ of West River/Lyman-Jones Rural Water Systems, Inc., and that s/he, as _____, being authorized so to do, executed the foregoing instrument for the purposes therein contained, by signing the name of West River/Lyman-Jones Rural Water Systems, Inc., as _____.

_____
Notary Public – State of SD

Notary Seal

_____
Commission Expires



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Kansas City, Missouri
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Omaha, Nebraska
Portland, Oregon
Charleston, South Carolina

SETTJE
Agri-Services & Engineering, Inc.

SHEET HISTORY:
ISSUED 07/10/2024 CONSTRUCTION DOCUMENTS

SDSU - SCLB 6016, AES COTTONWOOD FIELD STATION RENOVATIONS AND UPGRADES

23738 Fairview Rd
Philip, SD 57567

CE No.: 683-012-22
OSE# R0323—11X

July 10, 2024

LICENSED PROFESSIONAL ENGINEER
6898
STEPHEN KYLE WESTERBUHR
SOUTH DAKOTA
07/10/24

Pipe/Utility Plan

C4.02

ATTACHMENT I, EXHIBIT I 9

SOUTH DAKOTA BOARD OF REGENTS

Informational Items
Consent

AGENDA ITEM: 5 – R
DATE: April 2-3, 2025

****

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 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)

University of South Dakota

Simulation Center Reception Renovation: University of South Dakota is requesting the use of $162,000 of tuition funds for the school of medicine simulation center reception renovation. The project is for the full design, cost estimate, construction administration, and construction of the simulation center reception area for School of Medicine and Health Science building in Sioux Falls.

Sioux Falls Testing Center Renovation: University of South Dakota is requesting the use of $245,000 of institutional funds for the renovation of the testing center at the University of South Dakota, Sioux Falls.

South Dakota State University

Campus Master Plan: South Dakota State University is requesting $955,000 of institutional funds for master planning consultant services. SDSU will hire the consultants DLR Group and COOP Architecture to prepare a comprehensive master plan for the main campus, agricultural facilities, and remote academic sites. The scope of services would include discovery & data collection, facilities analysis, development of an illustrative framework for campus development, integration of master planning framework into ArcGIS software, and the creation of a needs-based planning summary for key university programs. Deliverables would include a comprehensive physical master plan, executive summary, and interactive campus planning tools.

HVAC Control System Upgrades: South Dakota State University is requesting $200,000 of institutional funds for the Animal Resource Wing (ARW) HVAC control system upgrades. Full Design and construction for the upgrades to the HVAC control system at ARW. The existing control system is at the end of its useful lie and no longer supported by Johnson Controls. Project will upgrade control system with new/modern controllers and sensors. Project will be constructed using SDSU's standing temperature control contractor.

Recreation Corridor Design: South Dakota State University is requesting use of $86,000 of Higher Education Facilities Funds (HEFF) and $62,190 of Federal TAP Grant funds from SDDOT for the full design of a recreation corridor and stormwater retention development. Development is on the east side of the main campus of SDSU, west of the State Arboretum and adjacent to University Boulevard. The project includes the design of a recreation trail and its components, stormwater retention and metered release infrastructure, and landscape elements sch as earthen berms. The project is in response to a TAP Grant form the SDDOT. The project will be managed with SDSU Facilities & Services resources and contracted through SDDOT.

Capital Asset Purchase
(greater than $250,000)

South Dakota School of Mines and Technology

Quantum Characterization System, Quantum Design 9 Tesla Dynacoll PPMS: South Dakota School of Mines and Technology (SDSMT) is requesting to utilize $550,000 of grant funds to purchase a quantum characterization system. The requested Physical Property Measurement System (PPMS) is a variable temperature, variable magnetic field system from Quantum Design that features a cryogen-free superconducting magnet and temperature control system, providing a low vibration, low temperature, precise field and temperature sweep capability for characterizing electrical and magnetic properties of quantum materials.

NanoFrazor scanning thermal-probe nanolithography system: South Dakota School of Mines and Technology (SDSMT) is requesting to utilize $554,645 of grant funds to purchase a NanoFrazor lithography system. The NanoFrazor lithography systems are based on thermal scanning probe lithography. Core of the NanoFrazor® technology is an ultra-sharp heat able probe tip which is used for writing and simultaneous inspection of complex nanostructures. The heated tip creates arbitrary, high-resolution nanostructures by local sublimation of resists. This tool will allow top-down nano-scale lithography of nanostructured materials surface integrated with large scale featured structures produced by optical methods.

Executive Employment Approvals

Institution	Employee Name	Title	Current Salary	New Salary	% Increase
SDSMT	Lauren Prochazka	Head VB Coach	$68,487	$75,000	9.5%
SDSU	Matthew Miller	Safety and Health Consultant	$65,464	$72,010	10%
SDSU	Heath Van Hill	Safety and Health Consultant	$59,445	$65,390	10%
SDSU	Cole Aiazzi	Assistant VB Coach	$43,000	$51,000	19%
SDSU	Kathy Busch	Senior Finance & Budget Specialist	$91,875	$96,469	5%
SDSU	Heather Gessner	Extension Field Specialist III	$75,903	$81,975.24	8%
SDSU	Megan Jacobson	Extension Field Specialist III	$70,811	$75,060	6%
SDSU	Leacey Brown	Extension Field Specialist III	$72,800	$77,168	6%
SDSU	Joslyn Fousert	Researcher I	$42,202	$44,312	5%
USD	Abigail Hall	Assistant Volleyball Coach	$52,063	$56,700	8.9%
USD	Warren, Cubie D.	Assistant Coach-Football	$55,603.12	$60,000	8%

Institution	Employee Name	Title	Current Salary	New Salary	% Increase
USD	Taylor, Miles J.	Assistant Coach-Football	$64,830.69	$74,000	14%
USD	Hodge, Elijah R.	Assistant Coach-Football	$63,817.21	$70,000	10%
USD	Rosenthal, Joshua A.	Assistant Coach-Football	$60,823.48	$70,000	15%
USD	Nady, Jeffrey W.	Assistant Coach-Football	$74,159.04	$80,000	8%
USD	Ferentz, Steven D.	Assistant Coach-Football	$55,137.36	$65,000	18%
USD	Vitzthum, Matthew M.	Assistant Coach-Football	$65,000	$74,000	14%
USD	Nelson, Nathan J.	Assistant Coach-Football	$62,000	$65,000	5%

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – S
DATE: April 2-3, 2025

****

SUBJECT

Building Committee Report

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6.4 – Capital Improvements
BOR Policy 6.5 – Building Committees

BACKGROUND / DISCUSSION

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

On March 23, 2025, the building committee for the SDSU campus energy performance audit, represented by Regent Frederick, selected SitelogiQ as the energy service company (ESCO) in an energy performance contract (EPC) to complete a systems audit, document existing conditions, and design campus-wide energy conservation improvements.

On March 25, 2025, the building committee for SDSU Swine Unit Teaching and Research Facility, represented by Regent Lochner, discussed the Qualitative and Management Design-Build project proposals. The bid prices were compared against the average proposal scores and the apparent low bidder was AG Property Solutions. The Building Committee recommended hiring AG Property Solutions, pending positive reference checks.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

None

****

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – T
DATE: April 2-3, 2025

****

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 March 28, 2025, the Audit Committee convened to review the annual financial audit conducted by the Department of Legislative Audit and to receive an update on the ongoing ethics training. Audit Committee members are Regents Randy Frederick, Randy Rasmussen, and Jim Lochner.

IMPACT AND RECOMMENDATION

None

ATTACHMENTS

None

****

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – U
DATE: April 2-3, 2025

****

SUBJECT

Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 5-14-1 – Classification of Capital Improvements
SDCL § 5-14-2 – Supervision by Bureau of Administration of capital improvement projects Payment of appropriated funds
SDCL § 5-14-3 – Preparation of plans and specifications for capital improvements - State building committees - Approval by board or commission in charge of institution
BOR Policy 6.4 – Capital Improvements

BACKGROUND / DISCUSSION

The attached list identifies the current capital improvement projects within the Board of Regents system and each project's regental building committee representative, estimated dollar amount, the source of funds, and the current status.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. As a reminder, the review and approval steps for capital projects are as follows:

1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins the architect evaluation process and the Building Committee interviews and selects the architect.
3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).
4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten-Year Plan.

(Continued)

****

INFORMATIONAL ITEM

5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
6. Final Design Plan submitted for Board approval.
7. The Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
8. The Board approves bid if there are substantive changes from Program Plan.

IMPACT AND RECOMMENDATIONS

Not applicable.

ATTACHMENTS

Attachment I – Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - April 2025

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
ACADEMIC FACILITIES								
Black Hills State University								
BHSU-RC Addition & Renovation for West River Nursing		SB43-2022	ARPA	$8,000,000	Dec. 23	Construction	2025	Partridge
			HEFF	$5,114,644	Design Plan			
			Private	$2,000,000				
		SB172-2023	General	$1,500,000				
				$16,614,644				
Dakota 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
Northern State University								
Regional Sports Complex		HB1037-2019	Private	$33,000,000	Jun-19 Design Plan	Final Inspection	2021	Morrison
Lincoln Hall Replacement		SB44-2022	ARPA Capital Projects Funds	$29,500,000	Dec-23	Construction	2025	Frederick
		SB173-2023	General Funds	$1,500,000	Design Plan			
			Auxiliary Plant Funds	$450,000				
				$31,450,000				
Gerber Hall Renovation		HB1049-2023	General Funds	$2,500,000	Apr-24	Construction	2025	Frederick
			HEFF/General FundsM&R Match	$2,500,000	Design Plan			
				$5,000,000				
South Dakota School of Mines and Technology								
Nucor Mineral Industries Building		SB156-2021	Private	$12,000,000	Dec-21	Final Inspection	2024	Partridge
		SB33-2023	Local	$6,400,000	Facility Design			
			State	$23,400,000	GMP Approved by BC			
				$41,800,000				
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		Dec-19	A/E Selection	TBD	Lochner
			Local		Facility Stmt			
			Private					
South Dakota State University								
Cottonwood Range and Livestock Field Station		SB 84 - 2022	General Funds	$6,000,000	Aug-24	Construction	2025	Partridge
			Grant Funding	$1,500,000	Design Plan			
				$7,500,000				
McFadden Northern Plains Biostress		HB 1049 - 2023	General Funds	$6,000,000	May 2024	Construction	2026	Roberts
			HEFF M&R/Other	$6,000,000	Program Plan/Design Plan			
				$12,000,000	(Revised)			
Rodeo Grounds Practice Facility			Private	TBD	Apr-20 Facility Stmt	Planning		Rasmussen
SJ Marshall Center - Addition, Phase 2		HB1022-2022	Private	$44,000,000	Dec-21	Construction	2024	Roberts
			Local	$4,000,000	Design Plan			
			HEFF M&R	$6,000,000	(Revised)			
				$54,000,000				
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 - April 2025

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
					Facility Stmt			
Swine Unit - Wean To Finish Barn Addition			Donations	TBD	Dec-24 Facility Stmt	Planning	TBD	TBD
The Barn Renovation (replaces the Visual Arts Project in the 2012 Capital Project)	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds Private	$7,500,000 $3,315,000 $10,815,000	Jun-2020 Facility Stmt	Planning	TBD	Frederick
Transient Animal Facility		HB1032-2023	Insurance	$1,400,000	Dec-23 Facility Stmt	Planning	2026	Exempted
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds HEFF M&R	$5,000,000 $5,043,000 $10,043,000	Mar-16 Program Plan	Phased Project Design & Construction	2029	Roberts
University of South Dakota								
Health Science Building		SB40-2020	HEFF Bond M&R Bond One-Time State Funds Private Funds Local Funds	$7,500,000 $5,000,000 $5,000,000 $4,500,000 $875,000 $22,875,000	Oct-21 Design Plan (Revised)	Construction	2022	Partridge
South Dakota Union Renovation			One-Time State Funds M&R HEFF M&R General	$3,430,000 $54,631 $4,335,369 $7,820,000	Mar-23 Design Plan	Construction	2024	TBD
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	Bid	2027	Rasmussen
REVENUE FACILITIES								
Dakota State University								
New Residence Hall & Student Life Facility			Auxiliary Bonds Private	$12,000,000 $500,000 $12,500,000	Dec-19 Design Plan	Completed	Aug-21	Roberts
South Dakota School of Mines and Technology								
Surbeck Center Addition			Private	$10,206,000	Aug-24 Design Plan	Construction	2026	Morrison
South Dakota State University								
Larson Commons Renovation - Phased Project			Private (Food Serv Provider) Revenue Bonds Auxilary Total	$8,190,000 $8,000,000 $1,810,000 $18,000,000	Oct-22 Facility Stmt	Construction	2025	Roberts
University Student Union Renovations & Remodeling - Phase 4			General Activity Fees	$7,920,300	Jun-23 Program Plan	Design	2024	
University of South Dakota								
Wellness Center Expansion		SB42-2022	Auxiliary Funds Auxiliary Bonds Private Funds Local Funds	$5,000,000 $3,900,000 $13,989,588 $8,360,412	Jun-22 Design Plan (Revised)	Construction	2024	Roberts

South Dakota Board of Regents Capital Improvement Projects - April 2025

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
				$31,250,000				

Board Action:
1) Preliminary Facility Statement
2) Facility Program Plan
3) Design
4) Bid - Board approves substantive changes from program Plan

Project Status:
1) Planning
2) A/E Selection
3) Design
4) Bid
5) Construction

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – V
DATE: April 2-3, 2025

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SUBJECT

FY24 Annual Comprehensive Financial Report (ACFR) Audit Update

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 4-11-2 – Annual Audit of State Accounts

BACKGROUND / DISCUSSION

The FY24 Statewide Annual Comprehensive Financial Report (ACFR) was released in December of 2024. The Board of Regents (BOR) is considered a component unit of the state of South Dakota in the ACFR. The Department of Legislative Audit (DLA) is charged with providing an audit opinion on the ACFR and performs an audit of the BOR financial statements to help arrive at this opinion.

DLA does not issue a specific audit opinion for the Board of Regents. However, this does not diminish the thorough examination of our financial information. DLA auditors visit both South Dakota State University (SDSU) and the University of South Dakota (USD), scrutinizing campus-specific items as well as system-wide procedures and controls. Utilizing Banner, our ERP system, they remotely review documents and transactions for the four smaller campuses to ensure accuracy and appropriateness. Additionally, phone interviews are conducted with controllers at all campuses. Given the substantial size of our finances relative to state government, DLA dedicates significant effort to ensuring our statements are free of material misstatements. For FY24, there were no audit findings, though three mandatory auditor adjustments were made for the BOR system.

IMPACT AND RECOMMENDATIONS

The accounting staff at each campus are to be congratulated for their continued commitment to excellence. Listed below are the controllers and Board office staff who had a major hand in completing this year's financial statements.

Rob Houdek – BHSU	Shelley Brunick – USD
Amy Dockendorf – DSU	Deb Rowse - SDSMT
Kay Fredrick – NSU	Ben Morgan – RIS
Karen Jastram - SDSU	Shannon Wasilik – BOR

(Continued)

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INFORMATIONAL ITEM

Yura Chong – SDSU
Corey Bowman - BOR
Abby Underberg – BOR
Scott Van Den Hemel – BOR

Every audit reveals areas for improvement. The Board office will continue to collaborate with DLA and the controllers to enhance internal controls and processes. Findings that fall below material reporting thresholds are also reviewed with DLA. These smaller findings are invaluable for identifying procedures and controls that need adjustment before they escalate into larger issues.

The number of mandatory audit adjustments for the last five years, the dollar value associated with those adjustments, and their impact on the BOR's net position are listed below.

Fiscal Year	# of Audit Adjustments	Dollar Value of Adjustments	Impact on Net Position
2020	5	$6,645,015	0.00%
2021	1	$11,888,422	0.00%
2022	0	$0.00	0.00%
2023	2	$58,207,066	0.00%
2024	3	$16,879,231	0.27%

Each year, the Board office assigns a priority code to audit adjustments, with one indicating high priority and five indicating low priority. In FY24, there were three mandatory adjustments (Attachment I). The first and third adjustments resulted from missing elimination entries during the combining process. The second adjustment was due to an audit adjustment by another agency, necessitating a corresponding entry by SDBOR. All three adjustments were assigned a priority code of 5.

ATTACHMENTS

Attachment I – FY24 Mandatory Auditor Adjustments

HIGHER EDUCATION
POSTED AUDITOR RECOMMENDED ADJUSTMENTS
FY2024

University	Account Description	Attribute Code	Banner Account	ACFR Account	Function	Amount Dr. (Cr.)
Central/DSU	Capital Grants & Contracts	4020OTCH	784003			3,517,094.89
	Grant Expense	2070OPEX	761	5206010	06	(3,517,094.89)
Purpose: To elimate revenue and expense for ARL construction costs reimbursed by the Board Office.						
Multiple	Construction In Progress	2050NCRA	1G0045	1680000		6,707,023.00
	Capital Grants & Contracts	4020OTCH	784003			(6,707,023.00)
	Net Investment in Capital Assets	1090NA	410001	3320000		6,707,023.00
	Unrestricted Net Assets	1010NA	410010	3300100		(6,707,023.00)
Purpose: To report CIP for construction costs paid by the primary government out of ARPA funds and restrict the related equity.						
BHSU	Agency Funds - Funds Held For Others	3110CLIB	2J	2810000		6,655,113.00
	Restricted Investments	2015NRCA	1C	1181000		(6,655,113.00)
Purpose: To eliminate double reporting of investments and the related liability for Yellow Jacket Foundation investments held by the BHSU Foundation.						

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – W
DATE: April 2-3, 2025

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SUBJECT

Residence Hall Occupancy Report for Fall 2024 / Spring 2025

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Each year the Board office collects information on the fall utilization numbers for each of the campuses' residence halls. This information is summarized by the campus and put in the SDBOR Fact Book. The capacity, types of housing available, and number of students boarded can be found in Attachment I for Fall 2024, and in Attachment II for Spring 2025.

IMPACT AND RECOMMENDATIONS

Table 1 shows the total number of beds considered to be part of the housing system for each campus. The revenue generated from these beds is pledged to the auxiliary system, except for 72 beds in the East and West 8-Plex Apartments at DSU as well as 249 beds in Rocker 1 and 2 at SDSMT.

Table 1
South Dakota Board of Regents
Available Beds per Semester

	2022 2023	2023 2024	2024 2025
BHSU	864	869	870
DSU	936	897	897
NSU	855	767	684
SDSMT	1,091	1,091	1,091
SDSU	4,571	4,499	4,754
USD	2,128	2,128	2,128
System	10,445	10,251	10,424

(Continued)

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INFORMATIONAL ITEM

Major changes in the numbers between years represent new housing coming online or housing being taken out of the system. Minor changes represent a design adjustment in how the room is classified or rooms taken offline for repairs. For example, taking a room that has been sold as a double and deciding that it will be sold as a single in the future represents a reclassification. Only permanent changes can be made to the capacity.

Table 2 shows the differences between the fall and spring occupancy rates for the last three years. Occupancy rates for Fall 2024/Spring 2025 are based upon rooms available for the general student population. The changes from fall to spring represent students who did not return to school for assorted reasons or graduated after the fall semester.

Most costs associated with running a residence hall system are fixed. While some costs will vary, nearly every additional bed that can be filled represents revenue that would go directly to the bottom line of the operation. It should be noted that when campuses prepare financial information for new residence halls, 90% occupancy is used to develop the financial pro forma for the new hall, with current halls remaining at their current occupancy. As a rule of thumb, the system needs to remain above 90% to maintain financial stability. As campuses dip below that figure for an extended period, they begin to put pressure on other areas to maintain their 1.2 coverage ratio. The average occupancy rates range from 92.94% at SDSMT to 78.74% at NSU.

Table 2
South Dakota Board of Regents
Campus Housing Utilization
Fall, Spring and Average for Last Three Years

	Fall 2022	Spring 2023	Avg		Fall 2023	Spring 2024	Avg		Fall 2024	Spring 2025	Avg
BHSU	91.66%	85.88%	88.77%	BHSU	91.71%	83.08%	87.39%	BHSU	90.36%	79.77%	85.06%
DSU	86.65%	84.37%	85.51%	DSU	96.32%	87.85%	92.08%	DSU	95.09%	85.84%	90.47%
NSU	61.40%	57.08%	59.24%	NSU	64.67%	61.02%	62.84%	NSU	82.04%	75.44%	78.74%
SDSMT	99.27%	92.48%	95.88%	SDSMT	96.43%	93.13%	94.78%	SDSMT	93.86%	92.03%	92.94%
SDSU	87.60%	82.89%	85.25%	SDSU	95.55%	90.26%	92.91%	SDSU	95.60%	89.92%	92.76%
USD	93.14%	86.47%	89.81%	USD	93.89%	87.22%	90.55%	USD	95.77%	87.92%	91.85%
System	88.04%	83.03%	85.54%	System	92.73%	86.93%	89.83%	System	94.08%	87.59%	90.83%

Table 3 isolates the last four spring semesters:

Table 3
South Dakota Board of Regents
Campus Housing Utilization
Spring Semester Only

	Spring 2022	Spring 2023	Spring 2024	Spring 2025
BHSU	76.00%	85.88%	83.08%	79.77%
DSU	81.49%	84.37%	87.85%	85.84%
NSU	68.02%	57.08%	61.02%	75.44%
SDSMT	92.37%	92.48%	93.13%	92.03%
SDSU	83.41%	82.89%	90.26%	89.92%
USD	83.94%	86.47%	87.22%	87.92%
System	80.87%	83.03%	86.93%	87.59%

Table 4 shows the numbers of beds that are empty based on the occupancy rates. A negative number would indicate that a campus was over 100% for that semester.

Table 4
South Dakota Board of Regents
Open Beds
Change from Fall to Spring Prior and Current Years

	Fall 2022	Spring 2023	Change		Fall 2023	Spring 2024	Change		Fall 2024	Spring 2025	Change
BHSU	72	122	50	BHSU	72	147	75	BHSU	84	176	92
DSU	125	132	7	DSU	33	109	76	DSU	44	127	83
NSU	330	367	37	NSU	271	299	28	NSU	123	168	45
SDSMT	8	82	74	SDSMT	39	75	36	SDSMT	67	87	20
SDSU	567	782	215	SDSU	200	438	238	SDSU	209	479	270
USD	146	288	142	USD	130	272	142	USD	90	257	167
System	1,248	1,773	525	System	745	1,340	595	System	617	1,294	677

ATTACHMENTS

Attachment I – Fall 2024 Residence Hall Occupancy Report
Attachment II – Spring 2025 Residence Hall Occupancy Report

Campus Housing Utilization
Fall 2024

Black Hills State University - Current Capacity 871								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	75	208	0	0	0	0	443	90.22%
Suite-Style	4	96	0	0	0	0	183	93.37%
Apartments	62	61	0	0	0	0	161	87.50%
Leased Property*	0	0	0	0	0	0	0	0.00%
Overflow †								
Total	141	365	0	0	0	0	787	**90.36%**

Dakota State University - Current Capacity 897								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	92	294	1	0	0	0	640	93.70%
Suite-Style	0	0	0	19	0	0	75	98.68%
Apartments	0	0	0	8	8	11	138	100.00%
Leased Property*								0.00%
Overflow †								
Total	92	294	1	27	8	11	853	**95.09%**

Northern State University - Current Capacity 685								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	92	70	2	0	0	0	214	89.92%
Suite-Style	7	33	9	86	0	0	348	78.38%
Apartments	3	0	0	0	0	0	0	0.00%
Leased Property*	0	0	0	0	0	0	0	0.00%
Overflow †							0	
Total	102	103	11	86	0	0	562	**82.04%**

South Dakota School of Mines and Technology - Current Capacity 1091								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	35	198	15	0	0	0	435	91.39%
Suite-Style	94	56	0	40	0	0	344	93.99%
Apartments	0	0	0	0	0	0	0	0.00%
Leased Property*	249	0	0	0	0	0	245	98.39%
Overflow †							0	
Total	378	254	15	40	0	0	1,024	**93.86%**

South Dakota State University - Current Capacity 4754								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	280	1,702	3	0	0	0	3,528	95.53%
Suite-Style	0	227	0	0	0	0	440	96.92%
Apartments	26	17	10	128	1	0	577	95.06%
Leased Property*	0	0	0	0	0	0	0	0.00%
Overflow †							0	
Total	306	1,946	13	128	1	0	4,545	**95.60%**

University of South Dakota - Current Capacity 2128								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	56	687	16	0	0	0	1,401	94.79%
Suite-Style	0	53	0	77	0	0	410	99.03%
Apartments	0	22	0	48	0	0	227	96.19%
Leased Property*	0	0	0	0	0	0	0	0.00%
Overflow †							0	
Total	56	762	16	125	0	0	2,038	**95.77%**

Current Capacity - Designed capacity adjusted for permanent changes, including changing rooms to alternate uses and offering doubles as singles.

* Leased Property - This is property leased and managed by the campuses Residence Life staff.

† Overflow - Refers to students assigned to spaces not designed or planned as sleeping rooms to deal with over-crowding.

Campus Housing Utilization
Spring 2025

Black Hills State University - Current Capacity 870								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	76	207	0	0	0	0	392	80.00%
Suite-Style	4	96	0	0	0	0	164	83.67%
Apartments	62	61	0	0	0	0	138	75.00%
Leased Property*	0	0	0	0	0	0	0	0.00%
Overflow †								
Total	142	364	0	0	0	0	694	**79.77%**
Dakota State University - Current Capacity 897								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	92	294	1	0	0	0	573	83.89%
Suite-Style	0	0	0	19	0	0	71	93.42%
Apartments	0	0	0	8	8	11	126	91.30%
Leased Property*								0.00%
Overflow †								
Total	92	294	1	27	8	11	770	**85.84%**
Northern State University - Current Capacity 684								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	92	70	2	0	0	0	193	81.09%
Suite-Style	7	33	9	86	0	0	322	72.52%
Apartments	2	0	0	0	0	0	1	50.00%
Leased Property*	0	0	0	0	0	0	0	0.00%
Overflow †							0	
Total	101	103	11	86	0	0	516	**75.44%**
South Dakota School of Mines and Technology - Current Capacity 1091								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	35	198	15	0	0	0	423	88.87%
Suite-Style	94	56	0	40	0	0	336	91.80%
Apartments	0	0	0	0	0	0	0	0.00%
Leased Property*	249	0	0	0	0	0	245	98.39%
Overflow †							0	
Total	378	254	15	40	0	0	1,004	**92.03%**
South Dakota State University - Current Capacity 4754								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	280	1,702	3	0	0	0	3,313	89.71%
Suite-Style	0	227	0	0	0	0	407	89.65%
Apartments	26	17	10	128	1	0	555	91.43%
Leased Property*	0	0	0	0	0	0	0	0.00%
Overflow †							0	
Total	306	1,946	13	128	1	0	4,275	**89.92%**
University of South Dakota - Current Capacity 2128								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	56	687	16	0	0	0	1,249	84.51%
Suite-Style	0	53	0	77	0	0	399	96.38%
Apartments	0	22	0	48	0	0	223	94.49%
Leased Property*	0	0	0	0	0	0	0	0.00%
Overflow †							0	
Total	56	762	16	125	0	0	1,871	**87.92%**

Current Capacity - Designed capacity adjusted for permanent changes, including changing rooms to alternate uses and offering doubles as singles.

* Leased Property - This is property leased and managed by the campuses Residence Life staff.

† Overflow - Refers to students assigned to spaces not designed or planned as sleeping rooms to deal with over-crowding.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – X
DATE: April 2-3, 2025

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SUBJECT

2024-2025 Regional Tuition and Fees Survey

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Annually, the Board office conducts a comprehensive tuition survey of the four-year public institutions in the surrounding states. States participating are Iowa, Minnesota, Montana, Nebraska, North Dakota, and Wyoming. The survey compares mandatory tuition and fee costs and total costs using the following parameters:

1. Tuition and Fees – This represents tuition and any mandatory fees for 30 credit hours per year for undergraduate and 24 credit hours for graduate. These data are collected for undergraduates and graduates for residents and nonresidents.

2. Total Cost – This number is a combination of the tuition and fee costs plus the cost of housing and meals. Housing is based on a double occupancy room and the meal plan is based on a plan that provides 15 meals per week or one that is close to that.

The figures reflected in the study only include costs that are identified for all students. Special discipline fees are not included since they cannot be identified for all students. Therefore, a student could pay costs higher than those reflected in this report if he or she were enrolled in a discipline with special support fees.

It is important to also note that the nonresident rates do not reflect any reciprocity agreements or other tuition reduction programs between states. Therefore, a nonresident student could attend a given institution at a lower cost than indicated in this report.

IMPACT AND RECOMMENDATIONS

South Dakota ranks fourth highest out of seven states for undergraduate resident tuition and fees, and third highest for graduate resident tuition and fees in the region. For nonresident tuition and fees, South Dakota is the second lowest for both undergraduate and graduate levels.

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INFORMATIONAL ITEM

Undergraduate Resident Tuition and Mandatory Fees										
	2024-2025		2023-2024		2022-2023		2021-2022		2020-2021	
			Rank	Average	Rank	Average	Rank	Average	Rank	Average
Iowa	6	$ 10,669	6	$ 10,396	6	$ 9,966	6	$ 9,543	6	$ 9,286
Minnesota	7	$ 11,916	7	$ 11,739	7	$ 11,593	7	$ 11,153	7	$ 10,555
Montana	2	$ 7,706	2	$ 7,333	2	$ 6,890	1	$ 6,728	2	$ 6,653
Nebraska	3	$ 8,880	3	$ 8,632	3	$ 8,371	5	$ 8,256	3	$ 8,218
North Dakota	5	$ 9,373	4	$ 9,335	4	$ 9,283	4	$ 9,394	4	$ 8,775
South Dakota	**4**	**$ 9,360**	**5**	**$ 9,356**	**5**	**$ 9,356**	**3**	**$ 9,356**	**5**	**$ 9,256**
Wyoming	1	$ 6,957	1	$ 6,698	1	$ 6,442	2	$ 6,097	1	$ 5,792
$ Variance Between SD and #1		**$ 2,402**		**$ 2,658**		**$ 2,914**		**$ 3,259**		**$ 3,464**
Ranked lowest to highest										

Undergraduate Non-Resident Tuition and Mandatory Fees										
	2024-2025		2023-2024		2022-2023		2021-2022		2020-2021	
			Rank	Average	Rank	Average	Rank	Average	Rank	Average
Iowa	7	$ 27,988	7	$ 27,294	7	$ 26,499	7	$ 25,701	7	$ 25,184
Minnesota	4	$ 16,902	4	$ 16,602	4	$ 16,339	4	$ 15,685	4	$ 16,350
Montana	6	$ 26,326	6	$ 24,778	6	$ 23,226	6	$ 22,527	6	$ 22,021
Nebraska	3	$ 15,950	3	$ 15,467	3	$ 14,971	3	$ 14,866	3	$ 15,768
North Dakota	1	$ 12,017	1	$ 12,601	1	$ 12,549	1	$ 12,678	1	$ 12,233
South Dakota	**2**	**$ 12,818**	**2**	**$ 12,815**	**2**	**$ 12,815**	**2**	**$ 12,815**	**2**	**$ 12,680**
Wyoming	5	$ 23,367	5	$ 22,478	5	$ 21,592	5	$ 20,647	5	$ 19,532
$ Variance Between SD and #1		**$ 801**		**$ 215**		**$ 266**		**$ 137**		**$ 447**
Ranked lowest to highest										

Graduate Resident Tuition and Mandatory Fees										
	2024-2025		2023-2024		2022-2023		2021-2022		2020-2021	
			Rank	Average	Rank	Average	Rank	Average	Rank	Average
Iowa	6	$ 12,665	6	$ 12,268	5	$ 11,776	5	$ 11,294	5	$ 10,962
Minnesota	7	$ 15,725	7	$ 15,516	7	$ 14,952	7	$ 13,725	7	$ 13,047
Montana	4	$ 9,202	3	$ 8,742	2	$ 8,284	1	$ 7,624	1	$ 7,418
Nebraska	2	$ 8,822	2	$ 8,547	1	$ 8,194	2	$ 8,032	2	$ 7,910
North Dakota	5	$ 11,501	5	$ 11,471	6	$ 11,988	6	$ 11,552	6	$ 11,170
South Dakota	**3**	**$ 9,178**	**4**	**$ 9,178**	**3**	**$ 9,178**	**4**	**$ 9,178**	**4**	**$ 9,042**
Wyoming	1	$ 8,421	1	$ 8,116	4	$ 9,576	3	$ 8,653	3	$ 8,210
$ Variance Between SD and #1		**$ 758**		**$ 1,062**		**$ 984**		**$ 1,554**		**$ 1,624**
Ranked lowest to highest										

Graduate Non-Resident Tuition and Mandatory Fees										
	2024-2025		2023-2024		2022-2023		2021-2022		2020-2021	
			Rank	Average	Rank	Average	Rank	Average	Rank	Average
Iowa	6	$ 28,751	6	$ 28,025	7	$ 27,187	7	$ 26,335	7	$ 25,756
Minnesota	4	$ 20,161	4	$ 19,889	4	$ 16,162	4	$ 17,273	4	$ 17,050
Montana	7	$ 30,258	7	$ 28,457	6	$ 26,740	6	$ 24,056	6	$ 23,855
Nebraska	3	$ 17,946	3	$ 17,407	3	$ 16,650	2	$ 16,443	3	$ 16,321
North Dakota	1	$ 14,261	1	$ 14,231	1	$ 15,688	1	$ 15,089	1	$ 14,572
South Dakota	**2**	**$ 16,522**	**2**	**$ 16,522**	**2**	**$ 16,522**	**3**	**$ 16,522**	**2**	**$ 16,312**
Wyoming	5	$ 21,821	5	$ 20,996	5	$ 24,432	5	$ 22,933	5	$ 21,674
$ Variance Between SD and #1		**$ 2,261**		**$ 2,291**		**$ 834**		**$ 1,433**		**$ 1,740**
Ranked lowest to highest										

While South Dakota's ranking for graduate and undergraduate tuition and mandatory fees has not changed dramatically in the last five years, the gap between South Dakota and the lowest ranked state for undergraduate resident rates is the lowest in the last six years, showing the importance of the tuition and fee freezes implemented in recent years. Notably, South Dakota has been narrowing the gap between its undergraduate resident tuition and fees and the lowest in the region since FY20, achieving a reduction of over $1,300 or 35%.

In FY24, South Dakota's system achieved the lowest total cost ranking for both resident and non-resident undergraduate students. This accomplishment reflects our state's efforts to minimize all expenses, including housing and meal plans, for our students. The low nonresident rates reflect the goal of recruiting nonresident students to build the SD workforce.

Undergraduate Resident Total Cost

	2024-2025		2023-2024		2022-2023		2021-2022		2020-2021	
			Rank	Average	Rank	Average	Rank	Average	Rank	Average
Iowa	6	$ 21,817	6	$ 21,042	6	$ 20,151	6	$ 19,461	6	$ 19,087
Minnesota	7	$ 22,613	7	$ 21,861	7	$ 21,414	7	$ 20,367	7	$ 19,602
Montana	2	$ 17,713	2	$ 17,304	1	$ 15,937	1	$ 15,247	1	$ 14,973
Nebraska	4	$ 19,946	4	$ 19,357	5	$ 18,590	5	$ 17,670	5	$ 17,093
North Dakota	3	$ 18,541	3	$ 18,067	3	$ 17,768	4	$ 17,319	3	$ 16,762
South Dakota	**1**	**$ 17,608**	**1**	**$ 17,213**	**2**	**$ 16,810**	**3**	**$ 16,904**	**4**	**$ 16,857**
Wyoming	5	$ 20,623	5	$ 20,038	4	$ 18,052	2	$ 16,427	2	$ 16,012
$ Variance Between SD and #1		$ -		$ -		$ 873		$ 1,657		$ 1,884
Ranked lowest to highest										

Undergraduate Non-Resident Total Cost

	2024-2025		2023-2024		2022-2023		2021-2022		2020-2021	
			Rank	Average	Rank	Average	Rank	Average	Rank	Average
Iowa	7	$ 39,136	7	$ 37,939	7	$ 36,685	7	$ 35,619	7	$ 34,985
Minnesota	4	$ 28,097	4	$ 27,210	4	$ 26,635	4	$ 25,353	4	$ 25,234
Montana	5	$ 36,333	5	$ 34,750	5	$ 32,274	6	$ 31,046	6	$ 30,341
Nebraska	3	$ 27,016	3	$ 26,192	3	$ 25,190	3	$ 24,280	3	$ 24,643
North Dakota	2	$ 21,185	2	$ 21,333	2	$ 21,034	2	$ 20,603	1	$ 20,220
South Dakota	**1**	**$ 21,066**	**1**	**$ 20,672**	**1**	**$ 20,268**	**1**	**$ 20,363**	**2**	**$ 20,281**
Wyoming	6	$ 37,033	6	$ 35,818	6	$ 33,202	5	$ 30,977	5	$ 29,751
$ Variance Between SD and #1		$ -		$ -		$ -		$ -		$ 61
Ranked lowest to highest										

Graduate Resident Total Cost

	2024-2025		2023-2024		2022-2023		2021-2022		2020-2021	
			Rank	Average	Rank	Average	Rank	Average	Rank	Average
Iowa	6	$ 23,813	6	$ 22,913	6	$ 21,961	6	$ 21,212	6	$ 20,762
Minnesota	7	$ 26,566	7	$ 25,853	7	$ 24,985	7	$ 23,045	7	$ 21,994
Montana	2	$ 19,202	2	$ 18,887	2	$ 17,456	1	$ 16,350	1	$ 15,950
Nebraska	3	$ 19,889	3	$ 19,271	3	$ 18,413	3	$ 17,445	3	$ 16,785
North Dakota	4	$ 20,999	4	$ 20,485	4	$ 20,571	5	$ 19,982	5	$ 19,686
South Dakota	**1**	**$ 17,427**	**1**	**$ 17,035**	**1**	**$ 16,632**	**2**	**$ 16,726**	**2**	**$ 16,642**
Wyoming	5	$ 22,087	5	$ 21,456	5	$ 21,186	4	$ 18,983	4	$ 18,430
$ Variance Between SD and #1		$ -		$ -		$ -		$ 376		$ 692
Ranked lowest to highest										

Graduate Non-Resident Total Cost										
	2024-2025		2023-2024		2022-2023		2021-2022		2020-2021	
			Rank	Average	Rank	Average	Rank	Average	Rank	Average
Iowa	6	$ 39,899	7	$38,670	7	$ 37,373	7	$ 36,253	7	$ 35,557
Minnesota	4	$ 31,556	4	$30,773	4	$ 29,721	4	$ 27,036	3	$ 24,893
Montana	7	$ 40,258	6	$38,602	5	$ 35,911	5	$ 32,782	6	$ 32,387
Nebraska	3	$ 29,013	3	$28,131	3	$ 26,824	3	$ 25,856	4	$ 25,196
North Dakota	1	$ 23,759	1	$23,245	2	$ 24,250	1	$ 23,519	1	$ 23,088
South Dakota	**2**	**$ 24,770**	**2**	**$24,379**	**1**	**$ 23,975**	**2**	**$ 24,070**	**2**	**$ 23,912**
Wyoming	5	$ 35,487	5	$34,336	6	$ 36,042	6	$ 33,263	5	$ 31,894
$ Variance Between SD and #1		**$ 1,011**		**$ 1,134**		**$ -**		**$ 551**		**$ 824**
Ranked lowest to highest										

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – Y
DATE: April 2-3, 2025

****

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. BHSU – MS in Psychology
   The proposed program will provide students with a solid foundation in psychological research. With rigorous training in graduate statistics and research methods, students will be prepared to embark on a mentored research thesis. Coursework will also cover a variety of subfields within psychology. The program will also serve as a launching pad for those wanting to go on to a doctoral-level program.

2. DSU – MS in Cyber Operations
   The proposed program is designed to be a technical program firmly grounded in computer science, which will emphasize applied research in cybersecurity. Students enrolled in the program will become a vital resource for research engineers, as well as for regional and national employers. The program aims to

(Continued)

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INFORMATIONAL ITEM

produce graduates with advanced technical expertise in cyber operations, applied research in cybersecurity, and innovation within computer science, emphasizing high-demand skills like malware analysis and software exploitation.

3. NSU – AS in Education
   The proposed program will offer foundational preparation for individuals aspiring to pursue a career in education or related fields. The two-year program will emphasize core principles in teaching, learning, and child development, blending theoretical knowledge with hands-on experiences in classroom settings. Graduates will be equipped with essential skills in educational practices, classroom management, and student support, preparing them to enter the workforce in support roles, such as paraprofessionals/educational assistants, or to seamlessly transition to a four-year degree in education.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – A (1)
DATE: April 2-3, 2025

****

SUBJECT

New Program Request – BHSU, NSU, SDSU & USD – AA/AS in Career Pathways

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Black Hills State University (BHSU), Northern State University (NSU), South Dakota State University (SDSU), and the University of South Dakota (USD) request authorization to offer an AA/AS degree in Career Pathways. The proposed program will provide resources and guidance to students at the beginning of their academic journey. This program allows students opportunities to explore various career options, aligns those options with the appropriate academic major, and supports students on this journey by providing them with intensive academic and career services. The goal is to help students identify the academic major that best prepares them for their future careers goals and then facilitating a seamless transfer into their major of choice.

The intent to plan was 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: BHSU, NSU, SDSU & USD – AA/AS in Career Pathways

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DRAFT MOTION 20250402_6-A(1):

I move to authorize BHSU, NSU, SDSU, and USD to offer an AA/AS in Career Pathways, as presented.

Full Proposal – AA/AS Career Pathways
BHSU, NSU, SDSU, USD

BOR Recommendation: The Board of Regents Academic Affairs and the Executive Director support the program request. This program will serve students admitted through the Fast Track program who would benefit from additional support and career advising.

Program Description:

Catalog Description: Career Pathways provides resources and guidance to students at the beginning of their academic journey. This program allows students opportunities to explore various career options, aligns those options with the appropriate academic major, and supports students on this journey by providing them with intensive academic and career services. The goal is to help students identify the academic major that best prepares them for their future career goals and then facilitate a seamless transfer into their major of choice.

Strategic Impact –

The Associate of Arts or Associate of Sciences in Career Pathways includes general education courses, student success support courses, a required certificate program, and an array of flexible electives, which together can serve as the first two years of a bachelor's degree within the SD regental system. The program can be provided in its entirety by distance to serve time- and place-bound individuals. The program meets the missions of all the South Dakota Board of Regent Universities.

BOR Strategic Impact:

The Career Pathways program aligns with SDBOR Strategic Plan Goal 2 Access and Affordability, Goal 3 Student Outcomes, and Goal 4 Workforce Development.

SDBOR Strategic Plan Goal 2 Access and Affordability pledges to increase SD high school enrollments by 5%. The Fast Track program will increase SD high school enrollments by facilitating access. Students with a high school GPA below 2.6 will be admitted to and placed into the proposed Career Pathways program through the fast-track admission program. SDBOR Strategic Plan Goal 3 Student Outcomes focuses on student success and outcomes. The program supports students with intensive academic advising while helping them determine their best-fit academic program. This stackable program will allow students to earn a certificate on their way to completing the associate degree and will allow for a seamless transition for the student from associate into the bachelor's degree program. Finally, in alignment with SDBOR Strategic Plan Goal 4 Workforce Development, the program's focus on career advising places workforce development at the forefront of a student's academic journey.

Program Summary:

The classification of this program will be 24.0102 [General Studies]. This program is proposed to be offered beginning Fall 2025 on campus at BHSU, NSU, SDSU, and USD, at the USD-SF and BHSU-RC locations, as well as online. No program accreditation is available.

All students will be required to complete 3-6 credits of first-year experience courses designed to support long-term college and career success. Additionally, students in the Career Pathways

program will be required to identify and complete a career-related academic certificate as part of their program of study. First-year experiences and collaborative assignments/projects will be the HIPs incorporated into this program.

Duplication and Competition:

The Integrated Postsecondary Education Data System (IPEDS) for 2022-2023 reporting shows that South Dakota produced a total of **128 undergraduate** completers in related fields.

Regental Universities[1]:

University	Associate Degrees Conferred in Related Fields	Total Number of Associate Degrees Conferred at Each Institution
BHSU, General Studies AA	16	48
DSU, General Studies AA	15	62
NSU, General Studies AA	11	29
SDM, General Studies AA	2	2
SDSU, General Studies AA	66	124
USD, General Studies AA	18	24

Private SD Universities[2]:

University	Associate Degrees Conferred in Related Fields	Total Number of Associate Degrees Conferred At Each Institution
Dakota Wesleyan, AS General Studies	2	9
Mount Marty University, AS General Studies	0	6
University of Sioux Falls, AS General Studies	0	9

Total Sum of SD Findings:

University	Total Associate Degrees in Related Fields Conferred in SD	Total Number of Associate Degrees Conferred (All SD Universities Listed Above)
Total	128	313

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

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

Given that the existing General Studies programs are well-established and regularly used across the system, the intent behind creating the Career Pathways (AA/AS) program is to serve students who have a HS GPA below 2.6 and have been admitted through the Fast Track direct admission program. That said, the proposed program could be appropriate for any student interested in investigating career options before selecting a major.

Competitor University Peers[3]:

Given the nature of the proposed Career Pathways program, competitive peers are not relevant. However, we reviewed designs of Exploratory Studies programs from multiple institutions when considering design choices for the Career Pathways program proposed here. The institutions we consulted included:

University of Colorado, Boulder – Exploratory Studies
https://www.colorado.edu/exploratorystudies/

Purdue University – Exploratory Studies https://www.purdue.edu/exploratory/

Oregon State University, Cascades – Exploratory Studies
https://osucascades.edu/academics/university-exploratory-studies-program

University of Wyoming – Exploratory Studies https://www.uwyo.edu/uw/degree-programs/exploratory-studies.html

Workforce Outlook/State Need:

Because the proposed degree program is not tied to a specific career or occupation, reporting a specific workforce outlook is not possible. However, the US Bureau of Labor Statistics provides evidence in support of the argument that students who complete an associate degree as well as students who complete "some college, no degree" both have higher median usual weekly earnings as well as lower unemployment rates than do individuals with only a high school diploma.

https://www.bls.gov/careeroutlook/2023/data-on-display/education-pays.htm

The data demonstrates that students who choose to leave college after completing their associates in Career Pathways, or even those who leave after completing a certificate, can expect higher earnings than those who do not attend college at all.

Student Learning Outcomes:

1. Students will systematically explore issues, objects, or works through the collection and analysis of evidence that results in informed conclusions or judgments, and break down complex topics or issues into parts to gain a better understanding of them.
2. Students will exhibit a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will exhibit both the capacity to combine or synthesize existing ideas, images, or expertise in

[3] IPEDS, 2022-2023

original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk-taking.

3. Students will recognize and know when there is a need for information and identify, locate, evaluate and effectively and responsibly use and share that information to address the need or problem at hand.
4. Students will analyze and compare scholarly sources to develop informed conclusions or judgments.
5. Students will integrate available and reliable information to develop meaningful solutions.
6. Students will articulate the development of their academic or career goals.

Projected Enrollment:

Given the Fast Track direct admissions program is in the first year of its pilot with only three participating school districts, projecting enrollment is not possible.

The Career Pathways program is intended for students with a HS GPA below 2.6 who have been admitted to the regental system via the Fast Track program. Marketing for the Fast Track program will include information about the AA/AS in Career Pathways.

Projected Revenue/Expenses:

The proposed Career Pathways program allows students to design their own academic program, choosing courses from their intended major/career while completing general education requirements, and student success coursework.

As the Fast Track program grows to include more SD school districts, the number of students with a HS GPA below 2.6 matriculating into the regental system may increase in such a way that an institution will need to offer more sections of their student success courses. When that occurs, institutions may rely on faculty workload reassignment, the use of adjuncts (possibly from staff with student success experience and the appropriate academic credentials), or hiring instructors dedicated to supporting student success coursework.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – A (2)
DATE: April 2-3, 2025

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SUBJECT

New Program Request – SDSMT – BS in Data Science and Engineering

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a BS in Data Science and Engineering. The proposed program provides students with a comprehensive foundation in the core principles, tools, and techniques of data science. This interdisciplinary program is rooted in computer science, with supporting elements of statistics, mathematics, and 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.

The intent to plan has been approved by the Executive Director and was presented to the Board as an informational item at the December 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: SDSMT – BS in Data Science and Engineering

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DRAFT MOTION 20250402_6-A(2):

I move to authorize SDSMT to offer a BS in Data Science and Engineering, as presented.

Full Proposal – BS Data Science and Engineering
South Dakota School of Mines and Technology

BOR Recommendation: The Board of Regents Academic Affairs and the Executive Director support the program request. This program will increase the number of SD graduates trained to work with large datasets increasingly common across multiple occupational sectors, including agriculture, finance, healthcare, and engineering.

Program Description:

Catalog Description: The Bachelor of Science in Data Science & Engineering program provides students with a comprehensive foundation in the core principles, tools, and techniques of data science. This interdisciplinary program is rooted in computer science, with supporting elements of statistics, mathematics, and 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.

Strategic Impact –

SDSMT Strategic Impact:

Data Science & Engineering is emerging as a core subject in science and engineering colleges nationwide. Industry and academia need these skills to address the challenges of this next century. Interdisciplinary computing, data science, and data engineering are explicit elements of the mission and strategic plan for South Dakota Mines (SDM). This new program is aligned with the institutional priorities.

The mission of SDM is to empower scientists and engineers to address global challenges, innovate to reach our creative potential and engage in partnerships to transform society. Data science and data engineering have become globally pervasive across nearly every sector of science and engineering. They have become essential elements in addressing global challenges ranging from food security and environmental science to novel materials discovery and global security. Housed within the newly formed Department of Electrical Engineering and Computer Science, this new program fits well within the current departmental degree offerings, as well as the entire institutional program array. As outlined above, the Data Science & Engineering degree program will be interdisciplinary, requiring domain-specific courses that span multiple fields across the SDM institutional program array. In addition, the proposed program is directly aligned with the institutional priorities as outlined by the following goals within the SDM strategic plan:

- Offering distinctive academic programs that are responsive to industry needs (Goal 1: Objective 1.1).
- Offering co-curricular programming that promotes creative thinking and innovative problem-solving (Goal 1: Objective 1.3)
- Increasing undergraduate student enrollment (Goal 4: Objective 4.1).

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BOR Strategic Impact:

The SD BOR strategic plan outlines five strategic goals, of which the proposed program is primarily aligned with Goals 3, 4, and 5. Specifically, Goal 3 focuses on academic excellence and

student success, as Data Scientists are in high demand, preparing SD students in this field will set them up for success upon graduation. Goal 4 is focused on workforce development, similarly, with Data Science skills being highly sought after, there are numerous employment opportunities both within and outside of South Dakota. Finally, Goal 5 is focused on the financial health can competitiveness of SD schools, Data Science is one of the fastest-growing fields across the country and one of the most lucrative career choices for students. The new B.S. degree in Data Science & Engineering will give SDM a competitive edge in undergraduate recruitment, and our academic excellence will help retain and graduate these students, preparing them for careers of the future.

Program Summary:

The classification of this program will be 30.7001 [Data Science, General]. This program is proposed to be offered beginning Fall 2025 on campus at SDM as well as online. It is eligible for ABET accreditation, which SDSMT will pursue as soon as possible.

Duplication and Competition:

While no exact duplicate programs exist, South Dakota State University (SDSU) currently offers a Data Science (BS) degree. Additionally, SDM offers a collaborative Ph.D. in Data Science and Engineering with the University of South Dakota (USD).

The Integrated Postsecondary Education Data System (IPEDS) for 2022-2023 reporting shows that South Dakota produced a total of **20 undergraduate** completers in related fields.

Regental Universities[1]:

University	Bachelor's Degrees Conferred in Related Fields	Total Number of Bachelor's Degrees Conferred at Each Institution
SDSU, BS Data Science	16	1824

Private SD Universities[2]:

University	Bachelor's Degrees Conferred in Related Fields	Total Number of Bachelor's Degrees Conferred At Each Institution
Augustana University, BS Data Science	3	381
University of Sioux Falls, BS Data Science	1	315

Total Sum of SD Findings:

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

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

University	Total Bachelor's Degrees in Related Fields Conferred in SD	Total Number of Bachelor's Degrees Conferred (All SD Universities Listed Above)
Total	20	2520

While a portion of the name of the degree is the same as the program offered at SDSU, 'Data Science' is a broad term that covers a variety of disciplines thus programs can be, and typically are, vastly different. The two biggest directions for Data Science programs tend to be (1) mathematics/statistics, or (2) computer science/machine learning. The B.S. in Data Science degree at SDSU is administered by the Department of Mathematics and Statistics and is designed with a curriculum focused on the mathematical and statistical aspects of data science. Additionally, the degree SDM is proposing incorporates data engineering, which is the development, building, and maintenance of systems that collect, store, and analyze raw data into useful information to support organizational needs and use cases.

The proposed B.S. in Data Science & Engineering at SDM will be administered within the Department of Electrical Engineering and Computer Science and require a large amount of computer science coursework, resulting in a much more targeted focus on the computational aspects of Data Science and Data Engineering (efficient algorithm implementation, Big Data, advanced computing concepts, cloud-based resources, etc.). The focus on computer science is needed to address the software engineering and data engineering skills required in the emerging discipline.

The proposed degree would complement the SDSU baccalaureate degree for those more interested in the computational aspects of Data Science & Engineering, as opposed to the statistical aspects.

Competitor University Peers[3]:

University	Total Bachelor's Degrees in Related Fields Conferred	Total Number of Bachelor's Degrees Conferred at Each Institution
Colorado State University, BS Data Science	15	5201
Illinois Institute of Technology, BS Artificial Intelligence	5	630
University of MN-Twin Cities, BS Data Science	12	7640

Workforce Outlook/State Need:

[3] IPEDS, 2022-2023

Data Science has permeated all aspects of science, engineering, agriculture, etc. According to the US Bureau of Labor Statistics5 and US Department of Labor - Career OneStop6, it is projected that between 2023 – 2033 the number of Data Science openings in the United States will go from 202,900 in 2023 to 276,000in 2033 (a 36% increase over a 10-year timeframe with just under 21,000 openings each year). In South Dakota, there is expected to be a 33% increase in openings over that same time period.

The data above were obtained in October 2024 and document almost 21,000 openings that will need to be filled across the country. In August 2024 those same sources (USDOL and USBLS) projected openings for the 10-year period at just over 17,000. Given the rapid expansion of the field and the need for educated and trained professionals to work as Data Scientists, in two short months, those projections have changed to document an additional 4,000 openings. The rapidly increasing projected openings clearly demonstrate the demand for graduates in the field and the existence of unfilled openings.

According to Glassdoor7, the salary range for Data Scientists is between $127k – 206k/year with a median starting salary of $160k/year. This information is supported by US Department of Labor data, which lists a median annual salary over $103,500.

During the creation of the Data Science & Engineering (Ph.D.) degree, Black Hills Energy expressed interest in Data Science skills below the Ph.D. level. Recently, Monument Health approached Mines with the idea of a Data Science & Engineering B.S. degree. These two organizations, both of which have a significant presence in the Rapid City community and region, demonstrate sufficient industry support to proceed to develop a BS degree.

5 USDoL Job Outlook: https://www.bls.gov/ooh/math/data-scientists.htm?src_trk=em663ccfe799c3b3.012538641904244899#tab-6

6 Career OneStop: https://www.careeronestop.org/Toolkit/StateAndLocal/ProjectedEmployment.aspx?soccode=152051&location=South%20Dakota&dataview=

7 https://www.glassdoor.com/Salaries/data-scientist-salary-SRCH_KO0,14.htm

Student Learning Outcomes:

Students will:

a. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.

b. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

c. Communicate effectively in a variety of professional contexts.

d. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

e. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

f. Apply theory, techniques, and tools throughout the data science lifecycle and employ the resulting knowledge to satisfy stakeholders' needs.

Projected Enrollment:

ESTIMATES	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
Students new to the university	10	15	20	28	35	40
Students from other university programs	5	5	5	5	5	5
Students off-campus or distance continuing students		13	28	44	58	72
Total students in the program (fall)	**15**	**33**	**53**	**77**	**98**	**117**
Program credit hours (major Courses)**	150	313	623	984	1245	1523
Graduates				9	12	15

Do not include current fiscal year.

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

The B.S. in Data Science & Engineering program is expected to see steady growth in enrollment over the first six years of its launch, driven by increasing demand for data science professionals and the growing importance of data-driven decision-making across industries (as outlined above). Mines anticipates the initial launch year to attract 10 – 15 students. This is a conservative estimate to account for the time required for the program to gain visibility among prospective students, establish partnerships with industry, and build awareness within the high school pipeline. By year 2, Mines anticipates the enrollment to double to 15 – 20 new incoming freshmen. This growth will be supported by continuous recruitment efforts. By year three Mines projects the incoming freshman enrollment to be between 20 – 30 students as it is anticipated that students from previous cohorts will begin sharing their positive experiences with the program and have established internships and summer co-ops with data science-focused industries. By year 4 Mines will graduate its first cohort of data scientists and expect to maintain its annual incoming freshman enrollment of 20 – 30 students. Once the first cohort of students enters the job market, Mines projects more growth in incoming freshman enrollment to 30 – 40 students in year 5 and a goal of 40 or more new students enrolling by year 6.

Projected Revenue/Expenses:

FINANCIAL HEALTH SUMMARY	1st FY24	2nd FY25	3rd FY26	4th FY27	5th FY28	6th FY29
TUITION & FEE REVENUES	45,171	95,460	190,921	296,319	378,830	458,932
PROGRAM EXPENSES	3,620	3,620	104,089	104,089	215,907	215,907
NET (T&F REVENUES LESS PROGRAM EXPENSES)	**41,551**	**91,840**	**86,832**	**192,230**	**162,923**	**243,025**
OTHER SUPPORTING REVENUES	-	-	-	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	**41,551**	**91,840**	**86,832**	**192,230**	**162,923**	**243,025**

The commitment of institutional resources to support one adjunct teaching one course each of the first two years, one full-time permanent lecturer faculty position starting in year three, and one full-time permanent tenure-track faculty position starting in year five are needed. The enrollment projections of this program will provide ample revenue to cover the expenses associated with those faculty positions. Additional short-term ongoing expenses in the form of start-up for the tenure-track faculty are needed and will come from grant funding the department has secured. Additional long-term ongoing expenses associated with marketing and promotion of the program are needed. Detailed figures regarding these one-time and ongoing expenses are documented on the Financial Health worksheet.

No new faculty lines will be needed until year three. At year three, as long as the program is achieving enrollment goals, there will be adequate student enrollment to support the first additional lecturer faculty line. Prior to year three, the new students to this program will be enrolling in existing courses, where there is typically room to absorb the students.

The introductory courses are required by several programs at the institution, so one adjunct teaching one course each of the first two years, is part of the budget model in case enrollment in those introductory courses exceeds the capacity of current faculty.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – B (1)
DATE: April 2-3, 2025

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SUBJECT

New Undergraduate Certificate Request – BHSU, NSU, SDSMT, & SDSU – Gateway to Architecture and Construction

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Black Hills State University (BHSU), Northern State University (NSU), South Dakota School of Mines & Technology (SDSMT), and South Dakota State University (SDSU), request authorization to offer an undergraduate certificate in Gateway to Architecture and Construction. The proposed certificate will provide a jumpstart for students with a career interest in architecture and construction. Students will explore careers in designing, planning, managing, building, and maintaining the built environment. Students will also take foundational courses in communication and mathematics which are critical skills in these fields. Courses taken in the certificate will be stackable into academic degrees in related fields including architecture, landscape architecture, interior design, construction management, and construction technology.

This certificate is part of a larger initiative to offer certificates to high school students participating in the 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. One new course will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: BHSU, NSU, SDSMT, and SDSU – Gateway to Architecture and Construction

****

DRAFT MOTION 20250402_6-B(1):

I move to authorize BHSU, NSU, SDSMT, and SDSU, to offer an undergraduate certificate in Gateway to Architecture and Construction, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	SDSU SDSMT NSU BHSU
TITLE OF PROPOSED CERTIFICATE:	Gateway to Architecture and Construction
INTENDED DATE OF IMPLEMENTATION:	Summer 2025
PROPOSED CIP CODE:	04.9999
UNIVERSITY DEPARTMENT:	SDSU – School of Design SDSMT – Civil & Environmental Engineering NSU – Art BHSU – School of Arts
BANNER DEPARTMENT CODE:	SDSU – SDSG SDSMT – MCEE NSU – NART BHSU - BART
UNIVERSITY DIVISION:	SDSU – Colleges of Arts, Humanities and Social Sciences SDSMT – Engineering NSU – School of Fine Arts BHSU – College of Liberal Arts
BANNER DIVISION CODE:	SDSU – 3S SDSMT – 4E NSU – 5F BHSU – 6A

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

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

University Approval

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

Teresa Seefeldt		2/19/2025
Institutional Approval Signature *President or Chief Academic Officer of the University*	**SDSU**	Date

Darcy Briggs		2/19/2025
Institutional Approval Signature *President or Chief Academic Officer of the University*	**SDSMT**	Date
Erin Fouberg		2/20/2025
Institutional Approval Signature *President or Chief Academic Officer of the University*	**NSU**	Date
Pamela Carriveau		2/20/2025
Institutional Approval Signature *President or Chief Academic Officer of the University*	**BHSU**	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.

This certificate provides a jumpstart for South Dakota high school students with a career interest in architecture and construction. Students will explore careers in designing, planning, managing, building, and maintaining the built environment. Students will also take foundational courses in communication and mathematics which are critical skills in these fields. Courses taken in the certificate will be stackable into academic degrees in related fields including architecture, landscape architecture, interior design, construction management, and construction technology.

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

BHSU:	*SDCL § 13-59*	*BOR Policy 1.2.1*
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

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. SDSU offers undergraduate and graduate degree programs in the fields of architecture and construction, including architecture, landscape architecture, interior design, construction management, and construction technology.

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.*

Architecture and construction are high demand fields, and students can use this certificate as a

foundation for further education leading to these fast growing careers. Between 2023 and 2033, employment for architects and construction managers is expected to grow faster than the average for all occupations (8% architects; 9% construction managers). The South Dakota Department of Labor and Regulation lists construction managers as a high demand career within the state while architects are considered medium demand.

https://www.bls.gov/ooh/architecture-and-engineering/architects.htm
https://www.bls.gov/ooh/management/construction-managers.htm
https://dlr.sd.gov/lmic/career_cluster_architecture.aspx

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 South Dakota high school juniors and seniors interested in earning college credit through the state's dual credit program.

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.**

      Yes, this certificate is intended to be stackable; credits taken as part of the certificate will contribute to general education requirements, major requirements, or general electives in several associate and bachelor's degree programs.

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

Prefix	Number	Course Title	Prerequisites for Course *Include credits for prerequisites in subtotal below.*	Credit Hours	New (yes, no)
Choose one course from the following:					
DSGN	100	Survey of the Built Environment Professions	None	3	Yes
CEE	274	Construction Engineering & Management	None	3	No
Choose one art or design course from the following:					
ART	111	Drawing I (SGR #4)	None	3	No
ARTH	100	Art Appreciation (SGR #4)	None	3	No
ARTH	211	History of World Art I (SGR #4)	None	3	No
GDES	101	Computer Graphics	None	3	No
Choose one mathematics course from the following:					
MATH	114	College Algebra	None	3	No
MATH	120	Trigonometry	None	3	No
Choose one communication course from the following:					
ENGL	101	Composition I	None	3	No
CMST	101	Foundations of Communication	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.*

At the conclusion of the certificate, students will be able to:

- Identify and describe the roles, responsibilities, and collaborations of key professions within the built environment.
- Describe basic design principles, concepts, media and formats.
- Demonstrate competence in mathematical principles and techniques essential for advanced study in the built environment professions.
- Develop communication skills necessary for teamwork in design projects.

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.*

	Program Courses that Address the Outcomes			
Individual Student Outcome	DSGN 100	Art and Design	Math	Communication
Identify and describe the roles, responsibilities, and collaborations of key professions within the built environment.	x			
Describe basic design principles, concepts, media and formats.		x		
Demonstrate competence in mathematical principles and techniques essential for advanced study in the built environment professions.			x	
Develop communication skills necessary for teamwork in design projects.				x

9. Delivery Location.

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

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

	Yes/No	***Intended Start Date***
On campus	Yes	**Summer 2025**

	Yes/No	***If Yes, list location(s)***	***Intended Start Date***
Off campus	Yes	In-district where approved	**Summer 2025**

	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in AAC Guideline 2.4.3.B.*	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	X15, X18	**Summer 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 (online/other distance delivery methods)	No		

10. Additional Information: *Additional information is optional. Use this space to provide*

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – B (2)
DATE: April 2-3, 2025

****

SUBJECT

New Undergraduate Certificate Request – BHSU, DSU, NSU, SDSMT, SDSU, & USD – Gateway to Digital Technology

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 School of Mines & Technology (SDSMT), South Dakota State University (SDSU), and the University of South Dakota (USD) request authorization to offer an undergraduate certificate in Gateway to Digital Technology. This certificate provides a jumpstart for South Dakota high school students with a career interest in digital technology, including disciplines like computer science, information systems, networking, artificial intelligence, cybersecurity, web development, health informatics, and data analytics. Courses taken in the certificate will be stackable into academic degrees in those related fields.

This certificate is part of a larger initiative to offer certificates to high school students participating in the 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, SDSMT, SDSU, and USD – Gateway to Digital Technology

****

DRAFT MOTION 20250402_6-B(2):

I move to authorize BHSU, DSU NSU, SDSMT, SDSU, and USD to offer an undergraduate certificate in Gateway to Digital Technology, 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:	**Gateway to Digital Technology**
INTENDED DATE OF IMPLEMENTATION:	**Summer 2025**
PROPOSED CIP CODE:	**11.0101**
UNIVERSITY DEPARTMENT:	**BHSU- School of Math & Social Sciences** **DSU – Computer Science** **NSU - Management Information Systems** **SDSMT – Electrical Engineering and Computer Science** **SDSU – Electrical Engineering and Computer Science** **USD – Computer Science**
BANNER DEPARTMENT CODE:	**BHSU- BSMS** **DSU – DCOC** **NSU - NMIS** **SDSMT - MECS** **SDSU - SEEC** **USD - UCSC**
UNIVERSITY DIVISION:	**BHSU- College of Liberal Arts** **DSU – Beacom College of Computer & Cyber Science** **NSU - School of Business** **SDSMT – Science & Letters** **SDSU – Lohr College of Engineering** **USD – College of Arts & Science**
BANNER DIVISION CODE:	**BHSU-6A** **DSU – 8N** **NSU - 5B** **SDSMT – 4L** **SDSU – 3E** **USD – 2A**

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

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

University Approval

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

Elizabeth M. Freeburg	**USD**	2/20/2025
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Pamela Carriveau	**BHSU**	2/20/2025
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Rebecca Hoey	**DSU**	2/20/2025
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Erin Fouberg	**NSU**	2/20/2025
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Teresa Seefeldt	**SDSU**	2/20/2025
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Darcy Briggs	**SDSMT**	2/20/2025
Institutional Approval Signature *President or Chief Academic Officer 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. **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 a jumpstart for South Dakota high school students with a career interest in digital technology, including disciplines like computer science, information systems, networking, artificial intelligence, cybersecurity, web development, health informatics, and data analytics. Courses taken in the certificate will be stackable into academic degrees in those related fields.

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

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

BHSU:	*SDCL § 13-59*	*BOR Policy 1.2.1*
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

Universities offering the certificate have majors in the broad field of digital technology.

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

   The U.S. Bureau of Labor Statistics projects jobs in computer and information technology are projected to grow much faster than average for all occupations from 2023-2033 (Occupational Outlook Handbook 2024). The median wage for employees in this field was $104,420 in May 2023, significantly higher than the national median annual wage of $48,060. In South Dakota, information security analysts and software developers, analysts and testers rank #4 and #9 respectively in the top ten occupations with the highest projected growth between 2020 and 2030 (Department of Labor and Regulations, 2022). The state projects openings for information security analysts will grow 42.2% and software developers, analysts and testers will grow 29.9% in that timeframe. It is critical to the economic development of the state to ensure there are sufficient highly qualified workers in the broad field of digital technology. High salaries for these projected openings will contribute to the flourishing and prosperity of South Dakotans. Early exposure to, and preparation in digital technology for high school students will strengthen the pipeline of prospective highly skilled workers and reduce time and cost to completion of bachelor's degrees in this growing field.

   Sources:
   Occupational Outlook Handbook (2024). Retrieved from https://www.bls.gov/ooh/computer-and-information-technology/home.htm

   South Dakota e-Labor Bulletin (2022, September). South Dakota Department of Labor and Regulations. Retrieved from https://dlr.sd.gov/lmic/lb/2022/lbart_sept22_occupational_projections_2020_2030.aspx

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 South Dakota high school juniors and seniors interested in earning college credit through the state's dual credit program.

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.

Yes, this certificate is intended to be stackable; credits taken as part of the certificate will contribute to general education requirements and major requirements in several associate and bachelor's degree programs.

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

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
Choose one programming course from the following:					
CSC	115	Test-Driven Software Development	MATH 123	3	No
CSC	150/L	Computer Science I	None	3	No
CSC	155/L	Introduction to Computer Science	None	4	No
CSC	170/L	Programming for Engineers and Scientists	MATH 123	3/1	No
INFO	101	Introduction to Informatics	None	3	No
Choose one digital technology course from the following:					
CENG	142/142L	Intro to Digital Systems w/Lab	MATH 114	3	No
CSC	101	Digital Humanities	None	3	No
CSC	134	Introduction to Cyber	None	3	No
CSC	147	Survey of Artificial Intelligence	None	3	No
CSC	163	Hardware, Virtualization, and Data Communication	None	3	No
Choose one math course from the following:					
MATH	114 or higher		MATH 101, MATH 103, or placement	3-4	No
Choose one Social Science or Arts & Humanities course from the following:					
INFO/ PHIL	102	Data Ethics	None	3	No
PHIL	200	Introduction to Logic	None	3	No
PHIL	220	Introduction to Ethics	None	3	No
SOC	285	Society and Technology	None	3	No
			Subtotal	**12-14**	

8. Student Outcome and Demonstration of Individual Achievement.
Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes.

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

At the conclusion of the certificate, students will be able to:

- Apply foundational programming concepts including sequence, selection, repetition, functions, and arrays to develop algorithms and solve problems effectively using basic computer programming skills.
- Demonstrate awareness of the functions, applications, and potential impacts of digital technologies such as artificial intelligence, cybersecurity, and data analytics to build foundational knowledge for navigating and utilizing these technologies effectively.
- Discuss ethical issues related to the use of technology, such as privacy, data security, and the impact of digital technologies on society.
- Demonstrate competence in mathematical principles and techniques essential for advanced study in digital technologies.

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.*

	Program Courses that Address the Outcomes			
Individual Student Outcome (Same as in the text of the proposal)	Computer Programming	Digital Technologies	Ethics and Issues	Math
Apply foundational programming concepts including sequence, selection, repetition, functions, and arrays to develop algorithms and solve problems effectively using basic computer programming skills.	X			
Demonstrate awareness of the functions, applications, and potential impacts of digital technologies such as artificial intelligence, cybersecurity, and data analytics to build foundational knowledge for navigating and utilizing these technologies effectively.		X		
Discuss ethical issues related to the use of technology, such as privacy, data security, and the impact of digital technologies on society.			X	
Demonstrate competence in mathematical principles and techniques essential for advanced study in digital technologies.				X

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

9. Delivery Location.

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

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

	Yes/No	***Intended Start Date***
On campus	Yes	**Summer 2025**

	Yes/No	***If Yes, list location(s)***	***Intended Start Date***
Off campus	Yes	In-district where approved	**Summer 2025**

	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in AAC Guideline 2.4.3.B.*	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	X15, X18	**Summer 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 (online/other distance delivery methods)	No		

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – B (3)
DATE: April 2-3, 2025

****

SUBJECT

New Undergraduate Certificate Request – BHSU, DSU, NSU, SDSMT, SDSU, & USD – Gateway to Health Sciences

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 School of Mines & Technology (SDSMT), South Dakota State University (SDSU), and the University of South Dakota (USD) request authorization to offer an undergraduate certificate in Gateway to Health Sciences. This certificate provides a pathway into health sciences programs available at South Dakota Regental Institutions. Students will explore the various roles of health professionals within a healthcare team and familiarize themselves with essential healthcare terminology. Additionally, they will complete math and social science courses that are prerequisites for many degrees in health and human services.

This certificate is part of a larger initiative to offer certificates to high school students participating in the 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, SDSMT, SDSU, and USD – Gateway to Health Sciences

****

DRAFT MOTION 20250402_6-B(3):

I move to authorize BHSU, DSU NSU, SDSMT, SDSU, and USD to offer an undergraduate certificate in Gateway to Health Sciences, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	**All BOR schools**
TITLE OF PROPOSED CERTIFICATE:	**Gateway to Health Sciences**
INTENDED DATE OF IMPLEMENTATION:	**Summer 2025**
PROPOSED CIP CODE:	**51.0000**
UNIVERSITY DEPARTMENT:	**USD-Public Health and Health Sciences** **DSU – Computer Information Systems** **NSU-Science and Math** **SDSU-Nursing** **BHSU-School of Natural Sciences** **SDSMT- Chemistry, Biology & Health Sciences**
BANNER DEPARTMENT CODE:	**UHSC** **DINF** **NSCM** **SNURS** **BSNS** **MCBH**
UNIVERSITY DIVISION:	**USD-School of Health Sciences** **DSU-College of Business & Information Systems** **NSU-College of Arts and Sciences** **SDSU – College of Nursing** **BHSU-College of Behavioral and Natural Sciences** **SDSMT- Science and Letters**
BANNER DIVISION CODE:	**2H** **8I** **5A** **3N** **6S** **4L**

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

University Approval

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

Elizabeth M. Freeburg	**USD**	11/4/2024
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Pamela Carriveau	**BHSU**	11/4/2024
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Rebecca Hoey	**DSU**	11/6/2024
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Erin Fouberg	**NSU**	10/31/2024
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Teresa Seefeldt	**SDSU**	11/14/2024
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Darcy Briggs	**SDSMT**	2/13/2025
Institutional Approval Signature *President or Chief Academic Officer 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. Is this a graduate-level certificate or 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 offers South Dakota high school students a valuable head start in pursuing careers in health sciences. It provides a pathway into health sciences programs available at South Dakota Regental Institutions. Students will explore the various roles of health professionals within a healthcare team and familiarize themselves with essential healthcare terminology. Additionally, they will complete math and social science courses that are prerequisites for many degrees in health and human services.

The certificate aligns with the Healthcare & Human Services: Physical Health of the National Career Clusters® Framework.

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

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

BHSU:	*SDCL § 13-59*	*BOR Policy 1.2.1*
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

Certificate is stackable* with undergraduate degrees in Health Science, Public Health, Nursing, Medical Laboratory Science, Dental Hygiene, Social Work, Addiction Counseling Prevention, and the Applied Health Sciences degree offered at USD or could be used as stackable general education electives for other major programs.

*Programs may require a specific sequence of coursework to meet program requirements.

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.

Healthcare professions are among the fastest-growing occupational groups in South Dakota, with an anticipated growth rate of 11.3% from 2018 to 2028 (Labor Market Information Center, 2020). Notably, seven of the ten fastest-growing occupations in the state are in health care, including roles such as nurses, physician assistants, and health specialties teachers (Labor Market Information Center, 2020). Between 2022 and 2032, the sector of health care and social assistance is projected to experience the highest employment growth, with an estimated 8,337 job openings in South Dakota (Labor Market Information Center, 2024).

South Dakota faces a workforce crisis in rural areas. To address this, initiatives such as the state loan repayment program support approximately 30 health professions for those who practice in designated health professional shortage areas, as identified by the Health Resource Services Administration (Strauss, 2024). Additionally, the state is actively working to build its workforce by introducing health career initiatives in high schools, including state-sponsored "Scrubs" camps that inspire students to explore careers in health care (Strauss, 2024).

This certificate program expands on these initiatives by focusing on cultivating a rural workforce. Rural facilities leverage interprofessional health teams to deliver more efficient and higher-quality care (Rural Health Information Hub, 2024). This curriculum includes an introduction to interprofessional health teams, which are essential to rural health care. Furthermore, it aims to create pathways into health professions and provide opportunities for high school students to complete health science coursework, thereby fostering the growth of a local healthcare workforce.

Labor Market Information Center. (2020). *Labor market overview: Occupational projections 2018-2028*. South Dakota Department of Labor and Regulation. South Dakota Codified Law or SDBOR policy links.

Labor Market Information Center. (2024). *Statewide South Dakota employment projections by industry*. South Dakota Codified Law or SDBOR policy links.

Rural Health Information Hub. (2024). *Rural healthcare workforce overview*. South Dakota Codified Law or SDBOR policy links.

Strauss, A. (2024). *Workforce wellness: How South Dakota is healing its rural healthcare gap. Midwest Medical Edition*. South Dakota Codified Law or SDBOR policy links.

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 a health science profession. 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 the majors in Health Sciences (12 credits), Public Health (12 credits), Nursing (12 credits), Medial Lab Science (12 credits), Social Work (12 credits), Addiction Counseling & Prevention (12 credits), Dental Hygiene (12 credits) or could be used as stackable general education electives for other major programs.
*Programs may require a specific sequence of courses to meet pre-requisite admission criteria.

7. List the courses required for completion of the certificate in the table below.

Prefix	Num.	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
Take one of the following					
BIOL/ NURS	285	Medical Terminology	None	3	No
HSC	250	Healthcare Terminology in the Clinical Setting	None		No
HIM	130	Basic Medical Terminology	None		No
Take one of the following					
HSC	110	The Interprofessional Health Team	None	3	No
HSC/ BIOL	262	Health Careers Exploration	None		No
HIM	150	Introduction to Digital Health Informatics & Information Management	None		No
Take one of the following					
MATH	103 **or higher**	Mathematical Reasoning	None	3	No
Take one of the following					
PHIL	220	Introduction to Ethics	None	3	No
PSYC	101	General Psychology	None		No
EPSY/ HDFS	210	Lifespan Development	None		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. Students will identify specific skills, competencies, and knowledge that healthcare professionals need. [Foundation in healthcare]
2. Develop an understanding of specialized medical terminology and apply this knowledge to specific case studies. [Medical terminology]
3. Students will learn mathematical skills required for coursework in health care program education. [Mathematical processes and reasoning]
4. Students will identify and explain basic concepts in the selected social science or humanities discipline as foundational knowledge for health care education. [Social Sciences/Humanities]

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

Individual Student Outcome	**Program Courses that Address the Outcomes**						
	HSC 110, HIM 150	**HSC 262**	**MATH 103 or higher**	**HSC 250, HIM 130, BIOL 285**	**PHIL 220**	**PSYC 101**	**HDFS 210**
Students will identify specific skills, competencies, and knowledge that healthcare professionals need. [Foundation in healthcare]	x	x					
Develop an understanding of specialized medical terminology and apply this knowledge to specific case studies. [Medical terminology]				x			
Students will learn mathematical skills required for coursework in health care program education. [Mathematical processes and reasoning]			x				
Students will identify and explain basic concepts in the selected social science or humanities discipline as foundational knowledge for health care education. [Social Sciences/Humanities]					x	x	x

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

9. Delivery Location.

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

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

	Yes/No	***Intended Start Date***
On campus	Yes	**Summer 2025**

	Yes/No	***If Yes, list location(s)***	***Intended Start Date***
Off campus	Yes	In-district where approved	**Summer 2025**

	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in Guideline 2.4.3.B.*	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	X15, X18	**Summer 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)?

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

10. Additional Information:

The certificate program was discussed and voted upon by the School of Health Sciences C&I Committee and approved by the Dean of the School of Health Sciences. On behalf of the group, USD placed the program on the SDBOR pending proposal listing on 11/1/2024.

NEW CERTIFICATE REQUEST

Supporting Justification for On-Campus Review

Request Originator	**Signature**	**Date**
Department Chair	**Signature**	**Date**
School/College Dean	**Signature**	**Date**

1. Is the certificate program being offered solely at a location(s) approved by the Higher Learning Commission?

X Yes No

2. Is the certificate program Title IV (***financial aid***) eligible?

Yes X No

3. Are the courses in the certificate program credit bearing?

X Yes No

4. Does the certificate program consist of 50% or more of new courses developed specifically for the requested program (i.e. the certificate is NOT a subset of courses from an existing degree program)? [*See item 5 on certificate document*]

Yes X No

5. Does the certificate program have appropriate and completed approval from internal sources (i.e. department, curriculum committees, etc.) and external sources (i.e. the state coordinating board, etc.)?

X Yes No

6. Add any additional comments that will aid in the evaluation of this request.

The certificate program was discussed and voted upon by the School of Health Sciences Curriculum & Instruction committee.

From: Hoey, Rebecca <Rebecca.Hoey@dsu.edu>
Sent: Wednesday, November 6, 2024 4:33 PM
To: Freeburg, Beth <beth.freeburg@usd.edu>; Fouberg, Erin H (NSU) <erin.fouberg@northern.edu>; Briggs, Darcy G. <darcy.briggs@sdsmt.edu>; Seefeldt, Teresa <teresa.seefeldt@sdstate.edu>; Kilpinen, Jon <jon.kilpinen@bhsu.edu>
Cc: Carriveau, Pamela <pamela.carriveau@sdbor.edu>
Subject: RE: HSDE app (previously known as HSDC) Next Gen changes Nov 1 impacting ZZ_BOR_HSDC.SZVHSDC_USD

Hi All-

DSU added two courses to the Health Sciences certificate from our HIM prefix, which fits well with the Health Data & Administration subcluster.
The courses are also going to be part of a program under development at SDSU, so I believe the certificate would stack at DSU and SDSU.
I've sent this through the approval process internally at DSU. I'm hopeful we'll race it through by Friday afternoon.

Rebecca Hoey

Provost and Senior Vice President for Academic & Student Affairs
DAKOTA STATE UNIVERSITY
South Dakota Codified Law or SDBOR policy links. 605-256-5136 (office)

From: Freeburg, Beth <beth.freeburg@usd.edu>
Sent: Monday, November 4, 2024 10:35 AM
To: Fouberg, Erin H (NSU) <erin.fouberg@northern.edu>; Briggs, Darcy G. <darcy.briggs@sdsmt.edu>; Seefeldt, Teresa <teresa.seefeldt@sdstate.edu>; Hoey, Rebecca <Rebecca.Hoey@dsu.edu>; Kilpinen, Jon <jon.kilpinen@bhsu.edu>
Cc: Carriveau, Pamela <pamela.carriveau@sdbor.edu>
Subject: RE: HSDE app (previously known as HSDC) Next Gen changes Nov 1 impacting ZZ_BOR_HSDC.SZVHSDC_USD

Good morning, everyone,
Attached is the Health Sciences certificate that will go to our faculty senate on Wednesday. Please let me know if your campuses want to add any courses.
Thanks,
Beth

Elizabeth McKay Freeburg, Ed.S., Ph.D.
Associate Provost and Dean of the Graduate School

UNIVERSITY OF SOUTH DAKOTA
Academic Affairs
414 E. Clark St., Slagle Hall 102, Vermillion, SD 57069
P: 605-658-3850
Beth.Freeburg@usd.edu

From: Freeburg, Beth
Sent: Friday, November 1, 2024 4:00 PM
To: Fouberg, Erin H (NSU) <Erin.Fouberg@northern.edu>; Carriveau, Pamela <pamela.carriveau@sdbor.edu>; Briggs, Darcy G. <darcy.briggs@sdsmt.edu>; Seefeldt, Teresa <teresa.seefeldt@sdstate.edu>; Hoey, Rebecca <rebecca.hoey@dsu.edu>; Kilpinen, Jon <jon.kilpinen@bhsu.edu>

Subject: RE: HSDE app (previously known as HSDC) Next Gen changes Nov 1 impacting ZZ_BOR_HSDC.SZVHSDC_USD

Thanks for your feedback, Erin. These have been corrected.

Elizabeth McKay Freeburg, Ed.S., Ph.D.
Associate Provost and Dean of the Graduate School

UNIVERSITY OF SOUTH DAKOTA
Academic Affairs
414 E. Clark St., Slagle Hall 102, Vermillion, SD 57069
P: 605-658-3850
Beth.Freeburg@usd.edu

From: Fouberg, Erin H (NSU) <Erin.Fouberg@northern.edu>
Sent: Thursday, October 31, 2024 12:13 PM
To: Freeburg, Beth <beth.freeburg@usd.edu>; Carriveau, Pamela <pamela.carriveau@sdbor.edu>; Briggs, Darcy G. <darcy.briggs@sdsmt.edu>; Seefeldt, Teresa <teresa.seefeldt@sdstate.edu>; Hoey, Rebecca <rebecca.hoey@dsu.edu>; Kilpinen, Jon <jon.kilpinen@bhsu.edu>
Subject: Re: HSDE app (previously known as HSDC) Next Gen changes Nov 1 impacting ZZ_BOR_HSDC.SZVHSDC_USD

Hi Beth,

Thanks for sharing your campus paperwork. Can you please change the BBA language to Business since it's a BOR-wide certificate?

Also, in the table for curriculum, NSU needs CSC 273 added because we no longer require CSC 105 or 205, and our business communications course is not CMST 210. Our business communications course has ENGL 101 as a prerequisite.

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
Take one of the following					
ECON	201	Principles of Microeconomics	None	3	No
ECON	202	Principles of Macroeconomics	None	3	No
Take one of the following					
CSC	105	Intro to Computers (Equivalent to HON 105 and MIS 105)	None	3	No
CSC/ MIS	205	Advanced Computer Application	None		No
CSC	273	Spreadsheet Data Analysis	None		No
CMST	210	Interpersonal Communication/Professionals	None		
Take one of the following					
BADM	101	Survey of Business	None	3	No
BADM /FIN	280	Personal Finance	None		No
Take one of the following					
MATH	114 **Or Higher**			3	No

Thanks,
Erin

Erin H. Fouberg
Associate Vice President
Northern State University

Office: 605-626-3456
Mobile: 605-228-8137

From: Freeburg, Beth <beth.freeburg@usd.edu>
Sent: Wednesday, October 30, 2024 2:11 PM
To: Carriveau, Pamela <pamela.carriveau@sdbor.edu>; Briggs, Darcy G. <darcy.briggs@sdsmt.edu>; Seefeldt, Teresa <teresa.seefeldt@sdstate.edu>; Fouberg, Erin H (NSU) <Erin.Fouberg@northern.edu>; Hoey, Rebecca <rebecca.hoey@dsu.edu>; Kilpinen, Jon <jon.kilpinen@bhsu.edu>
Subject: RE: HSDE app (previously known as HSDC) Next Gen changes Nov 1 impacting ZZ_BOR_HSDC.SZVHSDC_USD

All,

Attached is the "Gateway to Business" item that is working through USD right now. It is likely I will see the "Gateway to Health Sciences" soon. I will need the information at the top for each of your institutions.

Thanks,

Beth

Elizabeth McKay Freeburg, Ed.S., Ph.D.
Associate Provost and Dean of the Graduate School

UNIVERSITY OF SOUTH DAKOTA
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414 E. Clark St., Slagle Hall 102, Vermillion, SD 57069
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Beth.Freeburg@usd.edu

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – B (4)
DATE: April 2-3, 2025

****

SUBJECT

New Undergraduate Certificate Request – BHSU, DSU, NSU, SDSMT, SDSU, & USD – Gateway to STEM

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 School of Mines & Technology (SDSMT), South Dakota State University (SDSU), and the University of South Dakota (USD) request authorization to offer an undergraduate certificate in Gateway to STEM. This certificate provides an opportunity to engage South Dakota high school students about potential future careers in science, technology, engineering, and mathematics (STEM) fields. The Gateway to STEM certificate will serve to provide knowledge about the variety of STEM degree programs within South Dakota Regental Institutions and allow them to explore courses in science, technology, and mathematics.

This certificate is part of a larger initiative to offer certificates to high school students participating in the 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, SDSMT, SDSU, and USD – Gateway to STEM

****

DRAFT MOTION20250402_6-B(4):

I move to authorize BHSU, DSU NSU, SDSMT, SDSU, and USD to offer an undergraduate certificate in Gateway to STEM, 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**
TITLE OF PROPOSED CERTIFICATE:	**Gateway to STEM**
INTENDED DATE OF IMPLEMENTATION:	**Summer 2025**
PROPOSED CIP CODE:	**30.1801**
UNIVERSITY DEPARTMENT:	**BHSU – School of Natural Sciences** **DSU – Science** **NSU – Biology, Chemistry Physics, Mathematics** **SDSMT – Electrical Engineering & Computer Science** **SDSU – Department of Chemistry, Biochemistry, and Physics** **USD – Arts & Sciences, General**
BANNER DEPARTMENT CODE:	**BHSU – BSNS** **DSU – DSCI** **NSU - NSCM** **SDSMT – MECS** **SDSU – SCBP** **USD – UASG**
UNIVERSITY DIVISION:	**BHSU – College of Behavioral and Natural Sciences** **DSU – College of Arts and Sciences** **NSU – College of Arts and Sciences** **SDSMT – Science & Letters** **SDSU – College of Natural Sciences** **USD – College of Arts & Sciences**
BANNER DIVISION CODE:	**BHSU – 6S** **DSU – 8A** **NSU – 5A** **SDSMT – 4L** **SDSU – 3T** **USD – 2A**

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

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

University Approval

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

Elizabeth M. Freeburg	**USD**	2/20/2025
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Pamela Carriveau	**BHSU**	2/20/2025
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Rebecca Hoey	**DSU**	2/20/2025
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Erin Fouberg	**NSU**	2/20/2025
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Teresa Seefeldt	**SDSU**	2/20/2025
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Darcy Briggs	**SDSMT**	2/20/2025
Institutional Approval Signature *President or Chief Academic Officer 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. **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 science, technology, engineering, and mathematics (STEM) fields. The Gateway to STEM certificate will serve to provide knowledge about the variety of STEM degree programs within South Dakota Regental Institutions and allow them to explore courses in science, technology, and mathematics.

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.**

   All regental institutions offer coursework in science, technology, and mathematics. The courses in the certificate could be applied to many majors.

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 STEM certificate will serve to generate interest in STEM careers by providing opportunities to South Dakota high school students to explore the various disciplines within STEM.

U.S. Bureau of Labor Statistics data indicate that employment in STEM occupations is projected to grow 10.8% nationwide between 2022 and 2032. This expected employment growth far outpaces total employment growth in all occupations of 2.8%. 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; there are 313 current job openings for Computer and Mathematics occupations statewide with an average salary of $74,889. Additionally, the SD Governor's Office of Economic Development focuses on six key industries, most of which have a direct connection to STEM.

These national employment projections and statewide job openings document a need to development opportunities to develop the STEM talent pipeline, which this STEM Foundations certificate will serve to do.

USBLS: https://www.bls.gov/emp/tables/stem-employment.htm
SD DLR:
https://www.southdakotaworks.org/vosnet/analyzer/JobTrends.aspx?enc=JrcV0frE3SRuqhxbYzs6GENcZKGOsCBTC0umWNIOwPo=

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 a STEM-related major at the associate or 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.*

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
Select one science course from the following list:					
BIOL	151/151L	General Biology I w/Lab	None	4	No
CHEM	112/112L	General Chemistry I w/Lab	MATH 114	4	No
PHYS	207/207L	Fundamentals of Physics I w/Lab	MATH 123	4	No
PHYS	211/211L	University Physics I w/Lab	MATH 123 or 125	5	No
Select one math course from the following list:					
MATH	114 or higher			3	No
Select one course from the following list:					
CSC	150/150L	Computer Science I	None	3	No
CSC	170/170L	Programming for Engineers and Scientists	MATH 123	3	No
CSC	115	Test-Driven Software Development	MATH 123	3	No
		OR select a second science or math course from the lists above		3-5	No
			Subtotal	**10-13**	

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: Students will define a problem and apply appropriate techniques to obtain valid solutions.
- Critical Thinking: Systematically explore and investigate complex issues to develop well-supported conclusions.
- Inquiry and Analysis: Analyze available facts, evidence, and observations and apply rational, unbiased analysis to form judgements.

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		
Student Learning Outcomes (Same as in the text of the proposal)	Math courses	Science courses	Computer science courses
Students will define a problem and apply appropriate techniques to obtain valid solutions.	X	X	X
Analyze available facts, evidence, and observations and apply rational, unbiased analysis to form judgements.	X	X	
Systematically explore and investigate complex issues to develop well-supported conclusions.		X	

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

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

	Yes/No	***Intended Start Date***
On campus	Yes	**Summer 2025**

	Yes/No	***If Yes, list location(s)***	***Intended Start Date***
Off campus	Yes	In-district, where approved	**Summer 2025**

	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in AAC Guideline 2.4.3.B.*	***Intended Start Date***
Distance Delivery **(online/other distance delivery methods)**	Yes		**Summer 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)?

	Yes/No	***If Yes, identify delivery methods***	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	Online Synchronous Online Asynchronous Receive Site/Send Site Hybrid Online Hybrid Face-to-Face	**Summer 2025**

10. Additional Information:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – C
DATE: April 2-3, 2025

****

SUBJECT

General Education Course Approvals

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

The System General Education Committee ***recommended approval*** of the following:

BHSU, DSU, NSU, SDSMT, SDSU, & USD

Revision to SGR #3:

- Add – CIV 100: American Civics

IMPACT AND RECOMMENDATION

The recommendation from the System General Education Committee was further supported by AAC. Approval will allow students to select CIV 100: American Civics to satisfy three credits of Goal 3 in the General Education program beginning Fall 2025.

Board staff recommend approval.

ATTACHMENTS

Attachment I – BHSU, DSU, NSU, SDSMT, SDSU, USD Revisions to General Education Requirements Form, Request to Add CIV 100 American Civics

****

DRAFT MOTION 20250402_6-C:

I move to approve the revision to the system General Education course options as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Revisions to General Education Requirements

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

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

Pamela Carriveau	**BHSU**	
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Rebecca Hoey	**DSU**	
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Erin Fouberg	**NSU**	
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Darcy Briggs	**SDM**	
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Teresa Seefeldt	**SDSU**	2/17/2025
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date
Elizabeth M. Freeburg	**USD**	
Institutional Approval Signature *President or Chief Academic Officer of the University*		Date

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

X System General Education Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).
X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
The SDBOR statewide civics committee proposes that CIV 100: American Civics be added to the list of courses that meet SGR #3 Social Sciences General Education requirement for each university in the BOR system.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2025

Section 3. Provide a Detailed Reason for the Proposed Change
The learning outcomes for CIV 100 satisfy the Student Learning Outcomes for SGR #3. Specifically, through CIV 100, students will identify and explain concepts terminology, and systems of inquiry related to US Civics. Students will apply these concepts and theories to contemporary and historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts. Finally, students will use social science methods and concepts to analyze the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.

Due to the alignment of the course with the SGR#3 student learning outcomes, we request the CIV 100 be added to the approved course list for SGR#3 Social Sciences for each university in the BOR system.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
CIV 100 is purposely designed to meet the student learning outcomes associated with the SGR #3: social science graduation requirement.

Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Identify and explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines,
2. Apply selected social science concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts, and
3. Analyze the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts using social science methods and concepts.

SGR #3	CIV 100 students will develop Civic Knowledge: a comprehensive understanding of civic knowledge, values, and skills, enabling them to actively participate in civic life as informed and responsible citizens
Identify and explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines.	In CIV 100, students exhibit comprehensive knowledge of the American political system by analyzing the foundational concepts of the Constitutional framework, participatory democracy, and the development of both formal and informal institutions.
Apply selected social science concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts.	In CIV 100, students will demonstrate an understanding 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.
Analyze the extent and impact of diversity	In CIV 100, students will develop essential civic

among individuals, cultures, or societies in contemporary or historical contexts using social science methods and concepts.	skills by practicing various modes of civic engagement. Students will effectively communicate their viewpoints on political issues, engage in civil discourse, and critically analyze the impact of their participation on democratic processes.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

This course will be developed based on the following course description and student learning outcomes:

1. Description

In this course, students will develop a comprehensive understanding of civic knowledge, values, and skills, enabling them to actively participate in civic life as informed and responsible citizens.

2. Student Learning Objectives

Goal: Students will develop a comprehensive understanding of civic knowledge, values, and skills, enabling them to actively participate in civic life as informed and responsible citizens.

- SLO 1: Civic Knowledge: Students will exhibit comprehensive knowledge of the American political system by analyzing the foundational concepts of the Constitutional framework, participatory democracy, and the development of both formal and informal institutions.

- SLO 2: Civic Values: Students will demonstrate an understanding 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 develop essential civic skills by practicing various modes of civic engagement. Students will effectively communicate their viewpoints on political issues, engage in civil discourse, and critically analyze the impact of their participation on democratic processes.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – D (1)
DATE: April 2-3, 2025

****

SUBJECT

Request to Seek Accreditation – NSU – The Council on Accreditation of Strength and Conditioning Education (CASCE)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.3.5 – Accreditation
AAC Guideline 2.3.5.B – Request to Seek Program Accreditation

BACKGROUND / DISCUSSION

AAC Guideline 2.3.5.B specifies that universities must seek and receive Board approval before applying for initial accreditation for academic programs. Northern State University requests approval to seek accreditation from the following accrediting agency:

Accrediting Agency: The Council on Accreditation of Strength and Conditioning Education (CASCE)

Program: MS Sports Sciences – Strength and Conditioning Specialization

Advantages: A CASCE accredited program would prepare the student with the knowledge and experience needed to pass the Certified Strength & Conditioning Specialist (CSCS). Starting in 2030, only graduates of CASCE-accredited programs will be able to sit for the CSCS exam, which will become a mandatory credential for coaching strength and conditioning at NCAA institutions and other recognized organizations.

IMPACT AND RECOMMENDATION

NSU anticipates a one-time application fee of $1,000 for initial accreditation and an annual fee of $1,000. NSU also anticipates $5,000 in costs for the initial site visit. These costs will be covered by revenue from the administration of third-party exams. The Sports Sciences Department at NSU has required discipline fees for HLTH and PE courses, which would generate the revenue needed to maintain the annual fees associated with CASCE accreditation.

ATTACHMENTS

Attachment I – NSU Request to Seek Accreditation Form: The Council on Accreditation of Strength and Conditioning Education (CASCE)

****

DRAFT MOTION 20250402_6-D(1):

I move to approve NSU's request to seek accreditation from The Council on Accreditation of Strength and Conditioning Education (CASCE) for the MS in Sports Sciences – Strength and Conditioning Specialization

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:	NSU
PROGRAM:	**MS Sports Sciences; Strength & Conditioning Specialization**
CIP CODE:	
UNIVERSITY DEPARTMENT:	**Sports Sciences**
UNIVERSITY DIVISION:	**School of Education**

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

Michael Wanous
President (designee) of the University

2/19/2025
Date

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

☐ Certificate ☐ Associate ☐ Bachelor's

☐ Doctoral ☒ Master's

2. Accrediting Agency:

The Council on Accreditation of Strength and Conditioning Education (CASCE) is recognized by the National Strength & Conditioning Association (NSCA). Beginning in 2030, graduating from a CASCE-accredited program will be required for students to sit for the Certified Strength & Conditioning Specialist (CSCS) examination, a credential necessary to coach strength and conditioning in the NCAA and other recognized institutions.

3. What are the advantages of accreditation?

The NSCA is a well-respected governing body in the field of sports performance. Students, post-graduation, looking to work in fitness/health/sports facilities or coach/train athletes, would benefit from a CASCE accredited program. The accreditation standards are rigorous,

establishing curriculum stability for our students in scientific foundation and practical application. A CASCE accredited program would prepare the student with the knowledge and experience needed to pass the Certified Strength & Conditioning Specialist (CSCS).

Starting in 2030, only graduates of CASCE-accredited programs will be able to sit for the CSCS exam, which will become a mandatory credential for coaching strength and conditioning at NCAA institutions and other recognized organizations. This ensures that professionals entering the field meet consistent educational and industry standards, enhancing their readiness to safeguard athlete health and optimize performance. CASCE-accredited programs also elevate institutional credibility, improve student recruitment, and foster continuous improvement by aligning education with industry demands.

Northern State University has a strong track record of preparing students for careers in strength and conditioning. In the past five years, 20% of graduates from NSU's graduate program have pursued professions in the strength and conditioning field. This highlights the program's role in developing well-prepared professionals who are competitive in a growing industry. With CASCE accreditation becoming increasingly important, institutions like NSU will continue to play a critical role in shaping the future of strength and conditioning education and professional practice.

4. What are the anticipated costs involved in accreditation, including:

A. Costs involved in undergoing self-study and preparing the application for accreditation:

- $1000 - Application Fee
- $5000 – Initial site visit

According to the CASCE website, financial assistance grants are available to help programs offset the expenses associated with accreditation, including self-study and the site visit. Northern State University plans to apply for these grant funds, which can significantly reduce the overall cost of completing both the required self-study and the on-site evaluation.

Out-of-pocket costs related to dues or site visits:

- $1000 Annual Fee

B. Base budget implications including incremental costs and minimum base resources required (dollars and FTE):

Under the current plan, the base budget is set at $6,000 if grant funding is not secured and $1,000 if it is, with an annual budget of $1,000.

5. What is the source of the revenue needed?

The Sports Sciences Department at Northern State University has requested discipline fees for HLTH and PE courses, which would generate the revenue needed to maintain the annual fees associated with CASCE accreditation.

6. What is the estimated date for submission of the accreditation application?

AY 2023-24 – Curriculum Changes Required for meeting Accreditation Standards
AY 2024-25 - Seek NSU and SDBOR approval
October 2025 - Submit CASCE Application
AY 2025-26 - Prepare and submit the CASCE Self-Study
Spring/Fall 2027 - Site Visit to Northern State University

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – D (2)
DATE: April 2-3, 2025

****

SUBJECT

Request to Seek Accreditation – SDSU – National College Testing Association (NCTA)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2.3.5 – Accreditation
AAC Guideline 2.3.5.B – Request to Seek Program Accreditation

BACKGROUND / DISCUSSION

AAC Guideline 2.3.5.B specifies that universities must seek and receive Board approval before applying for initial accreditation for academic programs. South Dakota State University requests approval to seek accreditation from the following accrediting agency:

Accrediting Agency: National College Testing Association (NCTA)

Program: Testing Center

Advantages: Certification will demonstrate that the testing center adheres to best practices in test administration and proctoring, and increases access to useful testing ideas, documentation, and procedures.

IMPACT AND RECOMMENDATION

SDSU anticipates a one-time application fee of $200 for initial accreditation and an annual fee of $500. There is also a $100 recertification fee every five years. These costs will be covered by revenue from the administration of third-party exams.

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSU Request to Seek Accreditation Form: National College Testing Association (NCTA)

****

DRAFT MOTION 20250402_6-D(2):

I move to approve SDSU's request to seek accreditation from the National College Testing Association (NCTA) for their Testing Center.

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:	**Testing Center**
CIP CODE:	
UNIVERSITY DEPARTMENT:	
UNIVERSITY DIVISION:	**Academic Affairs**

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

Click here to enter a date. 12-5-24

Date

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

☐ Certificate ☐ Associate ☐ Bachelor's

☐ Doctoral ☐ Master's

2. **Accrediting Agency:** National College Testing Association (NCTA)

3. **What are the advantages of accreditation?**
Testing center certification by NCTA is designed to assist testing centers in improving their testing processes and their service delivery to examinees. Specific advantages of testing center certification include:
   - Demonstrated mastery of best practices in the testing industry
   - Assurance to prospective distance learning students, vendors, and other organizations of the testing center's expertise and adherence to best practices in test administration and proctoring
   - Demonstration to outside testing entities that a testing center operates under the highest accepted standards and procedures for all types of testing
   - Increased access to useful testing ideas, documentation, and procedures through the certification process

4. **What are the anticipated costs involved in accreditation, including:**

   A. **Costs involved in undergoing self-study and preparing the application for accreditation:**
   A $200 application fee is required for initial certification.

   B. **Out-of-pocket costs related to dues or site visits:**
   NCTA charges a $500 annual fee. An additional $100 fee is assessed for recertification every 5 years.

   C. **Base budget implications including incremental costs and minimum base resources required (dollars and FTE):**
   The Testing Center has been following NCTA best practices and does not anticipate that major changes to staffing, facilities, or equipment will be required to achieve full compliance with the certification standards. Therefore, no adjustments to base budget will be requested.

5. **What is the source of the revenue needed?**
   Revenue from administration of third-party exams will be used to pay for certification expenses.

6. **What is the estimated date for submission of accreditation application?**
   Summer 2025

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – E
DATE: April 2-3, 2025

****

SUBJECT

Revised BOR Policy 3.4.1 and 1.4.2 (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 3.4.1 – Student Code of Conduct
BOR Policy 1.4.2 – Prevention of Dating Violence, Domestic Violence, Sexual Assault and Stalking
Stop Campus Hazing Act (H.R. 5646, 2023-2024)

BACKGROUND/DISCUSSION

Recent federal legislation in the form of the Stop Campus Hazing Act (SCHA) created updated requirements for institutes of higher education regarding incidents or reports of hazing at colleges or universities. New requirements include inclusion of hazing statistics in an institution's annual security (Clery) report, implementation of hazing policies, and compilation of a campus hazing transparency report. This legislation became effective in December 2024. Requirements for colleges and universities began rolling out in January 2025. Colleges and universities must have policies in place by June 2025, per the federal legislation.

IMPACT AND RECOMMENDATIONS

In order to ensure SDBOR institutional compliance with the new requirements set forth by the SCHA, the proposed revisions update the definition of hazing in the applicable policies related to student conduct and campus safety and security reporting compliance, in alignment with the updated federal requirements and definitions. Campuses will then be able to implement the updated definitions into their local policies and reporting procedures. As this policy update is to align with federal legislation, a request for a first and final reading approval is recommended.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 3.4.1 (Student Code of Conduct)
Attachment II – Proposed Revisions to BOR Policy 1.4.2 (Prevention of Dating Violence, Domestic Violence, Sexual Assault, and Stalking)

****

DRAFT MOTION 20250403_6-E:

I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the proposed revisions to BOR Policy 3.4.1 (Student Code of Conduct) and BOR Policy 1.4.2 (Prevention of Dating Violence, Domestic Violence, Sexual Assault, and Stalking), as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Student Code of Conduct

NUMBER: 3.4.1

A. PURPOSE

To establish the expectations of student conduct, the process for determining when there is a violation of the conduct code, and the appeals process available when a violation is found.

B. DEFINITIONS

1. **Advisor**: A person of the student's choosing who has agreed to advise a student throughout the student conduct process. The advisor may be a faculty member, staff member, student, attorney, family member, or anyone else. The advisor is limited to advising the student directly, and is not permitted to speak to anyone else, or participate directly, in any hearing. Students should choose an advisor who is available to attend any scheduled meetings or hearings because advisor availability is not considered in scheduling meetings or hearings.
2. **Appellate Board**: Any person or persons authorized by the institutional president to consider an appeal from the chair's determination that a respondent has or has not violated the Student Code or from the conduct sanctions imposed by the Student Conduct Officer.
3. **Board Policy**: The written policies of the South Dakota Board of Regents contained in the policy manual.
4. **Chair**: The Student Conduct Officer or the senior student affairs officer who:
   - 4.1. Is a member of the Student Conduct Panel;
   - 4.2. Is responsible for the proper operation of the hearing; and
   - 4.3. Has sole discretion to determine whether a Respondent has violated the Student Code, and if so, to impose appropriate sanctions.
5. **Complainant**: An individual who was allegedly injured by an alleged violation of the Student Code by a respondent.
6. **Day**: Monday through Friday, except for holidays and other times when the Institution's administrative offices are closed.
7. **Faculty Member**: Any person hired by the institution to conduct classroom or other academic activities.
8. **FERPA**: the Family Educational Rights and Privacy Act of 1974, as amended.

9. **Human Rights Violations**: Violence, Harassment, Stalking, Discrimination, and Retaliation under this Student Code not constituting Sexual Harassment as defined by section 2.4.6 below.
10. **Institution**: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.
11. **Institutional Official**: Any person employed by the institution, performing assigned administrative or professional responsibilities.
12. **Institutional Premises**: All land, buildings, facilities, and other property in the possession of, or owned, used, or controlled by, the Institution, including adjacent streets and sidewalks.
13. **Member of the Institutional Community**: Any person who is a student, faculty member, institutional official, any person employed by the institution, a volunteer, or guest. A person's status in a particular situation shall be determined by the senior student affairs officer.
14. **Notice**: Notice required by this Student Code shall be provided in writing via email to the student's official institutional email account. Notice is deemed received the Day after it is sent by email.
15. **Organization**: Any student group that has been granted institutional registration or recognition.
16. **Policy**: The written regulations of the institution as found in, but not limited to, this Student Code, the Residence Life Handbook, the Graduate and Undergraduate Catalogs, and other official publications.
17. **Reasonable Person**: A reasonable person under similar circumstances and with similar identities as the complainant.
18. **Respondent**: A student or organization that is alleged to have violated the Student Code.
19. **Senior Student Affairs Officer**: That institutional official exercising primary authority over institutional student affairs programs and operations, or designee.
20. **Student**: All persons taking courses from the institution, both full-time and part-time, enrolled in undergraduate, graduate, professional or special topic courses, whether credit-bearing or not.
21. **Student Code**: The Student Code of Conduct contained in this Board Policy 3.4.1.
22. **Student Conduct Panel**: The panel that hears formal hearings.

    22.1. This panel can take the following forms:

    22.1.1. Option 1 – only the Student Conduct Officer;

    22.1.2. Option 2 – the Student Conduct Officer and any institutional employee or employees or independent contractor authorized by the senior student affairs officer to determine whether a student has violated the Student Code and to recommend imposition of conduct sanctions;

22.2. For matters involving allegations of academic misconduct, the student conduct panel must include at least one faculty member or academic administrator appointed by the Provost in the form described in Option 2 above.

23. Student Conduct Officer: Any institutional official authorized by the Senior Student Affairs Officer to:

23.1. Informally resolve an allegation by determining the facts and, if a violation is found, imposing a conduct sanction without the assistance of a Student Conduct Panel;

OR

23.2. Serve as chair of the Student Conduct Panel;

23.3. Receive and consider the findings and recommendations of a Student Conduct Panel; and

23.4. Determine whether a respondent has violated the Student Code, and if so, to impose appropriate sanctions.

C. POLICY

1. Introduction

The Board of Regents and its institutions are committed to creating and maintaining a productive living-and-learning community that fosters the intellectual, personal, cultural, and ethical development of its students. Self-discipline and respect for the rights and privileges of others are essential to the educational process and to good citizenship.

1.1. Purpose of the Student Code of Conduct

The purpose of the Student Code is to educate students about their civic and social responsibilities as members of the institutional community. The primary focus of the student conduct process is on educational and corrective outcomes; however, conduct sanctions such as suspension or expulsion from an Institution may be necessary to uphold community standards and to protect the campus community. Extensive, organized, serious, or repeated violations of this Student Code are taken into account when determining conduct sanctions.

1.2. Standards of Behavior

Attendance at an institution is optional and voluntary. When students enroll at an institution, they voluntarily accept obligations of performance and behavior that are consistent with the institution's lawful mission, processes, and functions. In general, these obligations are considered much higher than the obligations imposed by civil and criminal law for all citizens.

By enrolling at an institution, students voluntarily accept responsibility for compliance with all Board of Regents and Institutional Policies, including but not limited to this Student Code.

1.3. Authority of an Institution over its Students and Organizations

1.3.1. Student conduct proceedings may be initiated in response to conduct prohibited by the Student Code:

1.3.1.1. That occurs on institutional premises

1.3.1.2. That occurs at events official sponsored by an institution

1.3.1.3. That arises out of membership in the Institutional community: or

1.3.1.4. That occurs elsewhere and that adversely affects an Institution, any Organizations, members or the Institutional community, or the pursuit of their lawful objectives.

1.3.2. Notwithstanding this Student Code, an institution reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community. The institution also reserves the right to extend any deadline contained in this Student Code for good cause with written notice to the parties of the delay and the reason for the delay.

1.3.3. For purposes of the Student Code, the default authority over the student for student conduct purposes will be determined as follows:

1.3.3.1. For alleged misconduct that occurs on institutional premises, the institution where the alleged misconduct occurred;

1.3.3.2. For alleged misconduct that occurs at events officially sponsored by an institution, the institution that sponsored the event;

1.3.3.3. For alleged misconduct that occurs elsewhere and that adversely affects an institution, the institution adversely affected;

1.3.3.4. For alleged instances of Academic Misconduct, the institution that offered the course.

1.3.4. For instances where multiple Institutions have a reasonable claim to authority over the student for student conduct purposes, the Senior Student Affairs Officer at the institutions with a reasonable claim to authority shall determine the appropriate institution to proceed with the Student conduct process. The decision should consider the location of the alleged incident, complainant, respondent, witnesses, and the practicality of conducting the student conduct process at the different Institutions having a reasonable claim to authority. If the Senior Student Affairs Officers cannot agree, the System Director of Student Affairs will make a final decision.

1.3.5. Where students are also employees, they may be subject to concurrent authority. Student conduct proceedings under this Student Code may be initiated irrespective of any action taken by an institutional employer. However, when the student employee has been subject to conduct proceedings as an employee, the findings that resulted from such proceedings will be considered in the student conduct process as long as the standard used in such proceedings was preponderance of the evidence or higher.

1.4. Alcohol Amnesty

This section aims to remove the barriers that may prevent any student from seeking emergency medical attention by providing an opportunity for the institution to intervene in a caring and non-punitive manner. The goal is to reduce the potential risk of alcohol-related injuries or deaths, and increase the likelihood that students will seek medical attention in crisis situations.

1.4.1. A student who seeks emergency medical attention (or who has emergency medical attention sought on his/her behalf) for alcohol-related consumption, will not be sanctioned for violating alcohol consumption prohibitions found in the Student Code related to that incident, as long as the student completes the following requirements:

- Participates in an initial meeting with the Senior Student Affairs Officer; and
- Completes all recommendations from the Senior Student Affairs Officer; and
- Submits proof of completion of all recommendations, within the time frame designated by the Senior Student Affairs Officer at the initial meeting.

1.4.2. A bystander student who has engaged in alcohol consumption and who seeks emergency medical attention for someone else or tries to actively engage in assistance for someone else for that person's alcohol-related consumption, will not be sanctioned for violating alcohol consumption prohibitions found in the Student Code related to his/her own consumption but will be invited to meet with the Senior Student Affairs Officer.

1.4.3. The institution will not pursue any disciplinary action related to any alcohol or drug consumption against any student who has been sexually assaulted or sexually harassed, for his/her use of alcohol or drugs at the time of the sexual assault or sexual harassment.

1.4.4. Subsections C.1.4.1 and C.1.4.2 of this section will only apply to a student who seeks emergency medical attention before police or institutional employees or agents take any official action or intervention related to the alcohol consumption.

1.4.5. Alcohol amnesty does not preclude disciplinary action regarding other violations of the Student Code.

1.4.6. Alcohol amnesty only applies to the institution's student conduct process. It does not apply to any criminal, civil or other legal consequence for violations under federal, state or local law.

1.4.7. Alcohol amnesty is not designed to protect or shield those students who repeatedly violate the Student Code. The Senior Student Affairs Officer may assess each situation on a case-by-case basis, denying the safeguards of alcohol amnesty if serious or repeated incidents prompt a higher degree of concern or response, which may include disciplinary action under this Student Code.

1.5. Relationship Between the Student Conduct Process and the Criminal Law Process

1.5.1. The student conduct process is independent of any criminal or civil process. Therefore, a student alleged to have engaged in conduct that would be a violation of this Student Code (whether such conduct could also be a violation of criminal or civil law) may face student disciplinary action regardless of any criminal or civil process or their outcomes.

1.5.2. When the alleged misconduct includes allegations of Human Rights Violations, the disciplinary process will not be delayed except when law enforcement requests a delay to conduct the fact-finding portion of its investigation.

1.5.3. Determinations made or conduct sanctions imposed under this Student Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of this Student Code were dismissed, reduced, or resolved in favor of, or against, the criminal law defendant.

1.5.4. When a student is charged by federal, state, or local authorities with a violation of law, the Institution will not request or agree to special consideration for that student because of his or her status as a student.

1.5.5. If the alleged violation of law also gives rise to student disciplinary action under this Student Code, the institution may advise off-campus authorities of the existence of the Student Code and of how such matters are typically handled under the Student Code.

1.5.6. The institution will attempt to cooperate with law enforcement and other agencies in the enforcement of criminal law and in the conditions imposed by criminal courts for the rehabilitation of Student violators provided that the conditions do not conflict with any conduct sanctions imposed as a result of the student conduct process, this Student Code, or Institutional Policies.

1.5.7. Where the student has been found guilty in a court of law or has declined to contest such charges, although not actually admitting guilt (e.g., “no contest” or “nolo contendere”), the alleged facts that formed the basis of the criminal charges shall be deemed established for purposes of any student conduct process.

1.5.8. Individual students and other members of the institutional community, acting in their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

1.5.9. When an employee of the institution knows that a felony was committed and that knowledge is not privileged, such employee shall report the known facts and circumstances to law enforcement officials who have jurisdiction over the matter.

1.6. Interpretation and Revision

1.6.1. No provision of this Student Code shall be interpreted to deprive students of rights guaranteed them under state or federal law.

1.6.2. Institutions must ensure that institutional interests do not interfere with the impartiality of the student conduct process.

1.6.3. Any question of interpretation regarding the Student Code shall be referred to the Senior Student Affairs Officer for final determination.

1.6.4. The Student Code should be reviewed periodically under the direction of the Senior Student Affairs Officers.

1.6.4.1. If the review leads to a recommendation that Board Policy be modified, that recommendation and its supporting rationale shall be provided to the institutional presidents and, if approved, forwarded to the Executive Director.

1.7. Institutions may choose to adopt institutional policies that are consistent with this Student Code.

2. Prohibited Conduct

The following list describes actions that detract from the effectiveness of an institution's productive living-and-learning community. Any student or organization found to have engaged, attempted to engage, or allowed or assisted another in engaging, in the following prohibited conduct is subject to the student conduct process and conduct sanctions outlined in this Student Code. In instances where prohibited conduct contained in this policy is defined differently in another Board Policy or Institutional Policy, the definition contained in this policy shall be used to address prohibited conduct by a student.

2.1. Acts of Academic Misconduct or Dishonesty

Honesty and integrity are core values at all institutions. Faculty members and students are jointly responsible for maintaining academic standards and integrity in institutional courses. In addition to any conduct sanctions imposed under this Student Code, academic consequences for academic misconduct may be imposed by the faculty member, including issuing a failing grade in the course. Any grade issued by the faculty member, whether as a result of academic misconduct or not, constitutes an academic evaluation and is not a conduct sanction imposed under this Student Code. All faculty members should report incidents of Academic Misconduct to the Student Conduct Officer.

2.1.1. Engaging in acts of Academic Misconduct, which means Cheating or Plagiarism.

2.1.1.1. Cheating includes, but is not limited to, the following:

- Using any unauthorized assistance in, or having unauthorized materials while, taking quizzes, tests, examinations or other assignments, including copying from another's quiz, test, examination, or other assignment or allowing another to copy from one's own quiz, test, examination, or other assignment;
- Using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

- Acquiring, without permission, tests or other academic material belonging to the instructor or another member of the institutional faculty or staff;
- Engaging in any behavior prohibited by the instructor in the course syllabus or in class discussion;
- Falsifying or misrepresenting data or results from a laboratory or experiment; or
- Engaging in other behavior that a reasonable person would consider to be cheating.

2.1.1.2. Plagiarism includes, but is not limited to, the following:

- Using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment;
- Using materials prepared by another person or agency engaged in the selling of term papers or other academic materials without prior authorization by the instructor; or
- Engaging in other behavior that a reasonable person would consider plagiarism.

2.1.2. Engaging in other conduct that a reasonable person would consider dishonesty relating to academic achievement, research results or academically related public service.

2.1.3. Furnishing false information or false representations to any institutional official, instructor, or office. Submission of false information or withholding information at the time of admission or readmission may make an individual ineligible for admission to, or continuation at, an Institution.

2.1.4. Forging, fabricating, altering, misrepresenting, or misusing any document, record, or identification, including misrepresentations of degrees awarded or honors received.

2.1.5. Tampering with the election of any organization.

2.1.6. Claiming to represent, or act on behalf of, the institution when not authorized to do so.

2.2. Disruption, Obstruction, or Interference with Institutional Activities

2.2.1. Disrupting or obstructing institutional activities.

2.2.2. Classroom disruption, which is behavior that a reasonable person would view as significantly or repeatedly interfering with the instructor's ability to teach the class or the ability of other students to benefit from the instructional program.

2.2.3. Failure to comply with directions of institutional, law enforcement, fire department, public safety contractors, or other government officials acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.

2.2.4. Obstruction of the free flow of pedestrian or vehicular traffic.

2.2.5. Abuse of the student conduct process, which includes, but is not limited to, any of the following:

- Falsifying, distorting, or misrepresenting information provided;
- Making false allegations;
- Attempting to discourage an individual's proper participation in, or use of, the Student conduct process;
- Harassment (verbal or physical) or intimidation of any person participating in the Student conduct process;
- Failure to comply with any conduct sanctions imposed pursuant to this Student Code.

2.3. Misuse of Institutional Resources or Property, or Personal Property of Others

2.3.1. Tampering with fire and life safety equipment including, without limitation, fire alarms, sprinkler systems, first aid equipment, and laboratory safety apparatus.

2.3.2. Unauthorized taking of, damage to, or possession of property belonging to the Institution, another member of the institutional community, or another person.

2.3.3. Unauthorized possession, duplication, or use of keys, access cards, or access codes to any institutional premises.

2.3.4. Unauthorized entry into, or use of, institutional premises.

2.3.5. Unauthorized possession, entry into, or use of institutional equipment, software systems, or information.

2.3.6. Possession of firearms, stun guns, tasers, BB guns, switchblade knives, fixed-blade knives with a blade length of five (5) inches or greater, or any item that is designed or used to injure or harm another person, fireworks, explosives, or dangerous chemicals on institutional premises or at institutional events, except as explicitly permitted by a Board Policy or an Institutional Policy;

2.3.7. Unauthorized use or abuse of technology, including, but not limited to:

- Unauthorized entry into a file or program to use, copy, read, delete, or change the contents, or for any other purpose;
- Unauthorized transfer of a file;
- Unauthorized use of another individual's identification or account;
- Use of technology to interfere with the work of another student, faculty member, or institutional official;
- Use of an Institution's technology to engage in Harassment.
- Use of technology to engage in unlawful activities, including those involving uses that infringe intellectual property rights;

- Use of technology to interfere with normal operation of an institution's technology or other system;
- Making, acquiring, or using unauthorized copies of computer files, violating terms of applicable software license agreements, or using the Institution's technology network or system to download files in violation of copyright laws;
- Attempting to circumvent data protection schemes or tampering with security;
- Violating institutional or board computer use or internet policies.

2.4. Threat of Harm or Actual Harm to a Person's Physical or Mental Health or Safety

2.4.1. Violence, which includes, but is not limited to, using or threatening to use physical force on or towards another person without that person's permission, except in reasonable self-defense. The use of physical force includes both using one's own body parts as well as using other items.

2.4.2. Brandishing, pointing, or using a knife, gun, or other weapon towards another person, except in reasonable self-defense.

2.4.3. Restraining or transporting another person without that person's permission.

2.4.4. Making bomb threats.

2.4.5. Harassment, which includes, but is not limited to: Conduct towards another person that is so severe, pervasive, and objectively offensive that it effectively denies the individual's ability to participate in or to realize the intended benefits of an Institutional activity or resource; and

2.4.6. Sexual Harassment, which is conduct on the basis of sex that satisfies one or more of the following:

2.4.6.1. An employee of an institutional conditioning the provision of education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo); or

2.4.6.2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the institution's education program or activity; or

2.4.6.3. Sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA), the definitions of which are set forth in BOR Policy 1.4.2.

2.4.7. Stalking, which is engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others, or suffer substantial emotional distress.

2.4.7.1. "Course of conduct" means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by

any action, method, device or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

2.4.7.2. "Substantial emotional distress" means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling

2.4.8. Hazing, which includes, but is not limited to, any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against ~~another person~~a student or ~~persons~~students regardless of the willingness of such other ~~person or persons~~student or students to participate, that, ~~as an explicit or implicit condition for initiation to, admission into, affiliation with, or as a condition for continued membership in a group or an organization~~:

2.4.8.1. Is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and

2.4.8.2. Causes or creates a risk, above the reasonable risk encountered in the course of participation in an institution or organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury including:

2.4.8.2.1. Whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;

2.4.8.2.2. Causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;

2.4.8.2.3. Causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;

2.4.8.2.4. Causing, coercing, or otherwise inducing another person to perform sexual acts;

2.4.8.2.5. Any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;

2.4.8.2.6. Any activity against another person that includes a violation of Board or Institutional policy or a criminal violation of local, State, Tribal, or Federal law;

2.4.8.2.7. Any activity that induces, causes, or requires another person to perform a duty or task that involves violation of Board or Institutional policy a criminal violation of local, State, Tribal, or Federal law; and

~~2.4.8. Violates any Board Policy or Institutional Policy.~~

- ~~Is likely to, or would be perceived by a reasonable person as likely to, endanger the physical health of an individual or cause psychological~~

~~discomfort or distress through treatment that a reasonable person would consider to be humiliating, intimidating, or demeaning;~~

- ~~Destroys or removes public or private property;~~
- ~~Involves the consumption of alcohol or other substances to excess; or~~
- ~~Violates any Board Policy or Institutional Policy.~~

~~2.4.8.1.~~2.4.8.3. The express or implied permission of the individual being hazed does not make the behavior acceptable. ~~It is also a violation of this provision to solicit, aid, or attempt to aid another person in planning or committing Hazing.~~

~~2.4.8.2.~~2.4.9. Voyeurism includes, but is not limited to, any use of electronic or other devices to make an audio, video, or photographic record of another person without that person's prior knowledge and without that person's prior authorization when such a recording is likely to cause that person or a Reasonable Person injury or distress, or involves that person's intimate parts or sexual conduct involving that person.

~~2.4.8.3.~~2.4.10. Invasion of Privacy occurs when:

- An individual views another person, without that person's prior knowledge and permission, under circumstances in which the other person has a reasonable expectation of privacy; or
- An individual uses an audio recording device to record another person, without that person's prior knowledge and permission, under circumstances in which the other person has a reasonable expectation of privacy.

2.5. Discrimination and Retaliation

2.5.1. Discrimination is excluding from, or treating another person differently than others in, institutional activities on the basis of sex, race, color, creed, religion, national origin, ancestry, gender, gender identity, transgender, sexual orientation, age, disability, genetic information, or veteran status. However, social fraternities and sororities that are exempt from taxation under federal law may maintain single-sex membership practices without violating antidiscrimination policies, as recognized by 20 U.S.C. 1681(a)(6), and the enforcement of such single-sex membership practices by students does not violate this provision.

2.5.2. Retaliation is conduct that would make a reasonable person feel intimidated, or that interferes with, threatens, coerces, or otherwise discriminates against any individual because that individual reports or files a complaint alleging a violation of law, Board Policy, or Institutional Policy, or participates in any process in which the individual has a right to participate.

2.6. Housing and Living Groups

Violations of any rules imposed by institutional housing or living groups are also violations of this Student Code.

2.7. Use and Misuse of Substances

2.7.1. The unauthorized manufacture, sale, possession, use, or consumption of alcohol, marijuana (including cannabis used or possessed for medical purposes), or controlled substances by students.

2.7.2. However, possession, use, or distribution of alcohol, marijuana, or controlled substances is permitted on premises controlled by the Board of Regents when:

2.7.2.1. Needed in conjunction with approved research activities;

2.7.2.2. Alcohol is possessed, used, or distributed in a lawful manner inside a designated residence hall facility occupied exclusively by upper-division and/or non-traditional students who are at least twenty-one (21) years of age;

2.7.2.3. Alcohol is possessed, used, or distributed in a lawful manner on premises controlled by the Board of Regents that have been designated by the Institution's president as places where such possession, use, and distribution may be permitted, subject to such conditions as the Institution's president may also prescribe, provided that a notice of such designation and conditions have been filed previously with the executive director of the Board of Regents; or

2.7.2.4. The possession, use, or distribution of the controlled substance is prescribed by a licensed health care professional authorized to prescribe such substances. For purposes of this section, a prescription does not include a written certification for use of medical marijuana, pursuant to SDCL 34-20G-1(23). Students who use medical marijuana pursuant to a validly issued written certification when not on property controlled by the Board may subsequently report to class or participate in activities as long as such use does not cause impairment or disrupt academic or campus activities.

2.7.2.5. Alcohol is possessed, used, or distributed in a manner that is expressly approved by a Board Policy.

2.7.3. The unauthorized possession of any drug paraphernalia.

2.8. Violation of Policy or Laws

2.8.1. Violation of published Board of Regents or Institutional Policies, rules, or regulations.

2.8.2. Violation of federal, state, or local law.

2.9. RESERVED

2.10. Conduct by Organizations

2.10.1. Organizations that, formally or informally through repeated practice, initiate, encourage, support, or tolerate conduct by members, associates, or invitees that violates the provisions of this Student Code shall be subject to conduct sanctions.

2.10.2. The privileges of official recognition by an institution may be extended to organizations, including those that maintain residences for their members, only if such organizations agree to adopt and to enforce policies that, at minimum:

2.10.2.1. Prohibit the manufacture, possession, use, dispensing, or provisions of alcoholic beverages at organizational functions or in the organizational residence by persons under the age of 21 (or the legal age of use and possession in the applicable jurisdiction);

2.10.2.2. Prohibit the manufacture, possession, use, or dispensing of marijuana (including cannabis used or possessed for medical purposes) or unauthorized controlled substances at organizational functions or in the organizational residence;

2.10.2.3. Prohibit the expenditure of organizational funds on alcoholic beverages, marijuana (including cannabis used or possessed for medical purposes), or controlled substances;

2.10.2.4. Prohibit the informal collection of monies from members, associates, or invitees to be spent on alcoholic beverages, marijuana (including cannabis used or possessed for medical purposes), or controlled substances;

2.10.2.5. Prohibit the possession, use, or distribution of alcohol, marijuana (including cannabis used or possessed for medical purposes), or controlled substances on premises controlled by the Board of Regents, except as explicitly permitted by Section C.2.6.2 of this Student Code;

~~2.10.2.5.~~2.10.2.6. Prohibit hazing as defined by this policy and promote strategies for group cohesion without hazing.

~~2.10.2.6.~~2.10.2.7. Establish conduct policies and sanctions regarding violations by individual members no less stringent than those set forth under Board Policies, except that limited use of alcoholic beverages is permissible as set out above; and

~~2.10.2.7.~~2.10.2.8. Require that a report be filed with the Senior Student Affairs Officer each semester identifying all actions taken pursuant to the student conduct policies required in this Student Code;

2.11. Institutions may impose additional or more restrictive conditions on official recognition.

2.12. Organizations are also subject to the Board of Regents' antidiscrimination policies set forth in Board Policy 1:18. However, social fraternities and sororities that are exempt from taxation under federal law may maintain single-sex membership practices without violating antidiscrimination policies, as recognized by 20 U.S.C. 1681(a)(6).

3. Student Conduct Process

3.1. Allegations of Sexual Harassment

3.1.1. Allegations of sexual harassment against a student shall be addressed exclusively through BOR Policy 1.4.1.

3.2. Allegations other than Sexual Harassment

3.2.1. All allegations other than sexual harassment against a student shall be addressed as set forth herein. Allegations of misconduct may be reported against any student by anyone. Allegations shall be directed to the Student Conduct Officer in the Office of the Dean of Students. The reporting party will disclose the facts that form the basis for the allegation, the identities of any other witnesses, and any other relevant information regarding the alleged misconduct.

3.2.1.1. Allegations of Academic Misconduct will be reported to the Student Conduct Officer but are initially addressed through Board Policy 2.9.2.

3.2.1.2. Allegations of Human Rights Violations shall follow the process outlined in Board Policy 1.4.3.

3.2.1.2.1. The investigator assigned must not have any actual or reasonably perceived conflicts of interest and biases for or against any party involved in the initial complaint. If the institution determines that an actual or reasonably perceived conflict of interest does exist, another individual must lead the investigation on behalf of the institution.

3.2.1.2.2. The investigator assigned must be trained to analyze and document the available evidence to support reliable decisions, objectively evaluate the credibility of parties and witnesses, synthesize all available evidence, including both evidence that tends to suggest a violation and evidence that tends to suggest no violation, and take into account the unique and complex circumstances of each case.

3.2.1.2.3. The investigator assigned should avoid using any investigative techniques or approaches that apply sex stereotypes or generalizations.

3.2.1.2.4. Each party should be provided written notice in advance of any interview or hearing with sufficient time to prepare for meaningful participation.

3.2.1.2.5. The investigation should result in a written report summarizing the relevant evidence that tends to suggest a violation and evidence that tends to suggest no violation.

3.2.1.2.6. The investigator assigned must make findings of fact and conclusions as to whether the facts support a Human Rights violation.

3.2.2. The Student Conduct Officer shall make an initial determination whether the allegations, if true, would violate the Student Code. If the Student Conduct Officer determines that the allegations, if true, would violate the Student Code, the Student Conduct Officer shall conduct a pre-investigation inquiry to

determine whether the allegations are credible. This process may include speaking with witnesses and reviewing any documentation.

3.2.2.1. The Student Conduct Officer must not have any actual or reasonably perceived conflicts of interest and biases for or against any party involved in the initial complaint. If the institution determines that an actual or reasonably perceived conflict of interest does exist, another individual must lead the investigation on behalf of the institution.

3.2.2.2. As to off-campus conduct, the Student Conduct Officer shall determine whether the incident adversely affects the institution, any organizations, members of the institutional community, or the pursuit of their lawful objectives.

3.2.2.3. Allegations of Academic Misconduct that are not informally resolved pursuant to Board Policy 2.9.2 will enter the student conduct process here.

3.2.2.4. Allegations of Human Rights Violations that are not informally resolved pursuant to Board Policy 1.4.3 will enter the student conduct process here.

3.2.3. If the Student Conduct Officer determines that either (i) the allegations, if true, would not violate the Student Code or (ii) that the allegations are not credible, then the Student Conduct Officer should inform the complainant of this determination and inform the complainant that the allegations may be re-submitted should additional information become available.

3.2.4. If the Student Conduct Officer determines that the allegations, if true, would violate the Student Code and determines that the allegations are credible and will be investigated, the Student Conduct Officer shall provide written notice to the respondent within fifteen (15) days of receiving the report of alleged misconduct or notification from the Faculty Member of the need to address alleged Academic Misconduct through the Student Code.

3.2.5. The written notice to the respondent must include the following:

- The alleged behavior that would be a violation of the Student Code;
- The date and location of the alleged behavior;
- The section(s) of the Student Code alleged to have been violated;
- The name of the complainant;
- A time to meet with the Student Conduct Officer to provide the respondent with the opportunity to give his/her account of the incident leading to the allegation of misconduct;
- Information about the right to have an advisor present throughout the student conduct process;
- Information about both the informal and formal resolution processes;

- A time for a hearing to occur no earlier than ten (10), and no later than twenty (20), days after this written notice is deemed received to address any alleged violations that are not informally resolved;
    - The minimum time limit may be waived by the respondent.
    - The maximum time limit may be extended at the discretion of the Student Conduct Officer.

3.2.6. At the time that the written notice to the respondent is sent, a written notice shall also be sent to the complainant containing information about the right to have an advisor present throughout the student conduct process, information about both the informal and formal resolution processes, and the time for the hearing to address any alleged violations that are not informally resolved.

3.2.7. The Student Conduct Officer will conduct an investigation of the allegations, which may include speaking with witnesses and reviewing any documentation. Only in instances where the Student Conduct Officer determines that there is sufficient evidence to establish that the respondent violated the Student Code by a preponderance of the evidence will the allegations proceed to informal or formal resolution.

3.2.7.1. For matters involving Human Rights Violations where an investigation was conducted pursuant to Board Policy 1.4.3, no additional investigation is required.

3.2.7.2. If the Student Conduct Officer determines that there is insufficient evidence to establish that the respondent violated the Student Code by a preponderance of the evidence, the Student Conduct Officer will inform both parties of this fact and will cancel the hearing. This notification should also inform that parties that the investigation may be re-opened should additional information become available.

3.3. Interim Measures

In certain circumstances, the Senior Student Affairs Officer, or a designee, may impose interim measures that go into effect immediately, prior to a hearing before a Student Conduct Panel, and remain in effect until no longer needed.

3.3.1. Interim measures are intended to protect the interests of both the complainant and the respondent prior to a hearing. Interim measures may include, but are not limited to, no-contact directives, residence modifications, academic modifications and support, institutional work schedule modifications, interim residence suspension, or interim suspension. Interim measures that restrict the ability of either party to discuss the investigation should be avoided, as they may inhibit the ability of either party to obtain and present evidence or otherwise to defend their interests. Written notice of interim measures shall be provided to the party to whom the interim measures are directed.

3.3.1.1. In circumstances involving allegations of stalking, interim measures must be provided upon the request of a complainant if such measures are reasonably available.

3.3.1.2. In fairly assessing the need for a party to receive interim measures, the Senior Student Affairs Officer, or a designee, may not rely on fixed rules or operating assumptions that favor one party over another, nor make such measures available only to one party.

3.3.1.3. Interim measures should be individualized and appropriate based on the information gathered by the institution, making every effort to avoid depriving any student of his/her education.

3.3.1.4. The interim measures needed by each student may change over time, and the Senior Student Affairs Officer, or a designee, should communicate with each student throughout the student conduct process to ensure that any interim measures are necessary and effective based on each student's evolving needs.

3.3.2. Interim suspension may be imposed only for one or more of the following purposes:

3.3.2.1. To ensure the safety and well-being of members of the institutional community or preservation of institutional property or other property located on premises controlled by the institution;

3.3.2.2. To ensure a student's own physical or emotional safety and well-being; or

3.3.2.3. To ensure the normal operations of the institution where a student poses an ongoing threat of disruption or, or interference with, the normal operations of the institution.

3.3.3. During the interim suspension, the student may be denied access to residence facilities, the campus (including classes), and all other institutional activities or privileges.

3.3.4. A student placed on interim suspension shall be given written notice of interim measures, which shall include:

3.3.4.1. The reasons for the interim suspension;

3.3.4.2. The parameters of the interim suspension; and

3.3.4.3. Information concerning the right to appeal the interim suspension.

3.3.5. Interim Suspension Appeal Process

3.3.5.1. The student must submit a written request for a meeting to the Senior Student Affairs Officer.

3.3.5.2. The Senior Student Affairs Officer will schedule a meeting with the student as soon as practical and no later than three (3) days after receiving the written request. At this meeting, the student is provided the opportunity to raise any objections to the interim suspension or to request alternative interim measures.

3.3.5.3. The Senior Student Affairs Officer has sole discretion regarding interim measures.

3.4. Informal Resolution

3.4.1. The Student Conduct Officer may speak separately and individually with the complainant and the respondent to determine whether the alleged misconduct can be resolved through informal resolution.

3.4.1.1. In matters involving allegations of Human Rights violations, informal resolution may not take the form of having the complainant and the respondent be in the same room at the same time, unless both parties agree in writing.

3.4.1.2. In matters involving allegations of Human Rights violations, the Student Conduct Officer should consider whether the informal resolution is equitable and will end the misconduct, prevent its recurrence, and address its effects.

3.4.2. Informal resolution may be reached where:

3.4.2.1. The parties involved mutually agree to a full resolution of the alleged misconduct that is acceptable to the Student Conduct Officer.

3.4.2.1.1. This must be documented in writing and signed by the complainant, respondent, and Student Conduct Officer.

3.4.2.2. The respondent waives a formal hearing by admitting to the misconduct and accepting the proposed conduct sanctions.

3.4.2.2.1. This must be documented in writing and signed by the respondent and the Student Conduct Officer.

3.4.2.2.2. This type of informal resolution is not available in matters involving allegations of Human Rights violations.

3.4.3. Partial informal resolution may be reached where the respondent admits to the misconduct but does not accept the proposed conduct sanctions. When this occurs, the process moves to formal resolution with the hearing being limited to the question of appropriate conduct sanctions.

3.4.3.1. This must be documented in writing and signed by the respondent and the Student Conduct Officer.

3.4.3.2. In matters involving allegations of Human Rights violations, the complainant must also agree in writing to this partial informal resolution.

3.4.4. Informal resolution shall be final and the parties who agreed in writing to informal resolution waive any right to appeal otherwise available under Board Policy 3.4.1.

3.4.5. The Student Conduct Officer's involvement in attempting to informally resolve the allegation of misconduct does not impact the Student Conduct Officer's ability to later serve as the Student Conduct Panel or a member thereof in the formal resolution process.

3.4.6. Informal resolution may be reached at any time before the Chair issues any findings, conclusions, and, when a violation is found, conduct sanctions it determines to be appropriate through the Formal Resolution process.

3.4.6.1. If an informal resolution is reached, the Student Conduct Officer shall prepare written findings and conclusions, and any sanctions resulting from a violation during the informal resolution process. If the complaint included more than one allegation of misconduct, each allegation must have a separate decision.

3.5. Formal Resolution

3.5.1. If the alleged misconduct is not fully resolved through informal resolution, any unresolved matter proceeds to a hearing.

3.5.2. The composition of the Student Conduct Panel shall be determined as follows:

3.5.2.1. For matters where the Student Conduct Officer serves as Chair of the Student Conduct Panel, the Student Conduct Officer shall have sole discretion regarding whether the Student Conduct Panel includes:

3.5.2.1.1. Option 1 – only the Student Conduct Officer; or

3.5.2.1.2. Option 2 – the Student Conduct Officer and any institutional employee or employees or independent contractor authorized by the Senior Student Affairs Officer to determine whether a student has violated the Student Code and to recommend imposition of conduct sanctions,

3.5.2.2. For matters involving allegations of Academic Misconduct, the Student Conduct Panel must include at least one faculty member or academic administrator appointed by the Provost in the form described in Option 2 above.

3.5.2.3. Both the Complainant and the respondent will be provided notice of the identity of the member(s) of the Student Conduct Panel. Both parties may request in writing (and must include supporting information) that (i) the Student Conduct Panel include additional members (Option 2), and/or (ii) a Student Conduct Panel member be replaced due to an actual or reasonably perceived conflict of interest. Such requests must be submitted, in writing to the Senior Student Affairs Officer no later than twenty-four (24) hours after the notice is provided to the party. The Senior Student Affairs Officer shall make a final decision as to these requests and will provide notice to both parties of the decision.

3.5.3. Hearings shall be conducted by a Student Conduct Panel according to the following guidelines:

3.5.3.1. Hearings shall be conducted in private. Witnesses other than the complainant and the respondent may only be present during the hearing while presenting their information.

3.5.3.2. The Chair shall have sole discretion and final decision-making authority over the following:

- Whether an individual's conduct interferes with the hearing and requires that individual's removal;
- Whether written information, materials, documents, and statements submitted are relevant and will be accepted for consideration by the Student Conduct Panel;
- All questions about the interpretation of the student conduct process; and
- Whether to have separate or joint hearings when a hearing would involve more than one respondent;

3.5.4. Neither the complainant nor the respondent are required to attend or participate in the hearing, and such decision will have no bearing on the question of whether the respondent violated the Student Code.

3.5.5. The respondent has no obligation to provide any information, materials, documents, or witnesses, or answer any questions and is presumed to not have violated the Student Code. The burden is on the Institution to gather sufficient evidence to reach a fair, impartial determination as to whether the alleged violation of the Student Code occurred.

3.5.6. If the complainant or respondent wants the Student Conduct Panel to review any materials or documents or wants to present any witnesses at the hearing, such materials and documents and/or witness lists must be submitted to the Chair by the following deadlines in order to be considered:

- In matters alleging Human Rights violations, all materials and documents and/or witness lists must be submitted at least seventy-two (72) hours before the hearing. Additionally, a copy of the final report prepared by the EEO Coordinator will be provided to the complainant, respondent, and the Student Conduct Panel members.
- For all other matters, all materials and documents and/or witness lists must be submitted at least twenty-four (24) hours before the hearing.

The Chair will promptly provide the other party and the Student Conduct Panel members a copy of any materials, documents, and witness lists submitted.

3.5.7. The complainant and the respondent have the right to be assisted by an advisor of their choice, at their own expense. Ordinarily, no more than two advisors for each student shall be permitted. The advisor is limited to advising the student directly, and is not permitted to speak to anyone else, or participate directly, in any hearing.

3.5.8. The Student Conduct Officer shall record the audio of the hearing.

3.5.9. Generally, the hearing will be conducted in the following order:

3.5.9.1. The Chair will ask each individual present at the hearing to identify him/herself by providing his/her name and role at the hearing (e.g., complainant, respondent, member of the Student Conduct Panel, etc.).

3.5.9.2. The Chair will remind the respondent:

- Of the materials that the Student Conduct Panel received prior to the hearing;
- Of the right to have an advisor present;
- Of the right to refuse to speak as a witness against him/herself;
- That the refusal to speak as a witness against him/herself will have no bearing on the question of whether the respondent violated the Student Code;
- Of the alleged behavior that would be a violation of the Student Code; and
- Of the section(s) of the Student Code alleged to have been violated.

3.5.9.3. The Chair will provide the complainant with the opportunity to engage in the hearing. If the complainant agrees to engage, then:

3.5.9.3.1. The Chair will provide the complainant the opportunity to provide any additional relevant factual details that were not previously provided. The complainant may choose to do so or may decline and maintain the right to not provide information, materials, documents, or answer questions. The complainant may decline but still present witnesses.

3.5.9.3.2. The Chair will ask the complainant to present any witnesses, who will be brought to the hearing one at a time, and ask questions of the witness.

3.5.9.3.3. The Student Conduct Panel will then ask questions of the witness.

3.5.9.3.4. The Chair will ask the respondent for any questions for the witness. The Respondent will provide the Chair any questions in writing.

3.5.9.3.5. The Chair will ask the witness any questions provided by the respondent that the Chair determines to be relevant.

3.5.9.3.6. The Chair will ask the complainant to present the next witness. The process described above shall repeat for each witness until the complainant has presented all of its witnesses.

3.5.9.4. The Chair will provide the respondent the opportunity to engage in the hearing. If the respondent agrees to engage, then:

3.5.9.4.1. The Chair will provide the respondent the opportunity to provide any additional relevant factual details that were not previously provided. The respondent may choose to do so or may decline and maintain the right to not provide information, materials, documents,

or answer questions. The respondent may decline but still present witnesses.

3.5.9.4.2. The Chair will ask the respondent to present any witnesses, who will be brought to the hearing one at a time, and ask questions of the witness.

3.5.9.4.3. The Student Conduct Panel will then ask questions of the witness.

3.5.9.4.4. The Chair will ask the complainant for any questions for the witness. The complainant will provide the Chair any questions in writing.

3.5.9.4.5. The Chair will ask the witness any questions provided by the complainant that the Chair determines to be relevant.

3.5.9.4.6. The Chair will ask the respondent to present the next witness. The process described above shall repeat for each witness until the respondent has presented all of its witnesses.

3.5.9.5. The Student Conduct Panel may ask the complainant and/or the Respondent whether s/he agrees to answer questions. The Student Conduct Panel may then ask questions of either or both parties who agree to answer questions.

3.5.9.6. The Student Conduct Panel will meet in a closed session to discuss and make its recommendation, which closed session shall not be audio recorded.

3.5.10. The Student Conduct Panel shall review all information and materials presented to it and shall decide by majority vote whether the respondent violated the Student Code by a preponderance of the evidence (i.e., more likely than not). Decision-making techniques or approaches that apply sex stereotypes or generalizations should be avoided so that the hearing process proceeds objectively and impartially.

3.5.11. The Student Conduct Panel shall prepare written findings to support its determination. If multiple allegations of misconduct exist, a decision should be reached separately for each allegation. These written findings shall include:

- Concise statements of each factual finding;
- Brief explanations of whether and why the factual findings support a conclusion that the conduct either violated or did not violate the Student Code;
    - These must address each factual element that must be satisfied to establish that conduct has violated the Student Code.
- Any initial, interim, or final decisions by the institution; and
- If a violation is found, recommendations of appropriate conduct sanctions and supporting rationale for the conduct sanctions.

3.5.12. The Student Conduct Panel shall forward its written findings to the Chair. The Chair has sole discretion to adopt or reject any portion of the written findings.

3.5.12.1. If any portion of the written findings are rejected, the Chair shall issue new written findings it determines to be appropriate for such portion(s), and will provide the Student Conduct Panel with an explanation for its decision.

3.5.12.2. The Chair shall determine the effective date of any conduct sanctions imposed, which effective date should be on or after the exhaustion of the appeal as a matter of right. However, interim measures may remain in place, or be instituted, until the effective date of any conduct sanctions.

3.5.13. The Chair's written findings and information about appeal rights, shall be provided to the respondent. When FERPA allows, the complainant will receive the permitted information simultaneously. See Section C.3.5.1 below for more information.

3.5.13.1. In matters involving allegations of Academic Misconduct, the Chair's written findings shall also be provided to the faculty member.

3.5.13.2. In matters involving allegations of Human Rights violations, the complainant must also be provided information about appeal rights.

3.5.14. The audio record of the hearing shall be the property of the institution and shall be maintained by the Student Conduct Officer. No other person may record the hearing.

3.5.14.1. The audio record and its contents shall be confidential and may only be used for purposes of any appeals. Any person who discloses the contents of the audio record to parties not involved in the appeal shall be subject to conduct sanction.

3.5.14.2. In the event of an appeal, the respondent shall be given access to the audio record for purposes of preparing an appeal. When the alleged misconduct involves allegations of Human Rights violations, the complainant shall be given access to the audio record for purposes of preparing an appeal. Access shall be provided at such places and times as the Senior Student Affairs Officer may direct

3.5.14.3. Except as required by law, the institution shall not be required to change the form in which the record is maintained.

3.6. Sanctions

3.6.1. Individual Conduct Sanctions

3.6.1.1. In each case in which the Chair determines that a respondent has violated the Student Code, the Chair shall determine and impose appropriate conduct sanction(s). Where a violation of Board Policy is established, and where a conduct sanction is mandated under Board Policy, that conduct sanction shall be imposed.

3.6.1.1.1. Conduct sanction decisions must be made for the purpose of deciding how best to enforce the Student Code and should reflect a proportionate response to the violation.

3.6.1.1.2. In matters involving Human Rights Violations, the Chair should consider whether the sanctions are equitable and will end the misconduct, prevent its recurrence, and address its effects.

3.6.1.1.3. In matters involving Human Rights violations, the Chair should consider the impact of separating the respondent from his/her education before imposing a conduct sanction of suspension or expulsion.

3.6.1.2. In matters involving allegations of Academic Misconduct that are informally resolved pursuant to Board Policy 2.9.2, the Student Conduct Officer will receive the information from the faculty member and shall determine and impose appropriate conduct sanction(s).

3.6.1.3. Complainants shall be informed in writing and at the same time as the respondent of any outcome and conduct sanctions imposed in the following circumstances:

3.6.1.3.1. When the conduct sanction involves remedial action that directly relates to the complainant (e.g., a directive requiring the respondent to not have contact with the complainant)

3.6.1.3.2. Where the allegations against the respondent would also constitute a crime of violence or non-forcible sex offense as defined by FERPA; or

3.6.1.3.3. Where the allegations against the respondent would also constitute Human Rights violations. In this circumstance, the rationale for the result must also be included.

3.6.1.3.4. Where the institution finds that a hostile environment exists, the Institution shall also inform the complainant of other steps the institution has taken to eliminate the hostile environment.

3.6.1.4. FERPA allows institutions to disclose the final results of a conduct proceeding when the Chair determines that the respondent violated the Student Code and that violation falls within the definition of a crime of violence or a non-forcible sex offense as defined by FERPA. For purposes of this subsection, “final results” means the name of the respondent, the violation committed, and any conduct sanction(s) imposed by the institution.

3.6.1.5. FERPA allows institutions to inform the parents or legal guardians of a respondent younger than twenty-one (21) years of age that the respondent has violated Institutional Policies concerning the use or possession of alcohol or controlled substances.

3.6.1.6. The following conduct sanctions may be imposed upon any respondent found to have violated the Student Code. More than one of the conduct sanctions listed below may be imposed for any single violation. Imposition of a conduct sanction may be delayed or suspended on such conditions as the Student Conduct Officer may prescribe.

- Warning – A statement to the respondent that the respondent has violated the Student Code of Conduct.
- Probation – Probation is for a designated period of time and includes the probability of more severe conduct sanctions if the respondent is later found to have engaged in any additional violation(s) the Student Code during the probationary period.
- Loss of Privileges – Denial of specified privileges for a designated period of time. The privileges of continued participation in Institutional activities, access to Institutional facilities or residences may be conditioned upon participation in or completion of educational programming at the student's expense.
- Fines – Monetary payments.
- Restitution – Compensation for loss, damage, or injury. This may take the form of appropriate service, money, or material replacement.
- Educational Sanction – work assignments, essays, service to the Institution, community service, workshops, or other related educational activities.
- Residence Suspension – Separation of the respondent from the Institution's residence facilities for a definite period of time, after which the respondent is eligible to return. Conditions for return to the residence facilities may be specified.
- Residence Expulsion – Permanent separation of the respondent from the institution's residence facilities. A sanction of residence expulsion will take the form of residence suspension pending completion of the appeals process.
- Suspension – Separation of the respondent from the institution for a definite period of time, after which the respondent is eligible to return. Conditions for return may be specified. A respondent who has been suspended from one Institution may not enroll at another institution until the period of suspension has ended.
- Expulsion – Permanent separation of the respondent from the Institution. A respondent who has been expelled from one institution may not enroll at another institution. A sanction of expulsion will take the form of suspension pending completion of the appeals process.
- Withholding Degree – the institution may withhold awarding a degree otherwise earned until the completion of the student conduct process or the completion of all conduct sanctions imposed.
- Revoking Admission and/or Degree – the institution may revoke admission to, or a degree awarded from, the institution for violation of Institutional standards for obtaining admission or the degree, or for

other serious violations of the Student Code committed by the respondent prior to graduation.

3.6.1.7. Conduct sanctions shall not be made part of the respondent's permanent academic record, but shall become part of the respondent's conduct record. The respondent's conduct record containing conduct sanctions other than suspension, expulsion, revoking admission and/or a degree, or withholding a degree, will be expunged seven (7) years after the date of the original finding of a violation of the Student Code. The respondent's conduct record containing any of the four conduct sanctions above shall be maintained permanently. Where restitution is required of a respondent, the institution reserves the right to disclose all portions of the conduct file as may be necessary to obtain a judgment in a court of competent jurisdiction. Such files shall be preserved at least until all necessary compensation has been obtained.

3.6.1.8. Students enrolled in one institution shall be held accountable for their conduct while visiting or enrolled at other institutions. Students may be required, as a condition of continued enrollment, reenrollment, or transfer or admission to another institution, to appear at the institution where the alleged misconduct took place, at their own expense, for a conduct hearing and to answer allegations based on their conduct while at that institution.

3.6.1.8.1. Any conduct sanction imposed by one institution shall be effective at all other institutions. A respondent suspended at one institution shall not be able to enroll at another institution until the period of suspension has ended. A respondent who has been expelled from one Institution may not enroll at another institution.

3.6.1.8.2. When a respondent is brought forward on allegations of misconduct by another institution, any conduct sanction issued after a finding of a violation shall be determined by the institution that brought forward the allegations of misconduct. Suspension or expulsion may only be imposed after first consulting with the Senior Student Affairs Officer from the institution where the respondent is enrolled.

3.6.2. Organizational Conduct Sanctions

3.6.2.1. The following conduct sanctions may be imposed upon organizations:

- Those conduct sanctions listed above in Section C.3.5.1.

3.7. Appeals

3.7.1. Appeal as a Matter of Right

3.7.1.1. The respondent may appeal a decision reached by the Chair. In matters involving allegations of Human Rights violations, the complainant may also appeal a decision reached by the Chair. The appeal must be in writing and must be submitted to the Senior Student Affairs Officer no later than five (5) days after notice of the Chair's decision is deemed received.

3.7.1.2. The written appeal must cite at least one (1) of the following reasons for review and must include supporting arguments and documentation as to why an appeal should be granted on those grounds.

3.7.1.2.1. The original hearing was conducted unfairly to the point that it substantially and materially affected the outcome;

3.7.1.2.2. Using the facts found by the Chair, the conclusion regarding whether there was a violation(s) of the Student Code was incorrect;

3.7.1.2.3. The conduct sanction(s) imposed were not appropriate for the violation of the student Code that the respondent was found to have committed; and/or

3.7.1.2.4. New information that was unavailable at the time of the hearing has been discovered and could substantially and materially affect the outcome.

3.7.1.3. An appeal shall be limited to a review of:

- The verbatim record of the initial hearing;
- Supporting documents submitted as part of the initial hearing; and
- Supporting documents submitted in support of the appeal reason(s)

3.7.1.4. The Senior Student Affairs Officer will provide the other party a copy of the appeal and a reasonable amount of time to submit any materials to be considered.

3.7.1.5. The Senior Student Affairs Officer will provide the Appellate Board with the materials submitted. The Appellate Board will review the materials submitted and provide a written recommendation to the Senior Student Affairs Officer as soon as practicable. The Senior Student Affairs Officer has sole discretion to adopt or reject the recommendation.

3.7.1.5.1. In instances where the respondent appeals a decision reached by the Chair, sanctions or conditions may not be increased, introduced for the first time, or extended.

3.7.1.5.2. If the recommendation is rejected, the Senior Student Affairs Officer will provide the Appellate Board with a written explanation for his/her decision.

3.7.1.5.3. The Senior Student Affairs Officer shall determine the effective date of any conduct sanctions imposed. The effective date of any conduct sanctions shall not be delayed pending any further appeals.

3.7.1.6. The Senior Student Affair Officer's written decision shall be provided to the parties, along with the Appellate Board's recommendation and, if rejected, the Senior Student Affairs Officer's written explanation.

3.7.1.6.1. The Senior Student Affairs Officer may return the matter to the hearing panel for reconsideration or to the Title IX/EEO

Coordinator for additional investigation, in light of the written decision.

3.7.2. Appeal to the President of the Institution

3.7.2.1. The respondent may appeal a decision reached by the Senior Student Affairs Officer. In matters involving allegations of Human Rights violations, the complainant may also appeal a decision reached by the Senior Student Affairs Officer.

3.7.2.2. The appeal must be in writing and must be submitted to the President's Office no later than five (5) days after notice of the Senior Student Affairs Officer's decision is deemed received.

3.7.2.3. The written appeal must cite at least one (1) of the following reasons for review and must include supporting arguments and documentation as to why an appeal should be granted on those grounds.

3.7.2.3.1. The original hearing was conducted unfairly to the point that it substantially and materially affected the outcome;

3.7.2.3.2. Using the facts found by the Chair, the conclusion regarding whether there was a violation(s) of the Student Code was incorrect;

3.7.2.3.3. The conduct sanction(s) imposed were not appropriate for the violation of the student Code that the respondent was found to have committed; and/or

3.7.2.3.4. New information that was unavailable at the time of the hearing has been discovered and could substantially and materially affect the outcome.

3.7.2.4. The President has sole and complete discretion as to whether to agree to review an appeal, including what materials to consider. However, the President will not consider any reasons for review that were not previously raised in the appeal to the Appellate Board.

3.7.2.5. If the President agrees to review an appeal, the President will provide the other party/parties a copy of the appeal and a reasonable amount of time to submit any materials to be considered.

3.7.2.6. The President will provide a written decision to the parties, and to the Senior Student Affairs Officer. The decision may be a substantive one, or may merely indicate that the President has declined to review the appeal.

3.7.2.6.1. The President may return the matter to the Senior Student Affairs Officer or hearing panel for reconsideration, or to the Title IX/EEO Coordinator for additional investigation, in light of the written decision.

3.7.3. Appeal to the Board of Regents

3.7.3.1. After exercising and exhausting all appeals available at the institutional level, the respondent may appeal a decision reached by the President. In

matters involving allegations of Human Rights violations, the complainant may also appeal a decision reached by the President after exercising and exhausting all appeals available at the Institutional level.

3.7.3.2. The appeal must be in writing and must be submitted to the Executive Director of the Board of Regents no later than thirty (30) days after notice of the President's decision is deemed received. The appeal must include the following:

- Supporting arguments and documentation;
- All documentation provided by the institution, including, at a minimum, the President's decision, the Senior Student Affairs Officer's decision, and the Chair's decision.

3.7.3.3. Written appeals that fail to include supporting arguments and documents, and the documentation provided by the institution will be rejected.

3.7.3.4. An appeal submitted to the Executive Director that is not covered by subsection e) below may be considered by the Executive Director. In these instances, the Executive Director has sole and complete discretion as to whether to agree to review an appeal, including what materials to consider.

3.7.3.4.1. If the Executive Director agrees to review an appeal, the Executive Director will provide the other party a copy of the appeal and a reasonable amount of time to submit any materials to be considered.

3.7.3.4.2. The Executive Director will provide a written decision to the parties, and to the President.

3.7.3.4.3. The Executive Director may return the matter to the President, Senior Student Affairs Officer, or hearing panel for reconsideration or to the Title IX/EEO Coordinator for additional investigation, in light of the written decision.

3.7.3.5. An appeal submitted to the Executive Director must be considered by the Board of Regents where a student has been expelled or suspended based upon alleged violations of Board Policy 3.4.1; or a disciplinary action allegedly deprived the student of a right or privilege protected by a specific term or provision of Board Policy or state or federal constitution, law, or regulation.

3.7.3.5.1. The Executive Director will have fifteen (15) working days within which to attempt, at his or her discretion, a resolution through informal means.

3.7.3.5.2. If no informal resolution has been effected within the fifteen (15) working days, the Executive Director will refer the matter to a hearing examiner for reconsideration pursuant to SDCL § 1-26 using the contested case proceedings. At the conclusion of the contested case proceedings, the hearing examiner will provide a

recommendation to the Executive Director for the disposition of the matter by the Board.

3.7.3.5.2.1. Contested case proceedings may be conducted under protective orders entered pursuant to SDCL §§ 1-26-19 and 15-6-26(c).

3.7.3.5.2.2. The Board may return the matter to the President, Senior Student Affairs Officer, or hearing panel for reconsideration or to the Title IX/EEO Coordinator for additional investigation, in light of the written decision.

FORMS / APPENDICES:

None

SOURCE:

BOR February 1969; RR, 12:06, 1977; BOR 1980; BOR April 1987; BOR June 1990; BOR December 1994; BOR October 1996; BOR December 1999; BOR March 2006; BOR December 2006; BOR August 2009; BOR August 2011; BOR December 2013; BOR June 2014; BOR August 2015; BOR May 2016; BOR August 2016; BOR December 2017; BOR December 2018; September 2019 (Clerical); BOR August 2020; BOR June 2021; October 2023 (Clerical).

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Prevention of Dating Violence, Domestic Violence, Sexual Assault, ~~and~~ Stalking, and Hazing

NUMBER: 1.4.2

A. PURPOSE

To define processes and procedures related to prevention of dating violence, domestic violence, sexual assault, ~~and~~ stalking, and hazing.

B. DEFINITIONS

None

C. POLICY

1. State and federal policies proscribe dating violence, domestic violence, sexual assault, ~~and~~ stalking, and hazing, often treating such actions as criminal offenses. These forms of misconduct interfere with the ability of victims to realize the benefits of the educational, cultural and social programs offered by the universities and special schools. Any student, employee or other person participating in institutional activities or using institutional facilities who engages in conduct that would constitute dating violence, domestic violence, sexual assault, ~~or~~ stalking, or hazing, as defined in this policy, or sexual assault, domestic abuse or stalking as defined under South Dakota law, in circumstances that implicate the person's fitness to study, work, participate in the functions or use the facilities at the institution may be expelled, terminated, denied further participation in institutional programs or use of institutional facilities, or otherwise disciplined, upon notice and opportunity to be heard. The decision to pursue disciplinary charges of dating violence, domestic violence, sexual assault, ~~or~~ stalking, or hazing will not preclude pursuit of additional, related charges arising from the same facts.

2. Each institution will review reports of such conduct to determine whether the employee or student be disciplined, and each institution will establish programs designed to help prevent dating violence, domestic violence, sexual assault, ~~or~~ stalking, and hazing;

2.1. by holding perpetrators accountable for their conduct;

2.2. by encouraging victims to report incidents; and

2.3. by informing students, staff, and visitors of:

2.3.1. Board policies proscribing, dating violence, domestic violence, sexual assault, ~~or~~ stalking, or hazing, including procedures compliant with BOR Policies 1.4.1, ~~and~~ 1.4.3, and 3.4.1 to enforce those policies;

2.3.2. strategies individuals may use to protect themselves;

~~2.3.2.~~2.3.3. prevention strategies intended to stop hazing before it occurs;

~~2.3.3.~~2.3.4. contact information for institutional officials responsible for investigating reports of, dating violence, domestic violence, sexual assault, ~~or~~ stalking, and hazing;

~~2.3.4.~~2.3.5. institutional resources to assist in reporting incidents and preserving evidence; and

~~2.3.5.~~2.3.6. institutional and community resources to assist victims.

3. As used in this policy,

3.1. Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

3.1.1. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

3.1.2. For the purposes of this definition,

3.1.2.1. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

3.1.2.2. Dating violence does not include acts covered under the definition of domestic violence.

3.2. Domestic violence means:

3.2.1. a felony or misdemeanor crime of violence committed

3.2.1.1. By a current or former spouse or intimate partner of the victim;

3.2.1.2. By a person with whom the victim shares a child in common;

3.2.1.3. By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;

3.2.1.4. By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or

3.2.1.5. By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

3.2.2. For purposes of this section violent crimes are determined under the Federal Bureau of Investigation's (FBI) Uniform Crime Reporting (UCR) program, which classifies four offenses involving involve force or threat of force as violent crimes: murder and nonnegligent manslaughter, rape, robbery, and aggravated assault, as set forth in 34 C.F.R. part 668 Appendix A to Subpart D

of Part 668—Crime Definitions in Accordance With the Federal Bureau of Investigation's Uniform Crime Reporting Program:

3.2.2.1. Murder and Nonnegligent Manslaughter means the willful (nonnegligent) killing of one human being by another.

3.2.2.2. Rape means the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

3.2.2.3. Robbery means the taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence or by putting the victim in fear.

3.2.2.4. Aggravated Assault means an unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm. (It is not necessary that injury result from an aggravated assault when a gun, knife, or other weapon is used which could and probably would result in serious personal injury if the crime were successfully completed.)

3.3. Sexual assault means any offense that constitutes rape, fondling, incest, or statutory rape:

3.3.1. Rape has the same meaning as given above in § 3.2.2.2.

3.3.2. Fondling means the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

3.3.3. Incest means sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by SDCL § 25-1-6, which provides that:

3.3.3.1. Marriages between parents and children, ancestors and descendants of every degree, and between brothers and sisters of the half as well as the whole blood, and between uncles and nieces, or aunts and nephews, and between cousins of the half as well as of the whole blood, are null and void from the beginning, whether the relationship is legitimate or illegitimate. The relationships provided for in this section include such relationships that arise through adoption.

3.3.4. Statutory Rape means sexual intercourse with a person who is under the statutory age of sixteen.

3.4. Stalking means:

3.4.1. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

3.4.1.1. Fear for the person's safety or the safety of others; or

3.4.1.2. Suffer substantial emotional distress.

3.4.2. For the purposes of this definition:

3.4.2.1. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

3.4.2.2. Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.

3.4.2.3. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

3.5. Hazing means any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such person or persons to participate, that:

3.5.1. Is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and

3.5.2. Causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury including:

3.5.2.1. Whipping, beating, striking, electronic shocking, placing of a harmful substance on someone’s body, or similar activity;

3.5.2.2. Causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;

3.5.2.3. Causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;

3.5.2.4. Causing, coercing, or otherwise inducing another person to perform sexual acts;

3.5.2.5. Any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;

3.5.2.6. Any activity against another person that includes a criminal violation of local, State, Tribal, or Federal law; and

3.5.2.7. Any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law.

~~3.5.~~3.6. Consent may be implied from the facts and circumstances surrounding the commission of an act. Consent will not be found where an act has been done through the use of force, coercion, or threats of immediate and great bodily harm. Submission does not equal consent, and to establish consent, a party charged must utterly negate any element of force, coercion, or threat. Consent, once given, may be retracted. Consent will not be found under any of the following circumstances:

~~3.5.1.~~3.6.1. if the victim is less than thirteen years of age; or

~~3.5.2.~~3.6.2. through the use of force, coercion, or threats of immediate and great bodily harm against the victim or other persons within the victim's presence, accompanied by apparent power of execution; or

~~3.5.3.~~3.6.3. if the victim is incapable, because of physical or mental incapacity, of giving consent to such act; or

~~3.5.4.~~3.6.4. if the victim is incapable of giving consent because of any intoxicating, narcotic, or anesthetic agent or hypnosis; or

~~3.5.5.~~3.6.5. if the victim is thirteen years of age, but less than sixteen years of age, and the perpetrator is at least three years older than the victim.

4. To the extent that this policy is intended to implement protections arising under the criminal law, amendments to those underlying statutes will be deemed to have been incorporated hereto on the effective date of such amendments.

5. For purposes relating to the annual security report required under the Jeanne Clery ~~Disclosure of~~ Campus Security ~~Policy and Campus Crime Statistics~~ SafetyAct (20 USC § 1092(f)), conduct constituting Dating Violence, Domestic Violence Sexual Assault, and Stalking under § 3 of this policy shall be reported as crime, irrespective of its treatment under South Dakota law.

5.1. For purposes of its annual security report, a statement of policy that addresses the institution's programs to prevent dating violence, domestic violence, sexual assault, and stalking, the South Dakota criminal law classifications align with the definitions set out in § 3 of this policy as follows:

5.1.1. Consent is defined as set forth in § 3.5 above;

5.1.2. Dating violence includes domestic abuse as defined in SDCL ch 25-10 that occurs between persons involved in a romantic relationship as defined in SDCL § 25-10-3.2 who are not cohabiting and who have never cohabited;

5.1.3. Domestic violence includes domestic abuse as defined in SDCL ch 25-10 that occurs between persons involved in a romantic relationship as defined in SDCL § 25-10-3.2 who are cohabiting and who have cohabited;

5.1.4. Sexual assault includes rape as defined in SDCL § 22-22-1; sexual contact with a minor as defined in SDCL § 22-22-7; sexual contact as defined in SDCL § 22-22-7.1 without consent as set forth in SDCL § 22-22-7.4 or with a person incapable of consenting as set forth in SDCL § 22-22-7.2; and attempts to commit such offenses as defined in SDCL § 22-4-1; and

5.1.5. Stalking includes stalking as defined in SDCL ch 22-19A.

FORMS / APPENDICES:

None

SOURCE:

BOR December 2013; BOR June 2014, BOR June 2015; BOR August 2020; October 2023 (Clerical).

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – F
DATE: April 2-3, 2025

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SUBJECT

Revised BOR Policy 3.1.1 (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 3.1.1 – Resident and Nonresident Classification of Students

BACKGROUND / DISCUSSION

BOR Policy 3.1.1 Resident and Nonresident Classification of Students has been a policy that impacts multiple offices across the campuses including: Admissions, Financial Aid, Academic Records, Accounts Receivable, International Student Affairs, Student Affairs Council, Academic Affairs Council, and Business Affairs Council. To conclude, this past year a group of stakeholders have been addressing the definition surrounding residency.

The question first was prompted due to the addition of resident tuition for the surrounding states through the South Dakota Advantage program. In addition to the South Dakota Advantage state program, students may reside in a surrounding state and attend a South Dakota high school. It was noted that there may be confusion for both internal and external stakeholders (to include parents, high school officials, and students) regarding the residency requirement for the SD Opportunity Scholarship (SDOS) and eligibility.

Project Charge:

The charge from the Executive Director and BOR Legal Counsel to this group:

1. Define all eligible categories for residency based on Board Policy, South Dakota Codified Law and Administrative Rules of South Dakota.
2. Ensure that when awarding SDOS that it meets the intent of the Administrative Rules of South Dakota.
3. Ensure that military and veteran affair laws are adhered to in BOR policy.

(Continued)

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DRAFT MOTION 20250402_6-F:

I move to approve the first reading of the proposed revisions to BOR Policy 3.1.1 – Resident and Nonresident Classification of Students, as presented.

Stakeholder Committee:

The team included the following participants.

Admissions
DSU: Amber Schmidt
NSU: Matt Perreault
SDSU: Michelle Kuebler
USD: Stacey O'Connor

Enrollment Management
BHSU: Joe Rainboth
SDM: Molly Moore
SDSU: Shawn Helmbolt

Accounts Receivable/Finance
USD: Shelley Brunick
BOR: Heather Forney

Financial Aid/Scholarships
SDSU: Beth Vollan
BOR: Kerri Richards

Veteran's Services
DSU: Austin Slaughter
USD: Katie McPherson

Technology
DSU: Scott Allbee
BOR: Carla Behr

Academic/Student
BOR: Trudy Zalud
BOR: Janice Minder

Note: BOR legal counsel was engaged by responding to questions and working through the draft policy, procedures and student information documentation.

IMPACT AND RECOMMENDATION

This is a complicated area for all aspects of the functional teams that assisted. In some cases, a larger group was initiated to take a deeper review of their functional domains. To ensure that all had the opportunity to weigh-in, meetings initially focused solely on the South Dakota Codified Law and Administrative Rules of South Dakota. A secondary review then ensued with respect to federal and state rules regarding military and veteran affairs.

The Academic Affairs Council (AAC) and Student Affairs Council (SAC) received a first and second revision to this policy. The Business Affairs Council (BAC) held a discussion regarding fees and rate codes for the student information system. This first draft attempted to obtain feedback from all parties. This project team only reviewed the eligibility of residency and defining non-residency.

As this is the first draft, a second and final draft will be presented in July 2025 allowing for additional campus communication.

ATTACHMENTS

Attachment I – Revised BOR Policy 3.1.1 – Resident and Nonresident Classification of Students

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Resident and Nonresident Classification of Students

NUMBER: 3.1.1

A. PURPOSE

This policy governs the classification of students for the purpose of tuition eligibility. Each person who applies for admission to an institution shall be classified in one of four classifications.

B. DEFINITIONS

1. **Administrative Rules of South Dakota (ARSD):** Regulations that have the force of law and are created by agencies to implement, interpret, or prescribe actions related to law or policy.
2. **Domestic Nonresident**: A prospective student or matriculated student that resides in the United States as a citizen and is not a resident of South Dakota.
3. **Family Educational Rights and Privacy Act (FERPA):** A federal law that protects the privacy of students' educational records.
4. **International Nonresident:** A prospective student or matriculated student who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.
5. **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.
6. **Nonresident Exempt**: This is a student that has been deemed a non-resident of South Dakota due to physical location or other requirements, however, eligible for South Dakota tuition rates only.
7. **South Dakota Codified Law (SDCL):** Laws enacted by the South Dakota Legislature.
8. **South Dakota Resident**: This is a student that has been deemed a resident of South Dakota based on codified law and or administrative rules. This student receives all benefits as a South Dakotan including scholarship opportunities (those that require residency) and tuition.

C. RESIDENCY CLASSIFICATION

A student's classification for the purpose of the student's responsibility for payment of tuition shall be made based on information provided by the student before initial enrollment, upon re-enrollment, or as may otherwise be required. Each residency classification shall be made by authorized institutional employees based on this policy and the implementing SAC Guidelines adopted and approved.

The four classifications include: SD Resident, SD Tuition Eligible Nonresident, Domestic Nonresident, and International Nonresident.

Categories of Residency Classification

South Dakota Resident	Nonresident Exempt	Domestic Nonresident	International Nonresident
Meets the SDCL and ARSD for Residency	Meets BOR Policy, SDCL or ARSD for Tuition Eligibility	Resident of the US not eligible for Resident or Nonresident Exempt Status	US Nonresidents
Resident	Nonresident	Nonresident	Nonresident

D. BURDEN OF ESTABLISHING RESIDENCY

1. The burden is on each student to demonstrate eligibility for classification of residency.
2. The institution is authorized to require such written documents, affidavits, verifications, or other evidence as are deemed necessary to establish the residence of the student, including proof of emancipation, adoption, or appointment of a guardian.
3. Students have the burden of establishing residency by clear and convincing evidence.
4. A student initially classified as a Domestic Nonresident or International Nonresident will retain that status unless and until the student is deemed eligible for the classification of SD Resident or SD Tuition Eligible Nonresident in a subsequent semester.

E. ESTABLISHING BONA FIDE RESIDENCY

For tuition purposes, residence means the place where a person has a permanent home, at which the person remains when not called elsewhere for labor, studies or other special or temporary purposes, and to which the person returns at times of repose. It is the place a person has voluntarily fixed as the person's permanent habitation with an intent to remain in such place for an indefinite period.

1. Physical Presence: Except as otherwise provided in the SAC Guidelines, continuous physical presence in South Dakota for more than one year immediately before the residence determination date. Physical presence in South Dakota solely for educational purposes does not constitute the establishment of SD residency, regardless of length of stay.
2. Intent: Physical presence in South Dakota for the predominant purpose of attending postsecondary education does not count in determining the twelve-month period of residence. However, attending a post-secondary institution on a part-time basis or taking distance education courses does not automatically exclude the student from the 12-month residency requirement.

   2.1 The following factors are relevant in evaluating a requested change in a student's nonresident status and in evaluating whether the person's physical presence in South

Dakota is for the predominant purpose of attending an institution of higher education controlled by the Board:

- The residence of an unemancipated student's parents or guardians;
- The status of the source of the student's income;
- To whom a student pays taxes, including property taxes;
- The state in which a student's automobile is registered;
- The state issuing the student's driver's license;
- Where the student is registered to vote;
- Ownership of property in South Dakota and outside of South Dakota;
- The residence claimed by the student on loan application, federal income tax returns, and other documents;
- Admission to a licensed profession in South Dakota;
- Membership in civic, community, and other organizations in South Dakota or elsewhere; and
- The facts and documents pertaining to the person's past and existing status as a student.

2.2 The existence of one or more of these factors does not require a finding of resident student status, nor does the nonexistence of one or more require a finding of nonresident student status. All factors shall be considered in combination, and resident student status may not result from the doing of acts which are required or routinely done by sojourners in the state, or which are merely auxiliary to the fulfillment of educational purposes.

2.3 The fact that a person pays taxes and votes in the state does not in itself establish residence.

2.4 Students who do not meet the requirements of this policy may still be classified as residents if their situation presents unusual circumstances and their classification is within the general scope of this policy.

3. Unemancipated Persons:

3.1 The residence of an unemancipated person under twenty-four years of age follows that of the parents or of a legal guardian who has actual custody of the person or administers the property of the person. In the case of divorce or separation, if either parent meets the residence requirements, the person shall be considered a resident.

3.2 Unemancipated students whose parents established their residence in South Dakota for reasons not predominantly related to qualifying their children for reduced tuition, may be classified as residents, notwithstanding the fact that they have not resided in South Dakota for the requisite twelve months prior to the first scheduled day of classes.

3.3 If it appears that the parents of a person properly classified as a resident student under the provisions of this section have removed their residence from South Dakota, the person shall be reclassified to the status of nonresident unless the parents have been residents for the twelve months immediately preceding such removal. However, no such reclassification is effective until the beginning of a semester following the removal.

4 Previous South Dakota Residence: Absence from South Dakota to pursue postsecondary education does not deprive a person of resident student status.

5 Classification of Resident: A person once properly classified as a resident student shall be deemed to remain a resident student so long as remaining continuously enrolled in the regental system until the person's degree shall have been earned.

6 International Nonresident Establishing Domicile: International nonresident students whose visas permit them to establish domiciles in the United States or its territories or protectorates may qualify for resident tuition in the same manner as United States citizens.

7 Military: Active military status, veterans, spouses and dependents of military that have established a permanent residence in South Dakota shall be granted resident status and are not subject to the 12-month residency requirement. In addition, any person who is actively serving in the armed forces of the United States and is stationed in South Dakota will be classified in the SD Eligible Tuition Nonresident and eligible for SD Tuition. This shall also apply to the spouse of the active-duty personnel.

8 High School Graduates: The following high school graduates will be treated as a resident for tuition purposes:

8.1 Any citizen or other person entitled under law to establish a residence in the United States that graduates from a South Dakota high school; or

8.2 Any citizen or other person entitled under law to establish a residence in the United States who was a South Dakota resident at the time of high school graduation and lived with a parent or legal guardian who was also a South Dakota resident.

9 Married Status: The Board of Regent shall reclassify any nonresident student to the status of resident student upon timely proof of marriage to a resident of South Dakota.

F. APPEALING CLASSIFICATION

1. Students may appeal the original classification decision by written petition to a reviewing body appointed by the chief executive officer of the institution within thirty (30) days after registration for that semester. The recommendation of the reviewing body shall be submitted to the chief executive officer for a decision.
2. After twelve months of continuous presence in South Dakota, students who were initially classified as nonresidents may petition for reclassification.
3. Petitions for reclassification shall be filed with the Executive Director, who shall act upon them. The Executive Director shall report his disposition of such petitions to the Board at its regularly scheduled meetings. These reports shall be summarized in a manner consistent with the Family Educational Rights and Privacy Act.
4. If a petition for reclassification is granted, the reduced tuition rate shall become effective with the first semester or session following the date on which the petition is granted. Students who fail to request resident status prior to a particular semester or session or to pursue a timely appeal shall be deemed to have waived any claim for reduced tuition for that semester or session.

G. CONTESTED CASE REVIEW

After exhausting appeal procedures on campus, students may challenge an institutional residency decision by appeal for a de novo review as provided in chapter 1-26 of the South Dakota Codified laws.

1. Contested case proceedings will be conducted under protective orders entered pursuant to SDCL §§ 1-26-19 and 15-6-26(c), in order to implement rights guaranteed under the Family Educational Rights and Privacy Act of 1974.
2. A student who has exhausted institutional procedures, including an appeal to the institutional president, may challenge a decision by mailing a written request for a review under SDCL chapter 1-26 with the Executive Director within thirty (30) days after the institution transmits notification of its final decision by depositing with the United States Postal Office written notice addressed to the student's last known mailing address. Note: The notice will not be effective unless the student attaches all documentation provided to the students by the institution detailing the basis for its residency determination.
3. The Executive Director will have fifteen (15) working days within which to attempt, at his discretion, a resolution through informal means.
4. If no resolution has been effected within the time allowed under this section (G.3), the Executive Director will refer the matter to a hearing examiner for reconsideration pursuant to SDCL chapter 1-26 of the codified laws and formulation of recommendations for the disposition of the matter by the Board.

H. MISCLASSIFICATION

1. A student or prospective student who knowingly provides false information or refuses to provide or conceals information for the purpose of improperly achieving resident student status is subject to the full range of penalties, including expulsion, provided for by the Board of Regents.
2. Where a Resident Classification is found to have been based on inaccurate or incomplete information provided by the student, the institution may impose the following:
    a. bill the student for periods of previous enrollment for the appropriate rate difference that was not charged per BOR Policy 5.5;
    b. hold a student's registration until full payment of amounts due has been received;
    c. initiate discipline under the Policy on Student Code of Conduct; and/or
    d. pursue any civil, criminal or other remedies that may be appropriate under the circumstances.

SOURCE: BOR, Apr. 1979; RR, 11:04, 1977; BOR, Apr. 1987; BOR, Jan. 1988; RR, 11:07, 1977; RR, 11:08, 1977; RR, 11:08, 1977; BOR, Apr. 1979; RR, 11:11, 1977; BOR, Apr. 1979; RR, 11:13, 1977; BOR, May 1993; SL 1996, ch. 130 (H.B. 1348); BOR, May 1996; SL 2006, ch 87: BOR, April 2007; BOR, August 2012; BOR, April 2013; BOR, June 2014; October 2023 (Clerical); BOR, July 2025.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – A
DATE: April 2-3, 2025

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SUBJECT

FY26 On-Campus Tuition and Mandatory Fees

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 13-53-6 – Tuition Rates and Fees
BOR Policy 5.5 – Tuition and Fees: General Procedures
BOR Policy 5.5.1 – Tuition and Fees: On-Campus Tuition

BACKGROUND / DISCUSSION

Mandatory tuition and fees include tuition, the general activity fee, and the laptop fee for Dakota State University (DSU) and South Dakota School of Mines & Technology (SDSMT). Discipline fees along with housing and food service are not included in the calculation of the mandatory cost since they are not assessed to all students.

The FY26 proposal for tuition and mandatory fees attempts to keep the cost to students as low as possible in consideration of student access, service to students, and delivering the highest quality education possible to our students.

Cost Drivers

The Legislature adopted a 1.25% salary policy for all employees, including faculty, exempt, and CSA. The employer-paid healthcare benefit cost will increase by $537 for FY26, raising the annual premium to $12,388 per benefit-eligible employee. Typically, the state only funds the general fund portion of the salary package, adding authority for federal and other fund salary needs. Consequently, funding for increases to federal and other fund employees must be raised internally.

On-Campus Tuition Rates

The six universities receive general fund appropriations to support on-campus operations. All on-campus courses are offered at the Board-approved tuition rate, except for remedial courses, which are offered at the off-campus rate. A complete listing of on-campus tuition rates with the proposed increases for FY26 can be found in Attachment I.

(Continued)

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DRAFT MOTION 20250402_7-A:

I move to approve the FY26 On-Campus Tuition and Mandatory Fees as presented in Attachment I.

South Dakota Advantage Graduate Tuition Expansion

In October 2024, the Board approved expanding the South Dakota Advantage Graduate Tuition program to include the Occupational Therapy, Physical Therapy, Physician Assistant, Medical Doctorate, and Law graduate programs at USD, as well as the Veterinary Medicine 2+2 and PharmD programs at SDSU. These tuition and fee rates will be effective starting Summer 2025 and will apply to new, qualifying students who have earned an undergraduate degree from an SDBOR institution. Eligible students must either be from a South Dakota Advantage state or be Children of Alumni.

Dakota State University

Dakota State University requests an 8% annual tuition increase per year for the next five years for on-campus and online PhD programs, inclusive of CPI adjustments. This would be an increase from $333.25 per credit hour to $359.90 per credit hour for on-campus, resident PhD students for FY26, and eventually to $489.65 per credit hour in FY30.

In today's numbers, assuming no tuition increases at other universities, the end result (40% tuition increase), would still leave DSU's PhD programs in cybersecurity in the lower 25th percentile, with the average tuition for its peers at $780.06 for on-campus, resident PhD students.

South Dakota School of Mines & Technology

South Dakota School of Mines & Technology (SDSMT) requests a 5% annual tuition increase for FY26, followed by a 3% annual increase for the subsequent three years, inclusive of CPI adjustments. This would raise the tuition from $260.55 per credit hour to $273.60 per credit hour for on-campus, resident students in FY26, and eventually to $298.95 per credit hour by FY29.

When compared to tuition and fees at peer institutions, SDSMT anticipates maintaining its competitiveness. Currently, SDSMT ranks the lowest among its competitors for tuition and fees. With this increase, they are expected to remain in the lowest quartile of costs compared to peers, with the average tuition and fees at $470.57 for on-campus, resident undergraduate students.

USD Law School Tuition

The University of South Dakota (USD) Law School utilizes semester-based tuition rates and discipline fees. This tuition and fee structure simplifies the tuition and fee rates and encourages students to take more than the 90 credit hours required for graduation, thereby making it possible for the Law School to offer a broader curriculum that is more attractive to prospective students.

In keeping with BOR policy, the Law School tuition and fee costs should be comparable to regional law schools with a mission to attract students who want to practice law in their own state. South Dakota's FY25 costs are 21.44% below the average of the regional law schools, excluding the University of Minnesota-Twin Cities. It is recommended that the Law School cost increases by 2.9%, commensurate with the USD graduate tuition rate.

University of Iowa	$32,512
Average	$21,377
University of Wyoming	$18,322
University of Montana	$26,938
University of North Dakota	$17,143
University of South Dakota	**$16,794**
University of Nebraska--Lincoln	$16,550

Sanford School of Medicine

Students attending the Sanford School of Medicine (SSOM) on the campus of the University of South Dakota (USD) pay the on-campus tuition rate set annually by the Board of Regents, plus the general activity fee for the first two years while in Vermillion.

The Board adopted the practice of comparing the Sanford School of Medicine, a community-based school, to other public community-based schools across the country for establishing annual cost. If the School of Medicine rates were below the community-based average, the tuition rate would increase by the amount below the average plus mandatory increases. If the Medical School rate were above the community-based average, it would increase by the graduate tuition rate increase.

The following table provides the comparable tuition and fee costs:

Northeast Ohio	$49,082
South Carolina Columbia	$44,488
Central Michigan	$44,127
Wright State-Boonshoft	$43,984
Washington State-Floyd	$42,005
CUNY	$41,912
Southern Illinois	$39,441
Mean / Average	***$39,140***
Eastern Virginia	$38,954
East Tennessee-Quillen	$38,706
FIU-Wertheim	$38,013
Hawaii-Burns	$37,444
North Dakota	***$36,074***
South Dakota-Sanford	***$ 34,372***
Nevada Reno	$34,073
Florida Atlantic-Schmidt	$31,830
Michigan State	$31,676
UCF	$29,680
Florida State	$28,987
Marshall-Edwards	$24,988

Houston-Fertitta	$24,268
Texas Tech	$22,076
Texas Tech-Foster	$21,484
UT Austin-Dell	$21,087

The FY25 annual tuition plus mandatory fees for the School of Medicine are below the community-based average. The School of Medicine's annual tuition rate for FY26 will increase by 2.9% in order to cover additional needs for salaries, benefits, and operating expenses.

Mandatory Fees

Each student pays the campus' general activity fee (GAF) per credit hour, and students at DSU and SDSMT pay the mandatory laptop fee each semester. These are the fees included when determining the average mandatory cost increase for students.

General Activity Fee (GAF)

The GAF supports student functions related to the co-curricular activities and operations of the student union buildings, including student organizations, cultural events, homecoming, student government, student government, student newspapers, athletics, intramural activities, fine arts, and debt on student unions, athletic facilities, and wellness facilities as approved by the Board. In accordance with Board policy, committees composed of a majority of student representatives are to recommend changes in the GAF to the presidents. The following increases to GAF have been requested above CPI:

South Dakota State University:

In FY26, SDSU's 2014A bond for the University Student Union, funded through the General Activity Fee (GAF), will retire. SDSU proposes maintaining the current GAF rate of $50.85 (plus inflation) and redirecting the $2.58 previously used for the bond to other strategic needs, as recommended by the Pathway to Premier 2030 GAF Strategic Plan. A survey conducted in fall 2024, with a 33% response rate (4,014 out of 12,065 students), showed that 84.58% of respondents support maintaining the GAF rate and reallocating the $2.58 to identified priorities, effectively keeping the GAF flat between FY25 and FY26.

In July 2023, the Students' Association (SA) began developing a new GAF Strategic Plan for the next seven years. They formed a steering committee, and five work groups focused on mental health, GAF history, transportation, student life, and the wellness center. These groups researched their areas, developed survey questions, and analyzed data to make recommendations.

In November/December 2023, a survey was administered to the student body, receiving over 1,738 unique responses. An environmental scan of peer and SDBOR institutions was also conducted. The GAF Strategic Planning Steering Committee submitted a draft plan to the SA, which was adopted on February 12, 2024, with a vote of 27-0-1. The University Activity Fee and Budgeting Committee approved the plan on April 10, 2024, with a vote of 8-0-0.

The plan outlines funding for seven primary areas: wellness center operations, club sports, counseling services (including tele-mental health), union operations, student activities (including Jacks Club Hub), student organizations, and a future wellness center expansion.

The FY26 request for $2.58 breaks down in the following way:

Student Organizations	$ 0.48
Student Activities	$ 0.09
Mental health services expansion	$ 0.57
Wellness Center operations	$ 1.00
Union operations	$ 0.44

Student Organizations Increase

For FY26, Students' Association and SDSU are requesting an increase in the GAF for student organization funding of $ 0.48. Student organization funding is an area of continual need at SDSU with over 240 registered student organizations currently active. Students' Association, through the GAF, allocates approximately $450,000 annually to student organizations with 15 organizations funded. This does include the School of Performing Arts (Pride of the Dakotas marching band, university choirs, State Theater funding) and Rabbit Ride (late night transportation for students on Friday/Saturday nights) funding. Each year, new student organizations request funding through SA and are turned away because funding is limited. Of the students that took the GAF survey, 67% of students are part of at least one Student Organization. When asked how often they participate in an event or partake in an activity on campus, 93.7% of students participate in an event or activity at least once a semester with 44.4% participating in an event or activity at least once a week. 79.62% of students that took the survey ranked that Student Organization funding is important for providing opportunities at SDSU. 51.88% of students support some sort of GAF increase to go towards Student Organizations.

Student Activities Increase

The Students' Association and SDSU are recommending an increase of $.09 to support student activities. This increase will be directed to provide additional funding for Jack's Club Hub, the student organization online portal, event promotion, and document repository. Since the product implementation in FY2018, pricing has increased and $.05 will be directed to cover current expenses for this platform, utilized solely by registered student organizations. In addition, the remaining $.04 will be directed to student leadership development programming and operations through the office of student activities.

Mental Health Services Expansion Increase

Students' Association and SDSU are recommending allocation of $.57 to mental health services funding to provide resources for tele-mental health services for all students regardless of physical location and an additional mental health counselor. Mental health has been a focus on SDSU's campus over the past several years. We have data from the National College Health Assessment (NCHA) student surveys that show that Anxiety, Depression, and ADHD are all on the rise on campus. Survey results from the NCHA in

2022 showed that 66% of students reported moderate to serious psychological distress. In the GAF strategic planning survey, a majority of student respondents (58%) indicated that they would feel comfortable with additional GAF dollars being spent on mental health resources.

Wellness Service Operations Increase

Students' Association and SDSU recommends an increase in the operational funding for the Miller Wellness Center fitness and recreation program by $1.00. This funding increase will address increases in operational costs associated with an expanded use of the facility (between FY22 and FY23, an increase of 25,000 visits was realized), increasing wear and tear on equipment, thus requiring more frequent maintenance and equipment replacement. In addition, the Miller Wellness Center relies heavily on hourly labor, much of which is student labor, to maintain hours of operation for the facility. The increases in minimum wage necessitate an increase to operational funding for the Miller Wellness Center to minimize impacts on services and resources available to students and members of the center.

Union Operations Increase

The final recommendation from SDSU and Students' Association is for an operational increase for the University Student Union of $.44. This increase would be prioritized to develop a replacement fund for audio-visual equipment throughout the facility and inside meeting rooms, an expense not able to be covered through maintenance and repair funds, increased funding for part-time student labor to operate the facility and maintain hours of operation, and general operational support due to inflationary increases in supplies and equipment critical to the facility functions.

Computer Lease Fees

DSU and SDSMT have mobile computing initiatives that require students to pay a per-semester fee. This fee covers the leasing costs of laptop/tablet PCs for full-time, on-campus students and supports the program's operational expenses. These fees are mandatory for students. Due to higher equipment costs and lease rates, SDSMT will increase its computer lease fee by 4%, from $431.25 to $448.50 per semester for FY26, while DSU will raise its fee by 4%, from $409.00 to $425.40 per semester for FY26.

IMPACT AND RECOMMENDATIONS

It is recommended that undergraduate tuition across all campuses be increased by 2.9%. Additionally, the General Activity Fee (GAF) should be raised by $1 per credit hour at every campus. Furthermore, computer lease fees are proposed to increase by 4% at DSU and SDSMT.

Proposed FY26 Resident Undergraduate Mandatory Tuition and Fee Increase

	FY25 Cost	FY26 Cost	$ Increase	% Increase
Black Hills State University	$8,763.00	$9,013.50	$250.50	2.9%
Dakota State University	$9,632.50	$9,937.50	$284.50	2.9%
Northern State University	$8,844.00	$9,094.50	$250.50	2.8%
SD School of Mines &Technology	$10,167.00	$10,623.00	$456.00	4.5%
South Dakota State University	$9,298.50	$9,553.50	$255.00	2.7%
University of South Dakota	$9,432.00	$9,687.00	$255.00	2.7%
System Average Cost	**$9,357.03**	**$9,627.16**	**$270.14**	**2.9%**

ATTACHMENTS

Attachment I – Proposed FY26 On-Campus Tuition and Mandatory Fee Schedule

Attachment II – Programs Proposed for Inclusion in the Western Regional Graduate Program (WRGP) through the Western Interstate Commission for Higher Education (WICHE)

South Dakota Board of Regents

Proposed FY26 On-Campus and Centers Tuition and Mandatory Fees

	Current Rate	$ Increase	% Increase	FY26 Rate
Black Hills State University				
Undergraduate - Per Credit Hour				
Resident [8]	$253.85	$7.35	2.9%	$261.20
Guard STA	$0.00	$0.00	0.0%	$0.00
State Employee, ROTC, Teacher Certification	$126.95	$3.65	2.9%	$130.60
Over Sixty-Five	$139.60	$4.05	2.9%	$143.65
Remedial [5]	$354.75	$10.30	2.9%	$365.05
Active Duty Military Personnel Resident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Resident	$250.00	$0.00	0.0%	$250.00
Western Undergraduate Exchange [2]	$357.25	$10.35	2.9%	$367.60
Nonresident	$357.25	$10.35	2.9%	$367.60
Active Duty Military Personnel Nonresident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Nonresident	$250.00	$0.00	0.0%	$250.00
Child of Alumni [4]	$253.85	$7.35	2.9%	$261.20
South Dakota Advantage [3]	$253.85	$7.35	2.9%	$261.20
Minnesota Reciprocity - current enrolled students only	$324.85	$9.40	2.9%	$334.25
Graduate - Per Credit Hour				
Resident [8]	$333.25	$9.65	2.9%	$342.90
Guard STA	$0.00	$0.00	0.0%	$0.00
State Employee, Teacher Certification	$166.65	$4.80	2.9%	$171.45
Active Duty Military Personnel Resident [9]	$300.00	$0.00	0.0%	$300.00
DOD Civilian Resident	$300.00	$0.00	0.0%	$300.00
Graduate Assistant	$176.60	$5.15	2.9%	$181.75
Over Sixty-Five	$183.30	$5.30	2.9%	$188.60
Nonresident	$622.15	$18.05	2.9%	$640.20
Active Duty Military Personnel Nonresident [9]	$300.00	$0.00	0.0%	$300.00
DOD Civilian Nonresident	$300.00	$0.00	0.0%	$300.00
Child of Alumni [11]	$333.25	$9.65	2.9%	$342.90
South Dakota Advantage [12]	$333.25	$9.65	2.9%	$342.90
Nonresident Graduate Assistant	$209.95	$6.10	2.9%	$216.05
Minnesota Reciprocity - current enrolled students only	$572.00	$16.60	2.9%	$588.60
Western Regional Graduate Program [5]	$333.25	$9.65	2.9%	$342.90
Dakota State University, Northern State University				
Undergraduate - Per Credit Hour				
Resident [8]	$253.85	$7.35	2.9%	$261.20
Guard STA	$0.00	$0.00	0.0%	$0.00
State Employee, ROTC, Teacher Certification	$126.95	$3.65	2.9%	$130.60
Over Sixty-Five	$139.60	$4.05	2.9%	$143.65
Remedial [7]	$354.75	$10.30	2.9%	$365.05
Active Duty Military Personnel Resident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Resident	$253.85	$7.35	2.9%	$261.20
Western Undergraduate Exchange [2]	$357.25	$10.35	2.9%	$367.60
Nonresident	$357.25	$10.35	2.9%	$367.60
Child of Alumni [4]	$253.85	$7.35	2.9%	$261.20
South Dakota Advantage [3]	$253.85	$7.35	2.9%	$261.20

Active Duty Military Personnel Nonresident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Nonresident	$357.25	$10.35	2.9%	$367.60
Minnesota Reciprocity - current enrolled students only (DSU)	$295.87	$8.58	2.9%	$304.45
Minnesota Reciprocity - current enrolled students only (NSU)	$322.15	$9.35	2.9%	$331.50
Graduate - Per Credit Hour				
Resident PhD (DSU) [8]	$333.25	$26.65	8.0%	$359.90
Resident [8] (NSU and DSU)	$333.25	$9.65	2.9%	$342.90
Guard STA	$0.00	$0.00	0.0%	$0.00
State Employee, Teacher Certification	$166.65	$4.80	2.9%	$171.45
State Employee PhD (DSU)	$166.65	$13.35	8.0%	$180.00
Graduate Assistant (NSU Only)	$176.60	$5.15	2.9%	$181.75
Graduate Assistant (DSU Only)	$0.00	$0.00	0.0%	$0.00
Over Sixty-Five	$183.30	$5.30	2.9%	$188.60
Over Sixty-Five PhD (DSU)	$183.30	$14.65	8.0%	$197.95
Nonresident	$622.15	$18.05	2.9%	$640.20
Nonresident PhD (DSU)	$622.15	$49.75	8.0%	$671.90
Active Duty Military Personnel Nonresident [9]	$622.15	$18.05	2.9%	$640.20
Active Duty Military Personnel Nonresident [9] PhD (DSU)	$622.15	$49.75	8.0%	$671.90
DOD Civilian Nonresident	$622.15	$18.05	2.9%	$640.20
Child of Alumni [11]	$333.25	$9.65	2.9%	$342.90
Child of Alumni [11] PhD (DSU)	$333.25	$26.65	8.0%	$359.90
South Dakota Advantage [12]	$333.25	$9.65	2.9%	$342.90
South Dakota Advantage [12] PhD (DSU)	$333.25	$26.65	8.0%	$359.90
Nonresident Graduate Assistant (NSU)	$209.95	$6.10	2.9%	$216.05
Minnesota Reciprocity - current enrolled students only (DSU)	$569.60	$16.50	2.9%	$586.10
Minnesota Reciprocity - current enrolled students only (DSU) PhD	$569.60	$45.55	8.0%	$615.15
Minnesota Reciprocity - current enrolled students only (NSU)	$569.30	$16.50	2.9%	$585.80
Western Regional Graduate Program [5]	$333.25	$9.65	2.9%	$342.90
South Dakota School of Mines & Technology				
Undergraduate - Per Credit Hour				
Resident [8]	$260.55	$ 13.05	5.0%	$ 273.60
Guard STA	$0.00	$ -	0.0%	$ -
State Employee, ROTC, Teacher Certification	$130.30	$ 6.55	5.0%	$ 136.85
Over Sixty-Five	$143.30	$ 7.20	5.0%	$ 150.50
Remedial [7]	$354.75	$ 17.75	5.0%	$ 372.50
Active Duty Military Personnel Resident [9]	$250.00	$ -	0.0%	$ 250.00
DOD Civilian Resident	$260.55	$ 13.05	5.0%	$ 273.60
Western Undergraduate Exchange [2]	$390.80	$ 19.55	5.0%	$ 410.35
Nonresident	$408.05	$ 20.40	5.0%	$ 428.45
Child of Alumni [4]	$260.55	$ 13.05	5.0%	$ 273.60
South Dakota Advantage [3]	$260.55	$ 13.05	5.0%	$ 273.60
Active Duty Military Personnel Nonresident [9]	$250.00	$ -	0.0%	$ 250.00
DOD Civilian Nonresident	$408.05	$ 20.40	5.0%	$ 428.45
Minnesota Reciprocity - current enrolled students only	$284.75	$ 14.25	5.0%	$ 299.00
Graduate - Per Credit Hour				
Resident [8]	$338.90	$ 16.96	5.0%	$355.85
Guard STA	$0.00	$ -	0.0%	$ -
State Employee, Teacher Certification	$169.45	$ 8.50	5.0%	$ 177.95
Active Duty Military Personnel Resident [9]	$338.90	$ 16.95	5.0%	$ 355.85

DOD Civilian Resident	$338.90	$	16.95	5.0%	$	355.85
Graduate Assistant	$0.00	$	-	0.0%	$	-
Over Sixty-Five	$186.40	$	9.35	5.0%	$	195.75
Nonresident	$680.25	$	34.00	5.0%	$	714.25
Active Duty Military Personnel Nonresident [9]	$680.25	$	34.00	5.0%	$	714.25
DOD Civilian Nonresident	$680.25	$	34.00	5.0%	$	714.25
Child of Alumni [11]	$338.90	$	16.95	5.0%	$	355.85
South Dakota Advantage [12]	$338.90	$	16.95	5.0%	$	355.85
Nonresident Graduate Assistant	$213.50	$	10.70	5.0%	$	224.20
Minnesota Reciprocity - current enrolled students only	$560.65	$	28.05	5.0%	$	588.70
Western Regional Graduate Program [5]	$338.90	$	16.95	5.0%	$	355.85

South Dakota State University, University of South Dakota, University of South Dakota Sioux Falls

Undergraduate - Per Credit Hour				
Resident [8]	$259.10	$7.50	2.9%	$266.60
Guard STA	$0.00	$0.00	0.0%	$0.00
State Employee, ROTC, Teacher Certification	$129.55	$3.75	2.9%	$133.30
Over Sixty-Five	$142.50	$4.15	2.9%	$146.65
Remedial [7]	$354.75	$10.30	2.9%	$365.05
USDSF State EE/ROTC/Teacher Cert/Counselor	$120.65	$3.50	2.9%	$124.15
USDSF Nonresident Assoc Degree Program (Lower Div)	$295.60	$8.55	2.9%	$304.15
USDSF Assoc Degree Program (Lower Div)	$241.30	$7.00	2.9%	$248.30
USDSF Assoc Degree Prog Guard STA (Lower Div)	$0.00	$0.00	0.0%	$0.00
USDSF Assoc Degree Prog Qualified Veteran (Lower Div)	$0.00	$0.00	0.0%	$0.00
USDSF Assoc Degree Prog Res Over 65 (Lower Div)	$132.70	$3.85	2.9%	$136.55
USDSF Remedial	$287.34	$7.86	2.7%	$295.20
USDSF Remedial Teacher Cert	$166.70	$4.35	2.6%	$171.05
Active Duty Military Personnel Resident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Resident	$259.10	$7.50	2.9%	$266.60
Western Undergraduate Exchange [2]	$376.10	$10.90	2.9%	$387.00
Nonresident	$376.10	$10.90	2.9%	$387.00
Child of Alumni [4]	$259.10	$7.50	2.9%	$266.60
South Dakota Advantage [3]	$259.10	$7.50	2.9%	$266.60
Nonresident Indian University of North America	$259.10	$7.50	2.9%	$266.60
Active Duty Military Personnel Nonresident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Nonresident	$376.10	$10.90	2.9%	$387.00
Minnesota Reciprocity - current enrolled students only (SDSU)	$312.25	$9.05	2.9%	$321.30
Minnesota Reciprocity - current enrolled students only (USD)	$307.80	$8.95	2.9%	$316.75
Graduate - Per Credit Hour				
Resident [8]	$340.15	$9.85	2.9%	$350.00
Executive MBA (USD only)	$0.00	$0.00	0.0%	$1,000.00
Guard STA	$0.00	$0.00	0.0%	$0.00
State Employee, Teacher Certification	$170.10	$4.90	2.9%	$175.00
Active Duty Military Personnel Resident [9]	$340.15	$9.85	2.9%	$350.00
DOD Civilian Resident	$340.15	$9.85	2.9%	$350.00
Graduate Assistant (USD Only)	$180.30	$5.20	2.9%	$185.50
Graduate Assistant (SDSU Only)	$0.00	$0.00	0.0%	$0.00
Over Sixty-Five	$187.10	$5.40	2.9%	$192.50
Nonresident	$654.05	$18.95	2.9%	$673.00

Active Duty Military Personnel Nonresident [9]		$654.05	$18.95	2.9%	$673.00
DOD Civilian Nonresident		$654.05	$18.95	2.9%	$673.00
Child of Alumni [11]		$340.15	$9.85	2.9%	$350.00
South Dakota Advantage [12]		$340.15	$9.85	2.9%	$350.00
Nonresident Graduate Assistant (USD Only)		$214.30	$6.20	2.9%	$220.50
Nonresident Graduate Assistant (SDSU Only)		$0.00	$0.00	0.0%	$0.00
Minnesota Reciprocity - current enrolled students only (SDSU)		$559.40	$16.20	2.9%	$575.60
Minnesota Reciprocity - current enrolled students only (USD)		$554.95	$16.10	2.9%	$571.05
Western Regional Graduate Program [5]		$340.15	$9.85	2.9%	$350.00
South Dakota State University, University of South Dakota					
Pharmacy & Allied Health Programs [6][10]					
Resident per Semester [8]		$5,096.00	$148.00	2.9%	$5,244.00
SD Advantage - Per Semester (New)					$8,653.00
GR.UG Semester STA		$0.00	$0.00	0.0%	$0.00
SD Advantage - Per Credit Hour (New)					$612.55
Nonresident - Per Semester		$10,903.00	$316.00	2.9%	$11,219.00
Nonresident - Per Credit Hour		$888.10	$25.75	2.9%	$913.85
Minnesota Reciprocity - current enrolled students only		$7,830.00	$227.05	2.9%	$8,057.05
Minnesota Reciprocity - current enrolled students only		$599.90	$17.40	2.9%	$617.30
Law School[10]					
Resident per Semester [8]		$5,868.00	$170.00	2.9%	$6,038.00
SD Advantage - Per Semester (New)					$10,566.50
Law NG STA 50%		$0.00	$0.00	0.0%	$0.00
Graduate Assistant - Semester		$3,109.55	$90.60	2.9%	$3,200.15
Nonresident - Per Semester		$15,638.00	$454.00	2.9%	$16,092.00
Nonresident w/ LSAT 155 or Higher - Per Semester		$5,868.00	$170.00	2.9%	$6,038.00
Nonresident Graduation Assistant - Per Semester		$3,697.35	$106.60	2.9%	$3,803.95
Minnesota Reciprocity - current enrolled students only		$10,039.00	$291.15	2.9%	$10,330.15
Minnesota Reciprocity - current enrolled students only		$669.25	$19.40	2.9%	$688.65
Medical School [10]					
Resident & INMED Program - Annual [8]		$32,105.00	$931.00	2.9%	$33,036.00
SD Advantage - Annual (New)					$57,813.00
Med NG STA 50%		$0.00	$0.00	0.0%	$0.00
Nonresident - Annual		$76,935.00	$2,231.00	2.9%	$79,166.00
Minnesota Reciprocity - current enrolled students only		$41,492.00	$1,203.25	2.9%	$42,695.25
Veterinary Medicine 2+2 Program[10]					
Resident per Semester (all SD and MN residents)[8]		$9,439.00	$274.00	2.9%	$9,713.00
Non-Resident - Per Semester (all non SD or MN residents)		$18,150.00	$526.00	2.9%	$18,676.00
SD Advantage - Per Semester (New)					$14,941.08

FY25 Mandatory Fees [1]

General Activity Fee - Credit Hour	BHSU	$38.25	$1.00	2.6%	$39.25
	DSU	$40.65	$1.00	2.5%	$41.65
	NSU	$40.95	$1.00	2.4%	$41.95
	SDSM&T	$49.60	$1.00	2.0%	$50.60
	SDSU	$50.85	$1.00	2.0%	$51.85
	USD	$55.30	$1.00	1.8%	$56.30

Computer Lease Fee - Semester	DSU	$409.00	$17.00	4.2%	$426.00
	SDSM&T	$431.25	$17.25	4.0%	$448.50

Notes: *All rates are effective at the end of the 2025 spring term.*
SD National Guard members may be eligible for a benefit of free in-state resident tuition after federal tuition benefits are applied, but the benefits in total may not exceed 100% of the tuition cost. The graduate benefit is limited to 32 credit hours. The undergraduate benefit is limited to 128 credit hours

(1) The mandatory per credit hour fees are added to the on-campus tuition cost for a total cost per credit hour. Discipline fees may also apply to certain courses and are in addition to on-campus tuition and mandatory fees.

(2) States participating in the Western Undergraduate Exchange program: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming. The SDSM&T rate is available only to new freshman and first-time transfers starting the summer of 2016.

(3) The South Dakota Advantage Program is for new freshmen and transfers from Colorado, Illinois, Iowa, Montana, Nebraska, North Dakota, Wyoming, Kansas, Missouri and Minnesota.

(4) Participation in the program is limited to new freshmen or first-time transfers attending the same university from which one of their parents or legal guardian received a degree. Eligibility criteria apply and differ between institutions.

(5) The Western Regional Graduate Program (WRGP) allows master's, graduate certificate, and Ph.D. students who are residents of the WICHE member states to enroll in high-quality programs at 60 public institutions outside of their home state and pay resident tuition. For a list of South Dakota's programs offered through WRGP, please visit this site: https://www.wiche.edu/wrgp

(6) Allied Health includes Nursing, Dental Hygiene, Occupational Therapy, Physician Assistant Studies, Physical Therapy, and MS Human Biology

(7) These rates are the total per credit hour cost. No additional fees will be assessed.

(8) Any citizen or other person entitled under law to establish a residence in the United States who graduates from a South Dakota high school, or any citizen or other person entitled under law to establish a residence in the United States who was a South Dakota resident at the time of high school graduation and lived with a parent or legal guardian who was also a South Dakota resident is entitled to resident tuition rates.

(9) USDSF and BHRC center tuition rates for USD and BHSU sections only. Mandatory delivery fees are added to the Center tuition costs. Discipline fees may also apply to certain courses and are in addition to on-campus tuition and mandatory fees.

(10) Effective Summer 2025, The South Dakota Advantage Program is available for the capped graduate programs of OT, PT, PA, MD, Law, PharmD and Vet 2+2 for new and transfer students meeting certain criteria.

(11) Effective Summer 2024, new or transfer graduate students attending the same university from which one of their parents or legal guardian received a degree. Student must have received an undergraduate degree or credential from one of the South Dakota Regental institutions.

(12) Effective Summer 2024, for new or transfer graduate students from a Dakota Advantage state and having received an undergraduate degree or credential from one of the South Dakota Regental institutions.

Programs Proposed for Inclusion in the Western Regional Graduate Program (WRPG) through the Western Interstate Commission for Higher Education (WICHE)

BLACK HILLS STATE UNIVERSITY

- Integrative Genomics (Master's)
- Special Education (Master's)
- Applied Management (Master's)
- Reading Education (Master's)
- Curriculum and Instruction (Master's)
- Strategic Leadership (Master's)
- Sustainability (Master's)
- Secondary Education (Master's)

DAKOTA STATE UNIVERSITY

- Analytics and Applied Artificial Intelligence (Master's)
- Artificial Intelligence (Master's)*
- Computer Science (Master's)
- Cyber Defense (Master's)
- Education and Technology (Master's)
- Health Informatics/Information Management (Master's)
- Information Systems (Master's)
- General Management (Master's)
- Computer Science (with SDSU) (Doctorate)
- Cyber Defense (Doctorate)
- Cyber Operations (Doctorate)
- Information Systems (Doctorate)

NORTHERN STATE UNIVERSITY

- Accounting Analytics (Master's)
- Counseling - Clinical Mental Health (Master's)
- Counseling – School Counseling (Master's)
- Educational Studies – Individualized Interdisciplinary Studies (Master's)
- Educational Studies – Secondary Education (Master's)
- Instructional Design in E-Learning (Master's)
- Special Education (Master's)*
- Sport Performance and Leadership (Master's)
- Strategic Innovation and Leadership (Master's)*

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

- Atmospheric and Environmental Sciences (Master's and Doctorate)
- Biomedical Engineering (Master's and Doctorate)
- Chemical & Biological Engineering (Doctorate)
- Chemical & Biological Sciences (Master's)*
- Chemical & Biological Sciences (Doctorate)*
- Chemical Engineering (Master's)
- Civil/Environmental Engineering (Master's and Doctorate)
- Computer Science/Engineering (Master's)
- Construction/Engineering Management (Master's)
- Data Science and Engineering (Doctorate)
- Electrical Engineering (Master's and Doctorate)
- Engineering Management (Master's)
- Geology/Geological Engineering (Master's)
- Geology/Geological Engineering/Mining Engineering (Doctorate)
- Industrial Engineering (Master's)
- Materials Engineering and Science (Master's and Doctorate)
- Mechanical Engineering (Master's and Doctorate)
- Mining Engineering & Management (Master's)
- Nanoscience & Nanoengineering (Master's and Doctorate)
- Paleontology (Master's)
- Physics (Master's and Doctorate)

SOUTH DAKOTA STATE UNIVERSITY

- Academic Advising (Certificate)*
- Agricultural and Biosystems Engineering (Master's and Doctorate*)
- Animal Science (Master's and Doctorate)
- Applied Physics (Certificate)*
- Architecture (Master's)
- Athletic Academic Advising (Certificate)*
- Athletic Training (Master's)
- Biochemistry (Doctorate)
- Biological Sciences (Master's) including specializations in Biology, Dairy Science, Food Science, Microbiology, and Natural Resource Management
- Biological Sciences (Doctorate) including specializations in Agricultural and Biosystems Engineering, Biology, Dairy Science, Food Science, Microbiology, Molecular Biology, Natural Resource Management, Plant Molecular Biology, Plant Science, Veterinary Microbiology, Veterinary Pathobiology
- Biotechnology (Certificate)*
- Chemistry (Master's and Doctorate)
- Civil Engineering (Master's and Doctorate)
- Communication and Media Studies (Master's)
- Competency-Based Learning (Certificate)*

- Computational Science and Statistics (Doctorate) including specializations in Data Science, Mathematics, and Statistics
- Computer Science (Master's)
- Computer Science, with DSU (Doctorate)
- Counseling and Human Resource Development (Master's) including specializations in Administration of Student Affairs, Clinical Mental Health Counseling, College Counseling, Marriage and Family Counseling, Rehabilitation and Mental Health, and School Counseling
- Data Science, with DSU (Master's and Certificate) *
- Economics (Master's)
- Electrical Engineering (Master's and Doctorate)
- Engineering (Master's)*
- English (Master's)*
- Environmental Policy (Certificate)*
- Food Technology (Certificate)*
- Geography (Master's) including specialization in Geographic Information Sciences (Certificate)*
- Geospatial Science and Engineering (Doctorate) including specializations in Geography and Remote Sensing
- Geospatial Intelligence (Certificate)*
- Human Biology (Master's)
- Human Sciences (Master's) including specializations in Developmental Sciences*
- Institutional Research and Assessment in Higher Education (Certificate)*
- Interdisciplinary Studies (Master's)
- Management Foundations (Certificate)
- Mathematics (Master's) including specialization in Statistics
- Mechanical Engineering (Master's and Doctorate*)
- Nutrition and Dietetics (Master's)*
- Nutrition and Exercise Sciences (Master's) with specializations in Exercise Science and Nutritional Sciences
- Nutrition and Exercise Sciences (Doctorate)
- Operations Management (Master's)
- Pharmaceutical Sciences (Master's* and Doctorate)
- Plant Science (Master's and Doctorate)
- Precision Agriculture (Certificate)*
- Professional Management (Certificate)*
- Professional Science (Master's)*
- Real Estate (Certificate)*
- Sport Management (Master's)*
- Statistics (Master's)
- Surface Mount Technology (Certificate)*
- Wildlife and Fisheries Sciences (Master's) with specializations in Fisheries Sciences and Wildlife Sciences
- Wildlife and Fisheries Sciences (Doctorate)

UNIVERSITY OF SOUTH DAKOTA

- Accounting (Master's) including specializations in Accounting Analytics, Business Management, Finance, and Leadership
- Addiction Counseling and Prevention (Certificate)
- Addiction Counseling and Prevention (Master's), including specialization option in Co-Occurring*
- Administration (Master's), including specialization options in Addiction Studies, Criminal Justice, Health Services, Human Resource Management, Interdisciplinary Studies, Long Term Care Administration, Nonprofit Management* and Organizational Leadership
- Advanced Graduate Mathematics (Certificate)
- Art (Master's) including specialization options in Design, Painting, Photography, Printmaking, and Sculpture
- Artificial Intelligence (Certificate)
- Arts in Health (Certificate)
- Audiology (Doctorate)
- Basic Biomedical Sciences (Master's)
- Basic Biomedical Sciences (Doctorate) with specialization options in Cancer Biology, Cardiovascular Biology, Infectious Diseases, Molecular Biology & Genetics, Neuroscience, and Physiology & Pharmacology
- Biological Sciences (Doctorate), including specialization in Conservation Biology, Integrative Biology*, and Neuroscience*
- Biology (Master's), including specialization in Neuroscience, and Conservation and Biodiversity*
- Biomedical Engineering (Master's) including specialization in Medical Product Development and Manufacturing*
- Biomedical Engineering (Doctorate)
- Business Administration (Master's) with specialization options in Artificial Intelligence for Business Analytics*, Business Analytics, Business Leadership, Finance, Health Services Administration, Marketing, Operations & Supply Chain Management, and Sustainability*
- Business Analytics (Master's)
- Chemistry (Master's)
- Communication (Master's)
- Computer Science (Master's) including specialization options in Artificial Intelligence* and Informatics*
- Counseling and Psychology in Education (Master's) with specializations in Clinical Mental Health, Human Development and Educational Psych, and School Counseling
- Counseling and Psychology in Education (Specialist) with specializations in Counselor Education, Human Development and Education Psychology, and School Counseling
- Counseling and Psychology in Education (Doctorate) with specializations in Counselor Education, Human Development & Education Psychology, and School Psychology
- Curriculum and Instruction (Doctorate)
- Data Science and Engineering (Doctorate)*
- Disaster in Mental Health (Graduate Certificate)

- Educational Leadership (Doctorate) with specializations in Adult and Higher Education, and PK-12 Educational Leadership*
- Elementary Education (Master's), including specializations in Culturally & Linguistically Diverse Learners, Early Childhood Education, Reading Specialist/Literacy Coach, and Science, Technology & Math
- English (Master's), including specializations in Creative Writing and Literature
- English (Doctorate), including specializations in Literary Studies: Creative, and Literary Studies: Critical
- Executive Master of Public Administration (Master's)
- Geospatial Analysis (Certificate)
- Graduate Mathematics (Certificate)
- History (Master's)
- Kinesiology & Sport Management (Master's) including specializations in Sport Management* and Exercise Science*
- Leadership in Public Management (Certificate)
- Materials Chemistry (Doctorate)
- Mathematics (Master's)
- Mental Health Counseling (Certificate)
- Museum and Archive Studies (Certificate)
- Nonprofit Management (Certificate)
- Nursing Practice (Master's and Doctorate)
- Physics (Master's and Doctorate)
- Psychology with Clinical Specialization (Master's and Doctorate)
- Psychology with Clinical Disaster Specialization (Doctorate)
- Psychology Human Factors (Master's and Doctorate)
- Public Administration (Master's)
- Secondary Education (Master's), including specialization in Culturally & Linguistically Diverse Learners, Reading Specialist/Literacy Coach*, and Science, Technology & Math
- Secondary Education with Initial Certification (Master's)
- Social Work (Master's)
- Special Education (Master's) including specializations in Advanced Specialist in Disabilities, Early Childhood Special Education, and Multicategorical Special Education
- Speech Language Pathology (Master's)
- Sustainability (Master's and Doctorate)
- Techniques in Public Policy (Certificate)
- Technology Education/Training (Master's)
- Theatre (Master's) including specializations in Design/Theatre Technology and Directing

Programs newly introduced for the 2025-26 academic year are marked with an asterisk (*)

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – B
DATE: April 2-3, 2025

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SUBJECT

FY26 Off-Campus Tuition Rates

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 13-53-6 – Tuition Rates and Fees
BOR Policy 5.5 – Tuition and Fees: General Procedures
BOR Policy 5.5.2 – Tuition and Fees: Distance Education Tuition
BOR Policy 5.5.3 – Tuition and Fees: Special Course Types

BACKGROUND / DISCUSSION

Off-Campus Tuition

All courses delivered off campus, including electronically delivered courses, are offered at the Board approved off-campus tuition rates. Remedial courses, though offered on campus, are also charged the off-campus tuition rate. The off-campus tuition rate includes a HEFF component of 11.5%. All off-campus tuition rates are charged per credit hour. The increase per credit hour aligns with the increase to on-campus tuition rates for FY26. For a detailed list of off-campus tuition rates for FY26, please refer to Attachment I.

Technical Colleges

The Board of Regents has established tuition rates for students that take general education courses at technical colleges. The technical college rates are set equal to the highest tuition and mandatory fee cost at our comprehensive universities.

Great Plains Interactive Distance Education Alliance (IDEA)

The Great Plains Interactive Distance Education Alliance (IDEA) is a consortium of 11 predominantly land grant institutions across the Great Plains. The mission of the alliance is to promote distance education master's degrees in the human sciences. The IDEA tuition rates are determined by the GPIDEA consortium, to which SDSU belongs. There was a slight increase for FY26 of 1.8% for the undergraduate courses and 2.0% for graduate courses.

(Continued)

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DRAFT MOTION 20250402_7-B:

I move to approve the FY26 Off-Campus Tuition Rates as presented in Attachment I.

Externally Supported Tuition

The externally supported tuition rate, as authorized by BOR Policy 5.5.3, Special Course Types, is currently set at $40.00 per credit hour. The Externally Supported Tuition Rate will remain at $40.00 for FY26 to compete with other non-regental providers.

Dual Credit Courses

The Governor's initiative to increase the number of qualified public high school students participating in dual credit courses offered in person or at the university centers and technical institutes continue to assist students with the cost of tuition while still attending high school. The FY26 Dual Credit Rate will increase to $156.97 per credit hour. With the passage of HB1040 during the 2025 legislative session, the payment division for the dual enrollment rate between students and the state will change to an equal 50/50 split.

Courses at University Centers

Courses at University Centers are charged the on-campus tuition rates with the passage of HB 1024 in the 2022 legislative session.

IMPACT AND RECOMMENDATIONS

Off-campus tuition rates will increase by 2.9% at all institutions, with the exception of SDSMT, which will experience a 5.0% rise, and DSU, which will see an 8.0% increase for PhD programs. This adjustment aligns with on-campus tuition increases and is intended to cover a 1.25% salary policy, increased health insurance costs, and CPI adjustments. The Dual Credit rate will be equally split between students and the state.

ATTACHMENTS

Attachment I – Proposed FY26 Off-Campus Tuition Rates

South Dakota Board of Regents
Proposed FY26 Off-Campus Tuition

		Current Rate	$ Increase	% Increase	FY26 Rate
Undergraduate	BHSU, DSU, NSU SDSU & USD	$354.75	$10.30	2.9%	$365.05
Undergraduate	SDSM&T	$354.75	$17.75	5.0%	$372.50
Undergraduate Teacher Certification Internet	BHSU, DSU, NSU	$227.85	$6.60	2.9%	$234.45
	SDSM&T	$224.45	$11.25	5.0%	$235.70
	SDSU, USD	$225.20	$6.55	2.9%	$231.75
Undergraduate Guard STA	BHSU, DSU, NSU	$0.00	$0.00	0.0%	$0.00
	SDSM&T	$0.00	$0.00	0.0%	$0.00
	SDSU, USD	$0.00	$0.00	0.0%	$0.00
Undergraduate Qualified Veteran	BHSU, DSU, NSU	$100.90	$2.95	2.9%	$103.85
	SDSM&T	$94.20	$4.75	5.0%	$98.95
	SDSU, USD	$95.65	$2.80	2.9%	$98.45
UG Active Duty Military Personnel		$250.00	$0.00	0.0%	$250.00
UG Spouse & Dependent of Active Military at EAFB & Int	BHSU	$250.00	$0.00	0.0%	$250.00
UG Spouse & Dependent of Active Military at EAFB & Int	SDSM&T	$354.75	$17.75	5.0%	$372.50
UG Spouse & Dependent of Active Military at EAFB & Int	DSU, NSU, SDSU & USD	$354.75	$10.30	2.9%	$365.05
UG DOD Civilians EAFB/Internet/Remote	BHSU	$250.00	$0.00	0.0%	$250.00
UG DOD Civilians EAFB/Internet/Remote	SDSM&T	$354.75	$17.75	5.0%	$372.50
UG DOD Civilians EAFB/Internet/Remote	DSU, NSU, SDSU & USD	$354.75	$10.30	2.9%	$365.05
Graduate	DSU, NSU, SDSU & USD	$470.45	$13.65	2.9%	$484.10
Graduate	SDSM&T	$470.45	$23.52	5.0%	$493.97
Graduate - PhD (New)	DSU	$470.45	$37.65	8.0%	$508.10
Graduate Teacher Certification Internet	BHSU, DSU, NSU	$303.85	$8.80	2.9%	$312.65
	SDSM&T	$301.00	$15.05	5.0%	$316.05
	SDSU, USD	$300.35	$8.75	2.9%	$309.10
Graduate Assistant - Internet	BHSU, NSU	$313.80	$9.10	2.9%	$322.90
	USD	$310.60	$9.00	2.9%	$319.60
	SDSU, DSU, SDSM&T	$0.00	$0.00	0.0%	$0.00
Graduate Active Duty Military Personnel	BHSU	$300.00	$0.00	0.0%	$300.00
Graduate Active Duty Military Personnel	SDSM&T	$470.45	$23.50	5.0%	$493.95
Graduate Active Duty Military Personnel	DSU, NSU, SDSU & USD	$470.45	$13.65	2.9%	$484.10
GR Spouse & Dependent of Active Military at EAFB & Int	BHSU	$300.00	$0.00	0.0%	$300.00
GR Spouse & Dependent of Active Military at EAFB & Int	SDSM&T	$470.45	$23.50	5.0%	$493.95
GR Spouse & Dependent of Active Military at EAFB & Int	DSU, NSU, SDSU & USD	$470.45	$13.65	2.9%	$484.10
GR DOD Civilians EAFB/Internet/Remote	BHSU	$300.00	$0.00	0.0%	$300.00
GR DOD Civilians EAFB/Internet/Remote	SDSM&T	$470.45	$23.50	5.0%	$493.95
GR DOD Civilians EAFB/Internet/Remote	DSU, NSU, SDSU & USD	$470.45	$13.65	2.9%	$484.10
Technical Institute - Resident Undergraduate		$294.60	$8.55	2.9%	$303.15
Technical Institute Qualified Veteran (Lower Div)	BHSU, DSU, NSU	$40.75	$1.20	2.9%	$41.95
	SDSM&T	$34.10	$1.70	5.0%	$35.80
	SDSU, USD	$35.50	$1.05	3.0%	$36.55
Technical Institute - Nonresident Undergraduate		$397.35	$11.50	2.9%	$408.85
Great Plains IDEA (Undergraduate)		$440.00	$8.00	1.8%	$448.00
Great Plains IDEA (Graduate)		$610.00	$12.00	2.0%	$622.00
Externally-Supported		$40.00	$0.00	0.0%	$40.00
Dual Credit Courses[(1)]		$152.54	$4.43	2.9%	$156.97

(1) Offered to qualified public high school students participating in dual credit courses taken in person or at the University Centers. For Summer, 2025 $104.65 of the rate is provided by the SD Department of Education and applied towards the student's account. For Fall, 2025 and beyond, the cost is split 50/50 between the student and the SD Department of Education, with the SD DOE covering $78.49.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – C
DATE: April 2-3, 2025

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SUBJECT

FY26 System, Discipline, Delivery, and Vehicle Registration Fees

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 13-53-6 – Tuition Rates and Fees
BOR Policy 5.5 – Tuition and Fees: General Procedures
BOR Policy 5.5.4 – Tuition and Fees: Fees

BACKGROUND / DISCUSSION

Outside of tuition and mandatory fees, students will be assessed specific fees for services and may pay additional fees for higher cost disciplines. Specific services could include processing applications, testing for credit, assessment fees, late fees, parking fees or similar services. Discipline fees are used to support high-cost disciplines in the areas of salaries and/or operating expenses.

The fees for service are summarized below into the following categories: 1) System Fees, 2) Discipline Fees, 3) Delivery Fees, and 4) Vehicle Registration Fees. A justification is included for any new fee or fee being increased above inflation.

System Fees

Application Fee

The universities retain the revenues from the application fee to support work in the admissions offices. The undergraduate application fee is currently $20.00, and the graduate application fee is currently $35.00. Both rates will increase by $1 for FY26, in addition to some campuses opting to waive these fees for new students during such instances as Free Application Week.

Transcript Fee

The universities retain the transcript fee revenue to support the provision of transcripts. This fee helps fund the processing of electronic transcripts and the operation of the e-Transcript Center. This fee will increase from $9 to $10 in FY26.

(Continued)

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DRAFT MOTION 20250402_7-C:

I move to approve the FY26 System, Discipline, Delivery, and Vehicle Registration Fees, as presented in Attachment I.

Challenge by Exam

The Challenge by Exam covers the costs of the College Level Examination Program (CLEP) exams. The current fee for the Challenge Exam is $91.00, with a recommendation to increase it to $150.00 per course for FY26. This fee will cover both the exam and a portfolio fee, in line with BOR Policy 2.2.2.5 on transfer for prior credit learning. It allows adult learners and students with validated college-level skills to request credit by passing an exam or submitting a portfolio that meets course learning outcomes. The fee supports the evaluation process, where faculty review various work products. The proposed rate is comparable to other universities.

International Student Fee

The International Student Fee helps to offset the costs of any international student orientation programs, the on-going compliance support related to the Student and Exchange Visitor Information System (SEVIS), and the continuing compliance required of U.S. universities from the time an international student enrolls until the time he/she either graduates, finishes post-graduation training, or terminates his/her academic program and returns home.

Processing international applications involves verifying English proficiency, authenticating transcripts, and handling financial documentation for F1 and J1 visas. To manage the increase in international students, campuses propose raising the international student fee from $150 to $200 per semester in FY26, applicable in Fall and Spring. This fee will support federal documentation management and visa-related student services.

Testing Fees

Testing costs are to be covered with tuition revenues unless the Board has approved a specific fee. Re-test fees have been approved for COMPASS at $20.00 per exam. This fee will not increase in FY26.

USD contracts with HESI to administer the nursing assessment test for the Associate of Science and Bachelor of Science nursing candidates. The testing costs are paid directly to HESI by the student. There will be no increase to this fee in FY26 and it will remain at $198.00. SDSU contracts with Assessments Technology Institute at a cost of $214.00 per student. Since these are electronic assessments, SDSU purchases the student codes ensuring the students receive the correct assessment each time. This fee will remain $214.00 in FY26.

With the introduction of the new nursing program at NSU, a Nursing Assessment Fee of $200 per semester per student will be implemented in FY26. This fee supports the software application used by nursing students to complete competency assessments, which are essential for demonstrating mastery of nursing skills and concepts as required by accrediting bodies. The fee aligns with the Nursing Assessment Fee paid by nursing students at SDSU and USD.

Discipline and Program Fees

South Dakota has traditionally assessed discipline fees to support incremental costs of instructional equipment and other operating costs, including salary enhancement, for the benefit of students enrolled in higher cost disciplines. Courses assessing the discipline fees must be approved by the Board.

Special Discipline Fees will increase by a minimum of 1.8% to cover salary policy, health insurance increases, and CPI adjustments on operating budgets. Some disciplines have experienced higher-than-average cost increases and may see fee increases of up to 5%. Specific adjustments to Special Discipline Fees are detailed in Attachment I.

South Dakota State University and University of South Dakota – Mass Communications New Special Discipline Fee:

SDSU and USD are requesting a new special discipline fee for their Mass Communications courses. These courses require the latest technology and well-equipped spaces to provide professional education in Advertising, Journalism, and Public Relations. This includes access to advanced cameras, video equipment, and soundproof spaces. The current funding model is insufficient for maintaining and updating this equipment every three to five years. The fee would also fund professional development for faculty to stay current with industry changes and ensure students are prepared for their careers. This includes training in modern technologies and pedagogical methods.

Dakota State University and Northern State University – Exercise Science New Special Discipline Fee:

DSU and NSU are requesting a new special discipline fee for their Exercise Science courses. Both campuses are making significant investments in their human performance labs to enhance teaching, learning, and research capabilities. This new discipline fee will assist the campuses in maintaining and updating lab equipment moving forward. The labs support high-impact undergraduate research and accredited programs.

South Dakota State University – Pharmacy Program Fee

SDSU is requesting a 15% increase in the program fee charged to pharmacy students, raising the per semester fee from $4,245.20 to $4,882.00. This increase is estimated to generate an additional $343,861 annually. Currently, SDSU has the lowest rate among its peers for their pharmacy program, approximately $4,000 below NDSU for total required tuition and fees to complete the program.

Dakota State University – Off-Campus Delivery Fee

DSU is proposing a 5% increase to the current off-campus Computer Science delivery fee for non-residents, raising it from $110.15 to $115.65 per credit hour. This increase is expected to generate approximately $20,000 in additional annual revenue for DSU.

Northern State University – Huron Delivery Fee

Under the current MOUs between Northern State University (NSU) and Huron Community College (HCC), undergraduate students pay a $20 per credit hour administrative fee, while graduate students pay $25 per credit hour. Tuition for undergraduates is paid to NSU, and the administrative fee to HCC. Graduate students pay both tuition and the administrative fee to HCC, which then remits the tuition to NSU.

The next MOU aims to streamline processes, increase efficiency, and ensure transparency. NSU will bill and collect both tuition and the Center Delivery Fee for all courses delivered at HCC, allowing students to make a single payment to NSU. This fee supports administrative costs and provides NSU students at HCC with access to student success resources. The Center Delivery Fee is consistent with fees assessed by other universities for courses at alternate sites.

Vehicle Registration

Vehicle Registration fees are assessed to all students and faculty that choose to park on the university properties. The fees are used to pay for acquiring, maintaining, and improving appropriate parking facilities and for associated administration costs. We are proposing a 2.4% increase on vehicle fees, which is the state suggested CPI rate for FY26. In addition, the following campuses are requesting increases above CPI.

Black Hills State University:

Black Hills State University requests an increase in parking permit costs at BHSU-Rapid City, beyond the standard inflationary rate, to align with the Spearfish campus. The permits will increase from $35 per year to $100 per year. Students with a Spearfish permit will have the Rapid City fee waived, as permits are valid at both sites.

This increase will cover parking lot maintenance costs, including snow removal, signage, permits, striping, and enhanced security measures such as labor, lighting, and cameras.

Dakota State University:

DSU requests an additional $7 increase above inflation for the regular parking (from $76 per year to $85 per year) and a $13 increase above inflation for reserved parking (from $153 per year to $170 per year) to fund the construction of 100 additional parking spaces. The new rates and additional spaces will generate an additional $16,914 in revenue.

University of South Dakota**:**

An increase in annual permit costs is necessary to adequately support the security and maintenance of the USD parking lots. Inflation, including rising salaries and benefits, has significantly increased these costs. Additionally, USD has enhanced security monitoring, increasing both the number of student security officers and the hours of coverage. The additional revenue will allow USD to maintain the lots and support increased security measures. The total increase of $15 per permit averages just over a 2% annual increase when considering four years of flat rates, raising the cost from $170 to $185 per year.

Northern State University:
Northern State University requests an increase in parking permit costs beyond the standard inflationary rate. Current parking fee revenue is insufficient to cover ongoing maintenance, snow removal, and major upgrades. Other operating costs include lot striping, student labor for parking office support, and signage. The additional funds will be used for necessary upgrades and repairs to existing parking lots and equipment for snow removal. The rates will increase from $81 to $91 per year for auto and restricted permits, and from $135 to $150 for unrestricted permits.

IMPACT AND RECOMMENDATIONS

The Legislature authorized a 1.25% salary increase for state employees and a $537 increase in employer-paid healthcare benefits per eligible employee for FY26. System, Special Discipline, and Delivery fees are projected to increase by various percentages. Vehicle registration fees will increase by 2.4% overall in FY26, with select campuses raising rates above CPI.

ATTACHMENTS

Attachment I – Proposed Fee Schedule for FY26

South Dakota Board of Regents

Proposed FY25 System, Discipline, Delivery and Vehicle Registration Fees

	FY25 Rate	$ Increase	% Increase	FY26 Rate
System Fees				
Application Fee - Undergraduate	$20.00	$1.00	5.0%	$21.00
Application Fee - Graduate	$35.00	$1.00	2.9%	$36.00
Transcript	$9.00	$1.00	11.1%	$10.00
Challenge by Exam - Course	$91.00	$59.00	64.8%	$150.00
International Student Fee - Fall & Spring	$150.00	$50.00	33.3%	$200.00
Testing Fees				
COMPASS, Technology Re-test	$20.00	$0.00	0.0%	$20.00
SDSU Nursing Assessment - - Semester	$214.00	$0.00	0.0%	$214.00
USD Nursing Assessment (BSN)	$198.00	$0.00	0.0%	$198.00
NSU Nursing Assessment - - Semester (New)				$200.00
Discipline Fees - Credit Hour *(Unless Stated Otherwise)*				
Black Hills State University				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	$21.20	$1.05	5.0%	$22.25
Chemistry	$21.20	$1.05	5.0%	$22.25
Geology/Nanoscience/Paleontology	$21.20	$0.40	1.9%	$21.60
Physics	$21.20	$0.40	1.9%	$21.60
Computer Science	$47.70	$2.40	5.0%	$50.10
Mathematics/Statistics	$15.90	$0.80	5.0%	$16.70
Health and Wellness	$16.30	$0.80	4.9%	$17.10
Exercise Science	$21.10	$0.60	2.8%	$21.70
Fine Arts	$15.90	$0.80	5.0%	$16.70
Business				
Undergraduate	$30.35	$0.55	1.8%	$30.90
Graduate	$54.50	$1.00	1.8%	$55.50
Dakota State University				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	$21.20	$1.05	5.0%	$22.25
Chemistry	$21.20	$1.05	5.0%	$22.25
Physics	$21.20	$0.40	1.9%	$21.60
Computer Science	$70.55	$3.55	5.0%	$74.10
Mathematics/Statistics	$15.90	$0.80	5.0%	$16.70
Exercise Science (New)				$21.70
Fine Arts	$15.90	$0.80	5.0%	$16.70
Business				
Undergraduate	$30.35	$0.55	1.8%	$30.90
Graduate	$54.50	$1.00	1.8%	$55.50
Northern State University				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	$21.20	$1.05	5.0%	$22.25
Chemistry	$21.20	$1.05	5.0%	$22.25
Physics	$21.20	$0.40	1.9%	$21.60
Computer Science	$47.70	$2.40	5.0%	$50.10
Mathematics/Statistics	$15.90	$0.80	5.0%	$16.70
Allied Health				
Undergraduate (New)				$108.70
Counselor Education	$26.35	$0.50	1.9%	$26.85

Exercise Science (New)				$21.70
Fine Arts	$15.90	$0.80	5.0%	$16.70
Business				
Undergraduate	$30.35	$0.55	1.8%	$30.90
Graduate	$54.50	$1.00	1.8%	$55.50
E-Learning	$21.20	$0.40	1.9%	$21.60
NSU Exchange Program Fee - Per Credit Hour	$116.90	$2.10	1.8%	$119.00
Discipline Fees - Credit Hour *(Unless Stated Otherwise)* Continued				
South Dakota School of Mines & Technology				
Science/Technology/Engineering/Math				
Atmospheric & Environmental Science	$84.80	$1.55	1.8%	$86.35
Biology/Microbiology/Anatomy	$42.35	$2.10	5.0%	$44.45
Chemistry	$84.80	$4.25	5.0%	$89.05
Geology/Nanoscience/Paleontology	$84.80	$4.25	5.0%	$89.05
Physics	$84.80	$4.25	5.0%	$89.05
Other Sciences	$21.20	$0.40	1.9%	$21.60
Computer Science	$70.55	$3.55	5.0%	$74.10
Engineering	$84.80	$4.25	5.0%	$89.05
Mathematics/Statistics	$42.35	$2.10	5.0%	$44.45
Fine Arts	$15.90	$0.80	5.0%	$16.70
South Dakota State University				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	$42.35	$2.10	5.0%	$44.45
Chemistry	$51.50	$2.60	5.0%	$54.10
Physics	$84.80	$4.25	5.0%	$89.05
Other Sciences	$21.20	$0.40	1.9%	$21.60
Computer Science	$70.55	$3.55	5.0%	$74.10
Engineering	$84.80	$4.25	5.0%	$89.05
Mathematics/Statistics	$42.35	$2.10	5.0%	$44.45
Allied Health				
Undergraduate	$103.50	$5.20	5.0%	$108.70
Graduate	$227.60	$11.40	5.0%	$239.00
Counselor HR Development	$26.35	$0.45	1.7%	$26.80
Health and Wellness	$21.30	$0.40	1.9%	$21.70
Fine Arts	$26.35	$1.30	4.9%	$27.65
Business				
Undergraduate	$30.35	$0.55	1.8%	$30.90
Graduate	$54.50	$1.00	1.8%	$55.50
Architecture	$467.25	$8.40	1.8%	$475.65
Animal Science	$64.55	$1.15	1.8%	$65.70
Aviation Education	$42.10	$0.75	1.8%	$42.85
Dairy Science/Food Science	$82.45	$1.50	1.8%	$83.95
Mass Communications (New)				$20.00
Medical Laboratory Science - On-Campus	$133.40	$2.40	1.8%	$135.80
Medlical Laboratory Science - Off-Campus	$139.36	$2.50	1.8%	$141.86
Dietetics Internship - Per Credit hour	$530.00	-$530.00	0.0%	$0.00
Nutrition	$29.70	$0.55	1.9%	$30.25
Respiratory Care	$53.00	$0.95	1.8%	$53.95
Interior Design /Landscape Design	$29.70	$0.55	1.9%	$30.25
Pharmacy per credit hour	$209.45	$3.75	1.8%	$213.20
PharmD per cedit hour	$251.35	$37.70	15.0%	$289.05

Pharmacy - Semester	$4,245.20	$636.80	15.0%	$4,882.00
Range Science	$47.00	$0.85	1.8%	$47.85
Veterinary Science	$64.55	$1.15	1.8%	$65.70
Veterinary Medicine 2+2 Resident	$5,540.00	$99.70	1.8%	$5,639.70
Veterinary Medicine 2+2 Non-Resident	$9,789.00	$176.20	1.8%	$9,965.20
Discipline Fees - Credit Hour *(Unless Stated Otherwise)* Continued				
University of South Dakota				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	$42.35	$2.10	5.0%	$44.45
Biochemistry/Biomedical Engineering/Physiology/Sustainability	$42.35	$0.75	1.8%	$43.10
Chemistry	$51.50	$2.60	5.0%	$54.10
Physics	$84.80	$4.25	5.0%	$89.05
Other Sciences	$21.20	$0.40	1.9%	$21.60
Computer Science	$70.55	$3.55	5.0%	$74.10
Mathematics/Statistics	$42.35	$2.10	5.0%	$44.45
Allied Health				
Undergraduate	$103.50	$5.20	5.0%	$108.70
Graduate	$103.50	$5.20	5.0%	$108.70
Counselor Education/ Counselor HR Development	$26.35	$0.45	1.7%	$26.80
Health and Wellness	$21.30	$0.40	1.9%	$21.70
Fine Arts	$26.35	$1.30	4.9%	$27.65
Business				
Undergraduate	$30.35	$0.55	1.8%	$30.90
Graduate	$54.50	$1.00	1.8%	$55.50
NSCI Neurosciences	$43.20	$0.80	1.9%	$44.00
Mass Communications (New)				$20.00
Medical Laboratory Science - Per Semester (Replaced)	$1,618.65	$29.15	1.8%	$1,647.80
Communication Disorders -Graduate	$103.50	$5.20	5.0%	$108.70
Psychology (Graduate)	$26.35	$0.45	1.7%	$26.80
CRNA Program Fee	$3,500.00	$63.00	1.8%	$3,563.00
Law - Per Semester	$1,644.00	$30.00	1.8%	$1,674.00
Delivery Fees				
South Dakota State University, University of South Dakota				
SDSU/USD/NSU Nursing - Credit Hour	$46.05	$0.85	1.8%	$46.90
USD Allied Health Off-Campus - Credit Hour	$46.05	$0.85	1.8%	$46.90
USD School of Medicine Off-Campus - Credit Hour	$46.05	$0.85	1.8%	$46.90
USD Masters of Social Work - Credit Hour	$46.05	$0.85	1.8%	$46.90
SDSU/USD Graduate Public Health - Credit Hour	$145.40	$2.60	1.8%	$148.00
USD pMBA (Sioux Falls) - Credit Hour	$386.05	$6.95	1.8%	$393.00
University of South Dakota - Sioux Falls				
All credit hours	$46.05	$0.85	1.8%	$46.90
Black Hills - Rapid City				
All credit hours	$31.85	$0.55	1.7%	$32.40
Dakota State University				
Non-Resident Online Computer Science, Cyber Operations, & Network and Security Administration	$110.15	$5.50	5.0%	$115.65
Northern State University - Huron				
All credit hours (New)				$32.40
South Dakota School of Mines & Technology				

Non-Resident Online Masters in Engineering	$178.85	$3.20	1.8%	$182.05
Professional Education Majors				
Black Hills State University, Dakota State University, Northern State University, South Dakota State University, University of South Dakota				
Soph/Junior Field Experience - Semester	$176.00	$3.00	1.7%	$179.00
Senior Field Experience - Semester	$352.00	$6.00	1.7%	$358.00
Master's Level Internship - One Time	$176.00	$3.00	1.7%	$179.00
University of South Dakota				
Specialist Level Intern - One Time	$357.00	$6.00	1.7%	$363.00
Doctoral Level Intern - One Time	$535.00	$10.00	1.9%	$545.00
Vehicle Registration Fees				
Black Hills State University				
Automobile - Annual - Spearfish & Rapid City	$97.00	$3.00	3.1%	$100.00
Automobile (Removed)	$35.00	-$35.00	-100.0%	$0.00
Motorcycle - Annual	$13.00	$1.00	7.7%	$14.00
Dakota State University				
Automobile - Annual	$76.00	$9.00	11.8%	$85.00
Restricted Annual	$153.00	$17.00	11.1%	$170.00
Northern State University				
Automobile - Annual - Restricted	$81.00	$10.00	12.3%	$91.00
Automobile - Annual - Unrestricted - Residents of Steele, Great Plains West, Wolves Memorial Suites, Briscoe (Removed)	$81.00	-$81.00	-100.0%	$0.00
Automobile - Annual - Unrestricted	$135.00	$15.00	11.1%	$150.00
South Dakota School of Mines and Technology				
Resident Reserved - Annual	$185.00	$5.00	2.7%	$190.00
Automobile - Annual Secondary Vehicle	$19.00	$1.00	5.3%	$20.00
Motorcycle - Annual Primary Vehicle	$39.00	$1.00	2.6%	$40.00
Motorcycle - Annual Secondary Vehicle	$19.00	$1.00	5.3%	$20.00
Commuter - Annual	$127.00	$4.00	3.1%	$131.00
Rocker Square & Placer Lots - Annual	$185.00	$5.00	2.7%	$190.00
South Dakota State University				
Resident/Commuter - Academic Year	$161.00	$4.00	2.5%	$165.00
Resident/Commuter - Summer	$36.00	$1.00	2.8%	$37.00
Resident - 12 Month	$197.00	$5.00	2.5%	$202.00
Reserved - Academic Year	$297.00	$7.00	2.4%	$304.00
Economy Commuter - Academic Year	$50.00	$1.00	2.0%	$51.00
Motorcycle - Annual	$36.00	$1.00	2.8%	$37.00
Gated - Per Hour	$2.00	$0.00	0.0%	$2.00
Economy Commuter - Free Parking May 15-August 14				
University of South Dakota				
Automobile - Annual	$170.00	$15.00	8.8%	$185.00
Automobile - Annual - University Center	$34.00	$1.00	2.9%	$35.00

	FY25 Rate	CPI Increase	Above Inflation	Proposed FY25 Rate	% Increase	Notes/Comments
BHSU						@roundup(xx * CX,0)
Vehicle Registration		**0.00%**				
Automobile - Annual	$97.00	$0.00		$97.00	0.00%	
Automobile - Annual - University Center	$35.00	$0.00		$35.00	0.00%	
Motorcycle - Annual	$13.00	$0.00		$13.00	0.00%	
DSU						
Vehicle Registration		**0.00%**				
Automobile - Annual	$76.00	$0.00		$76.00	0.00%	
NEW - Restricted Annual	$153.00	$0.00		$153.00	0.00%	
NSU						
Vehicle Registration		**0.00%**				
Automobile - Annual - Restricted	$81.00	$0.00	$8.00	$89.00	9.88%	
Automobile - Annual - Unrestricted - Residents of Steele, GP West, Wolves Memorial Suites, Briscoe	$81.00	$0.00	$8.00	$89.00	9.88%	
Automobile - Annual - Unrestricted - Faculty, Staff, Commuters and McWelsh, Kramer, GP East residents	$135.00	$0.00	$11.00	$146.00	8.15%	
SDSM&T						
Vehicle Registration		**0.00%**				
Resident Reserved - Annual	$185.00	$0.00		$185.00	0.00%	
Reident Remote - Annual	$127.00	$0.00		$127.00	0.00%	
Rocker Square & Placer Lots - Annual	$185.00	$0.00		$185.00	0.00%	
Commuter - Annual	$127.00	$0.00		$127.00	0.00%	
Automobile - Annual Secondary Vehicle	$19.00	$0.00		$19.00	0.00%	
Motorcycle - Annual Primary Vehicle	$39.00	$0.00		$39.00	0.00%	
Motorcycle - Annual Secondary Vehicle	$19.00	$0.00		$19.00	0.00%	
SDSU						
Vehicle Registration		**0.00%**				
Resident/Commuter - Academic Year	$161.00	$0.00		$161.00	0.00%	
Resident/Commuter - Summer	$36.00	$0.00		$36.00	0.00%	
Resident - 12 Month	$197.00	$0.00		$197.00	0.00%	
Reserved - Academic Year	$297.00	$0.00		$297.00	0.00%	
Economy - Academic Year	$73.00	-$21.00		$52.00	-28.77%	
Motorcycle - Annual	$36.00	$0.00		$36.00	0.00%	
Gated - Per Hour	$0.00	$0.00		$0.00	0.00%	
Economy Commuter free parking May 15th - Aug 14th						
USD						
Vehicle Registration		**0.00%**				
Automobile - Annual	$170.00	$0.00	$15.00	$185.00	8.82%	
Automobile - Annual - University Center	$34.00	$0.00		$34.00	0.00%	

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – D
DATE: April 2-3, 2025

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SUBJECT

FY26 Housing and Food Service Rates

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5.5.4 – Tuition and Fees: Fees

BACKGROUND / DISCUSSION

Residence Hall Rates

The residence hall rates are charged on a per semester basis to fund their ongoing operations as well as major repairs, renovations, and debt service. The proposed increase for FY26 is 2.4% which will provide the funds necessary to cover a salary policy of 1.25%, and an increase in health insurance of $537 per benefit eligible employee, increases to building insurance, and inflation on maintenance and repair funding. Attachment I provides the recommended rates for FY26. Below are rate requests above the standard increase.

BHSU:

Black Hills State University (BHSU) is proposing uniform rates for all traditional-style residence halls. Currently, Wenona Cook Hall is approximately $110 less expensive than the other traditional halls due to the lack of air conditioning, which justified the lower rate. Air conditioning is scheduled to be installed in Wenona Cook Hall this summer. The project, funded by room rental fees, will cost over $3 million and will enhance the comfort of the living accommodations, making Wenona Cook comparable to other traditional halls. The additional revenue from the increased room rate will also cover the higher electricity costs. This change will simplify the residence hall fee structure.

DSU:

DSU is proposing a new summer housing rate of $145 per week for students residing in single-room apartments with full kitchens. This rate reflects the additional amenities not available in traditional residence halls while remaining affordable for students. It is estimated that around 20 students will utilize apartment housing during the summer

(Continued)

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DRAFT MOTION 20250402_7-D:

I move approval of the FY26 Housing and Food Service Plan rates as presented in Attachments I & II.

SDSMT:
For FY26, SDSMT is proposing a 3.41% increase for Rocker Square I and a 3.42% increase for Rocker Square II. The new lease on these facilities, approved by the Board in October 2023, mandates a minimum annual increase of 3.0% for FY26 and FY27 to accommodate higher lease payments. Additionally, the lease stipulates that SDSMT is responsible for appliance replacements and the first $1,000 of each maintenance occurrence. Due to the considerable number of appliance and mattress replacements, an additional increase in housing costs for these facilities is necessary.

USD:
USD is requesting a restructuring of several summer housing rates. The proposal includes eliminating the existing 'summer term' rates and introducing new weekly rates for apartment and suite-style housing in Coyote Village and McFadden. This change aims to modernize USD's summer rates and align them with those of other Board of Regents institutions.

Below is a summary of the five current rates to be eliminated and the two proposed weekly rates. The weekly rates for traditional single and double rooms will remain unchanged, except for adjustments based on approved CPI inflation.

Coyote Village was initially opened with the expectation that students would prefer 12-month occupancy. However, students have continued to favor traditional academic year leases. Over the past five years, there has been a growing demand for summer-only occupancy for various weekly durations. A weekly rate structure that better accommodates student preferences and needs is being sought.

Fee Title	FY25 Rate	FY26 Rate
Summer – Coyote Village Super Suite 2BD	$852	
Summer – Coyote Village Super Suite 4BD	$710	
Summer – Coyote Village Apartment 2 BD	$906	
Summer – Coyote Village Apartment 4 BD	$750	
Summer – Single (Norton, Burgess, Beede, Mickelson, Richarson, Olson)	$1,502	
Summer Suite – Week		$170
Summer Apartment – Week		$180

Food Service Plans
Food service rates are charged on a per semester basis to cover the costs of administering the food service plans on the university campus through contracted food service providers. There are numerous food service plans available to students.

In FY06, the Board approved guidelines to apply the 'Meals Away from Home' Consumer Price Index (CPI), used by the food service industry, to determine rate increases for food service plans. For FY25, the CPI is 4.4%, which is the proposed increase from the system's food service vendor, Sodexo.

First-year students are required to enroll in specific meal plans. Each institution has identified the minimum meal plan that all freshmen living on campus must purchase during their first semester.

	FY25 Required Plans		FY26 Required Plans	
BHSU	Yellow Jacket	$1,897.00	Jacket 10	$1,990.00
DSU	Dakota 145	$1,757.00	Dakota 145	$1,823.00
NSU	All Access or	$2,268.00	All Access or	$2,359.00
	Block 185	$2,205.00	Block 185	$2,291.00
SDSMT	Hardrocker 160	$1,914.00	Hardrocker 160	$1,987.00
SDSU	50 Block	$1,745.00	50 Block	$1,784.00
USD	Yote Pack 70	$2,097.00	Yote Pack 70	$2,140.00

Attachment II provides the recommended food service plan rates for FY26.

IMPACT AND RECOMMENDATIONS

The proposed housing rates for FY26 allow the universities to address the inflationary increase on operating expenses, the 2% maintenance and repair requirement, and funding adjustments to salary policy and employee healthcare costs.

The meal plan rates reflect the third year of the new contract with Sodexo for food operations and any related institutional administrative costs.

When including the tuition and mandatory fee rates, the total weighted average cost increase is $520.15, or 2.8%. The impact on students within the system will range from an increase of $443 to $680 per year.

Proposed FY26 Resident Undergraduate Total Cost Increase

	FY25 Total Cost	**FY26 Total Cost**	**$ Increase**	**% Increase**
BHSU	$16,679.00	$17,213.50	$534.50	3.2%
DSU	$17,892.50	$18,443.50	$551.00	3.1%
NSU	$17,584.00	$18,110.50	$526.50	3.0%
SDSMT	$18,353.00	$19,033.00	$680.00	3.7%
SDSU	$17,330.50	$17,773.50	$443.00	2.6%
USD	$18,516.00	$18,975.00	$459.00	2.5%
System Average Cost	**$18,419.78**	**$18,939.92**	**$520.15**	**2.8%**

ATTACHMENTS

Attachment I – FY26 Proposed Housing Rates
Attachment II – FY26 Proposed Food Service Rates

FY26 Proposed Housing Rates

	FY26 Rate	$ Incr	% Incr	FY26 Rate
BHSU				
Traditional Halls				
Single (Heidepreim, Thomas, Humbert, Wenona Cook)	$2,692.00	$65.00	2.41%	$2,757.00
Single (Bordeaux Hall)	$4,171.00	$100.00	2.40%	$4,271.00
Double as a Single (Bordeaux Hall)	$4,209.00	$101.00	2.40%	$4,310.00
Double Occupancy (Heidepreim, Thomas, Humbert, Wenona Cook)	$2,061.00	$49.00	2.38%	$2,110.00
Double Occupancy (Bordeaux Hall)	$2,945.00	$71.00	2.41%	$3,016.00
Double Room - Single Occupancy (Heidepreim, Thomas, Humbert, Wenona Cook)	$3,014.00	$72.00	2.39%	$3,086.00
Yellow Jacket Apartments				
Apartment - Single Occupancy	$3,495.00	$84.00	2.40%	$3,579.00
Apartment - Double Occupancy	$2,670.00	$64.00	2.40%	$2,734.00
Apartment- Suite Double - Single Occupancy	$3,920.00	$94.00	2.40%	$4,014.00
Family 2BD/Month	$890.00	$21.00	2.36%	$911.00
Summer				
Summer Double Occupancy- Week	$133.00	$3.00	2.26%	$136.00
Summer Single Occupancy - Week	$198.00	$5.00	2.53%	$203.00
DSU				
Traditional Halls				
Single Occupancy (Emry, Higbie, Richardson, and Zimmermann, Girton House and Van Eps)	$2,972.00	$71.00	2.39%	$3,043.00
Double Occupancy (Emry, Higbie, Richardson, and Zimmermann, Girton House and Van Eps)	$2,373.00	$57.00	2.40%	$2,430.00
Triple Occupancy (Emry, Higbie, Richardson, and Zimmermann, Girton House and Van Eps)	$1,969.00	$47.00	2.39%	$2,016.00
University Apartments				
University Apartments Single Occupancy (8Plex, The 2-1-2)	$3,245.00	$78.00	2.40%	$3,323.00
University Apartments Double Occupancy (8Plex, The 2-1-2)	$2,872.00	$69.00	2.40%	$2,941.00
Summer				
Summer Double Occupancy- Week	$104.00	$2.00	1.92%	$106.00
Summer Single Occupancy - Week	$128.00	$3.00	2.34%	$131.00
Summer Apartment - Week (NEW)				$145.00
Courtyard				
Courtyard Single Occupancy	$3,101.00	$74.00	2.39%	$3,175.00
Courtyard Double Occupancy	$2,503.00	$60.00	2.40%	$2,563.00
Courtyard Single Suite Occupancy	$3,147.00	$76.00	2.41%	$3,223.00
Courtyard Double Suite Occupancy	$2,790.00	$67.00	2.40%	$2,857.00
Residence Village Suite	$3,218.00	$77.00	2.39%	$3,295.00
Residence Village Apartment	$3,448.00	$83.00	2.41%	$3,531.00
NSU				
Traditional Halls				
Single Occupancy (Briscoe and McArthur-Welsh Halls)	$2,752.00	$66.00	2.40%	$2,818.00
Single Occupancy - McArthur-Welsh (air conditioned)	$2,805.00	$67.00	2.39%	$2,872.00
Double Occupancy (Briscoe and McArthur-Welsh Halls)	$2,165.00	$52.00	2.40%	$2,217.00
Suites				
Wolves Memorial 2 Person Suite	$3,506.00	$84.00	2.40%	$3,590.00
Wolves Memorial 2 Person Suite - Single Occupancy	$4,026.00	$97.00	2.41%	$4,123.00
Wolves Memorial 4 Person Suite	$3,388.00	$81.00	2.39%	$3,469.00
Wolves Memorial 4 Person Suite - Single Occupancy	$3,908.00	$94.00	2.41%	$4,002.00
Wolves Memorial 4 Person Semi-Suite	$3,031.00	$73.00	2.41%	$3,104.00
Wolves Memorial 4 Person Semi-Suite - Single Occupancy	$3,549.00	$85.00	2.40%	$3,634.00
Great Plains East - Double Occupancy	$2,687.00	$64.00	2.38%	$2,751.00
Great Plains East - Singles	$3,269.00	$78.00	2.39%	$3,347.00
Great Plains West - 4 Bedroom Suite	$3,445.00	$83.00	2.41%	$3,528.00
Great Plains West - 4 Person Suite	$3,269.00	$78.00	2.39%	$3,347.00
Great Plains West - 2 Person Semi-Suite	$3,386.00	$81.00	2.39%	$3,467.00
Great Plains West - 4 Person Semi-Suite	$3,007.00	$72.00	2.39%	$3,079.00
Kramer Hall and Steele Hall - Single Occupancy	$3,620.00	$87.00	2.40%	$3,707.00
Kramer Hall and Steele Hall - Double Occupancy	$2,909.00	$70.00	2.41%	$2,979.00
Kramer Hall and Steele Hall - Semi Suite - Double Occpancy	$2,768.00	$66.00	2.38%	$2,834.00
Summer				

FY26 Proposed Housing Rates

	FY26 Rate	$ Incr	% Incr	FY26 Rate
Summer Double Occupancy- Week	$123.00	$3.00	2.44%	$126.00
Summer Single Occupancy - Week	$137.00	$3.00	2.19%	$140.00
Summer Single Occupancy - Week (McArther-Welsh A/C)	$175.00	$4.00	2.29%	$179.00
Summer Double Occupancy - Suite - Week	$166.00	$4.00	2.41%	$170.00
Summer Single Occupancy - Suite - Week	$187.00	$4.50	2.67%	$192.00
SDSM&T				
Traditional Halls				
Single	$2,604.00	$62.00	2.38%	$2,666.00
Double Occupancy	$2,179.00	$52.00	2.39%	$2,231.00
Triple Occupancy	$2,179.00	$52.00	2.39%	$2,231.00
Quad	$2,438.00	$59.00	2.42%	$2,497.00
Deluxe/Study Quad	$2,617.00	$63.00	2.41%	$2,680.00
Graduate/Upperclass & Double-as-Single - Single Occupancy	$3,075.00	$74.00	2.41%	$3,149.00
Rocker Square Apartments				
Rocker Square II Apartment Single - Semester	$3,671.00	$125.00	3.41%	$3,796.00
Rocker Square I Apartment - Semester	$3,806.00	$130.00	3.42%	$3,936.00
Placer Hall				
Placer Hall Single	$3,232.00	$78.00	2.41%	$3,310.00
Placer Hall Double	$2,812.00	$67.00	2.38%	$2,879.00
Summer				
Apartment Style - Week	$231.00	$6.00	2.60%	$237.00
Suite Style - Week	$184.00	$4.00	2.17%	$188.00
Traditional Style - Week	$147.00	$4.00	2.72%	$151.00
SDSU				
Traditional Halls				
Single - Tier One (Hansen, Waneta)	$2,965.00	$71.00	2.39%	$3,036.00
Single - Tier One (Brown)	$3,411.00	$82.00	2.40%	$3,493.00
Single - Tier Two (Binnewies, Pierson, Young)	$3,029.00	$73.00	2.41%	$3,102.00
Single - Tier Three (Mathews)	$3,240.00	$78.00	2.41%	$3,318.00
Single - Tier Four (Caldwell, Jackrabbit Village [Spencer, Thorne, Abbott])	$4,003.00	$96.00	2.40%	$4,099.00
Single - Tier Five (Jackrabbit Grove [Ben Reifel, Hyde, Honors, Schultz])	$3,965.00	$95.00	2.40%	$4,060.00
Designed Single - Tier Four (Jackrabbit Village)	$3,447.00	$83.00	2.41%	$3,530.00
Double (Hansen, Waneta)	$2,061.00	$49.00	2.38%	$2,110.00
Double (Brown)	$2,657.00	$64.00	2.41%	$2,721.00
Double (Binnewies, Pierson, Young)	$2,271.00	$55.00	2.42%	$2,326.00
Double (Mathews)	$2,427.00	$58.00	2.39%	$2,485.00
Double (Caldwell, Jackrabbit Village [Spencer, Thorne, Abbott])	$3,203.00	$77.00	2.40%	$3,280.00
Double (Jackrabbit Grove [Ben Reifel, Hyde, Honors, Schultz])	$3,357.00	$81.00	2.41%	$3,438.00
Triple (Ben Reifel)	$2,760.00	$66.00	2.39%	$2,826.00
University Apartments				
Meadows North & Meadows South	$3,203.00	$77.00	2.40%	$3,280.00
Skylight/Huggins 2&3Bedrooms/Month	$508.00	$12.00	2.36%	$520.00
Skylight 1.5 Bedroom	$672.00	$16.00	2.38%	$688.00
Garden Square 2 Bedroom/Month	$520.00	$12.00	2.31%	$532.00
Garden Square 3 Bedroom/Month	$563.00	$14.00	2.49%	$577.00
Southeast 1 Bedroom/Month	$988.00	$24.00	2.43%	$1,012.00
Southeast 2 Bedroom/Month	$762.00	$18.00	2.36%	$780.00
Southeast 3 Bedroom/Month	$670.00	$16.00	2.39%	$686.00
Southeast 4 Bedroom/Month	$615.00	$15.00	2.44%	$630.00
Southeast Town House/Month	$680.00	$16.00	2.35%	$696.00
Thornbers Studios/Month - 1303 7th St.	$400.00	$10.00	2.50%	$410.00
Thornbers Studios/Month - 1311 7th St.	$432.00	$10.00	2.31%	$442.00
Thornbers Studios/Month - 710 13th Ave.	$229.00	$5.00	2.18%	$234.00
Sundal Studio/Month	$432.00	$10.00	2.31%	$442.00
Sundal 1 Bedroom/Month	$508.00	$12.00	2.36%	$520.00
Sundal 2 Bedroom/Month	$728.00	$17.00	2.34%	$745.00
Summer				
Summer Double Occupancy- Week	$87.00	$2.00	2.30%	$89.00
Summer Single Occupancy - Week	$114.00	$3.00	2.63%	$117.00
Summer Apartment - Week	$169.00	$4.00	2.37%	$173.00

FY26 Proposed Housing Rates

	FY26 Rate	$ Incr	% Incr	FY26 Rate
USD				
Traditional Halls				
Single Occupancy - (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$2,977.00	$71.00	2.38%	$3,048.00
Double Occupancy - (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$2,445.00	$59.00	2.41%	$2,504.00
Triple Occupancy - (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$2,098.00	$50.00	2.38%	$2,148.00
Double Room - Single Occupancy (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$3,179.00	$76.00	2.39%	$3,255.00
Triple Room - Double Occupancy (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$2,728.00	$65.00	2.38%	$2,793.00
University Apartments				
McFadden Apartment 2BD	$4,367.00	$105.00	2.40%	$4,472.00
McFadden Apartment 4BD	$3,616.00	$87.00	2.41%	$3,703.00
Coyote Village Apartmennt 2BD	$4,531.00	$109.00	2.41%	$4,640.00
Coyote Village Apartment 4BD	$3,753.00	$90.00	2.40%	$3,843.00
Suites				
Single Suite 2BD - (Coyote Village Super Suite)	$4,255.00	$102.00	2.40%	$4,357.00
Single Suite 4BD (Coyote Village Super Suite)	$3,545.00	$85.00	2.40%	$3,630.00
Summer				
Summer Double Occupancy- Week	$128.00	$3.00	2.34%	$131.00
Summer Single Occupancy - Week	$158.00	$4.00	2.53%	$162.00
Summer Suite - Week (NEW)				$170.00
Summer Apartment - Week (NEW)				$180.00

FY26 Proposed Food Service Rates

	FY25 Rate	$ Increase	% Increase	FY26 Plan Rate
BHSU (OLD)				
Yellow Jacket	$1,897.00			
Swarm 180	$2,125.00			
Suite Deal	$1,026.00			
20 Block	$198.00			
40 Block	$348.00			
BHSU (NEW)				
Swarm 19				$2,377.00
Jacket 10				$1,990.00
Hive 5				$1,076.00
Block 40				$362.00
Block 20				$206.00
DSU				
Big Blue	$2,160.00	$91.00	4.21%	$2,251.00
Trojan Basic	$1,526.00	$50.00	3.28%	$1,576.00
Dakota 225	$2,067.00	$84.00	4.06%	$2,151.00
Dakota 145	$1,757.00	$66.00	3.76%	$1,823.00
Trojan Upper Class	$1,120.00	$27.00	2.41%	$1,147.00
Little Blue - Apartment	$402.00	$0.00	0.00%	$402.00
Resident Assistant Plan	$1,757.00	$0.00	0.00%	$1,757.00
Apartment Managers	$1,120.00	$0.00	0.00%	$1,120.00
Resident Director Plan	$1,689.00	$107.00	6.34%	$1,796.00
NSU				
All Access	$2,268.00	$91.00	4.01%	$2,359.00
Block 185	$2,205.00	$86.00	3.90%	$2,291.00
Block 160	$2,051.00	$79.00	3.85%	$2,130.00
Jr/Sr Block 75	$600.00	$0.00	0.00%	$600.00
All DCB	$1,681.00	$0.00	0.00%	$1,681.00
Faculty/Staff	$210.00	$0.00	0.00%	$210.00
SDSM&T				
Gold Rush	$2,161.00	$91.00	4.21%	$2,252.00
Hardrocker 160	$1,914.00	$73.00	3.81%	$1,987.00
Hardrocker 125	$1,914.00	$60.00	3.13%	$1,974.00
Hardrocker 75	$1,105.00	$31.00	2.81%	$1,136.00
Hardrocker Flex	$1,216.00	$1.00	0.08%	$1,217.00
Rocker Square Flex	$573.00	$1.00	0.17%	$574.00
50/50	$508.00	$20.00	3.94%	$528.00
25/25	$263.00	$10.00	3.80%	$273.00
SDSU				
Premier	$2,237.00	$95.00	4.25%	$2,332.00
100 Block	$1,745.00	$39.00	2.23%	$1,784.00
50 Block	$1,745.00	$39.00	2.23%	$1,784.00
Silver Flex	$1,745.00	$39.00	2.23%	$1,784.00
Bronze Flex	$1,500.00	$85.00	5.67%	$1,585.00
West Flex	$873.00	$50.00	5.73%	$923.00
USD				
Yote Pack 55	$1,856.00	$36.00	1.94%	$1,892.00
Yote Pack 70	$2,097.00	$43.00	2.05%	$2,140.00
Yote Pack 120	$1,998.00	$56.00	2.80%	$2,054.00
Coyote 10	$1,856.00	$64.00	3.45%	$1,920.00
Coyote 17	$2,309.00	$84.00	3.64%	$2,393.00
Paw Pleaser (Flex A)	$1,856.00	$36.00	1.94%	$1,892.00
Paw Pride (Flex B)	$1,027.00	$34.00	3.31%	$1,061.00
Paw Print (Flex C)	$515.00	$20.00	3.88%	$535.00

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – E
DATE: April 2-3, 2025

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SUBJECT

FY26 Graduate Assistant Stipends

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 13-53-6 – Tuition Rates and Fees
BOR Policy 5.5 – Tuition and Fees: General Procedures
BOR Policy 5.22 – Graduate Assistants and Fellows

BACKGROUND / DISCUSSION

The Board of Regents sets a minimum stipend for graduate assistants each year. To receive full compensation for a semester, graduate assistants must work the entire semester. Similarly, to receive full compensation for the four-week summer session, they must work the entire session. If a graduate assistant does not complete the full semester or summer session, the stipend may be prorated accordingly.

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

IMPACT AND RECOMMENDATIONS

The Board has traditionally adjusted the minimum stipend for graduate assistants in line with the rate of increase in resident graduate tuition, rounded to the nearest dollar. For FY26, tuition increased by 2.9%, so the stipend amount will be increased by the same percentage.

(Continued)

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DRAFT MOTION 20250402_7-E:

I move approval of the BHSU and NSU FY26 minimum graduate assistant stipends in the amount of $4,035 per semester and $1,008 per four-week session; and USD FY26 minimum graduate assistant stipends in the amount of $4,185 per semester and $1,045 per four-week session.

Black Hills State University (BHSU) and Northern State University (NSU)

Graduate Assistant Stipends	FY25 Rate	$ Increase	% Increase	FY26 Rate
Per Semester	$3,921	$114	2.9%	$4,035
Per 4-Week Session	$980	$28	2.9%	$1,008

University of South Dakota (USD)

Graduate Assistant Stipends	FY25 Rate	$ Increase	% Increase	FY26 Rate
Per Semester	$4,067	$118	2.9%	$4,185
Per 4-Week Session	$1,016	$29	2.9%	$1,045

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – F
DATE: April 2-3, 2025

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SUBJECT

FY26 Special Schools Nonresident Tuition

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 13-53-6 – Tuition Rates and Fees
BOR Policy 5.5 – Tuition and Fees: General Procedures

BACKGROUND / DISCUSSION

Nonresident Tuition

The South Dakota School for the Blind and Visually Impaired (SDSBVI) annually reviews its instructional and residential costs to determine an appropriate tuition rate for nonresident students who may attend the school. SDSBVI does not currently have any nonresident students in attendance.

The current tuition rate at SDSBVI is $40,880 for instructional costs and $16,523 for residential care. An inflationary increase is applied to cover salary policy, CPI on operating expenses, and adjustments to health benefit cost per benefit-eligible employee. The Bureau of Finance and Management (BFM) calculated the annual Consumer Price Index (CPI) for the last fiscal year at 2.40%.

IMPACT AND RECOMMENDATIONS

Staff recommend that the inflationary increase be applied to the FY25 rates to set the FY26 rates.

Special Schools Tuition and Residential Rates

	FY25 Rate	$ Increase	% Increase	Proposed FY25 Rate
Instructional	$40,880	$981	2.40%	$41,861
Residence	$16,523	$397	2.40%	$16,920
Total	**$57,403**	**$1,378**		**$58,781**

ATTACHMENTS

None

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DRAFT MOTION 20250402_7-F:

I move to approve the FY26 nonresident instructional tuition rate to be $41,861 and the residence cost to be set at $16,920 for the South Dakota School for the Blind and Visually Impaired.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – G
DATE: April 2-3, 2025

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SUBJECT

FY26 General Bill Summary

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 4-7-13 – Legislative adoption of financial plan for each year.
BOR Policy 5.19 – System Funding

BACKGROUND / DISCUSSION

The 2025 legislative session concluded with the passage of the FY26 General Bill SB220. The Board of Regents incurred a base general fund decrease of $10,345,254 (or -3.24%). This $10.3M decrease does not include the 1.25% salary policy or health insurance increase funding ($537 per benefit eligible FTE) for generally funded employees as those amounts are appropriated to statewide pools that are allocated by the Bureau of Finance and Management (BFM) after session concludes.

IMPACT AND RECOMMENDATIONS

A summary of the general fund base changes are as follows:

- A $9,088,656 reduction (or -40%) of base general fund M&R funding, which reduces the ongoing general fund M&R to $13,634,092 (or 1.25% replacement value).
- A reduction of $2,000,000 for base budget cuts across the system.
- Dissolution of the Digital Dakota Network (DDN) resulting in a reduction of $400,000.
- The addition of $123,502 and 1.0 FTE for remote learning IT personnel and software licensing support to replace the existing DDN system with an alternative for the high school e-learning program at NSU.
- An addition of $300,000 and 1.1 FTE for the USD SSOM to create the emergency medicine residency program.
- An increase in generally funded utilities of $706,848 based on projected utility rates and usage for FY26.
- A decrease of $4,366 for lease payment adjustments.
- A $17,418 increase to the Post-Secondary Scholarship based on endowment proceeds.

(Continued)

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INFORMATIONAL ITEM

The FY26 budget also included an additional $17,841,000 and 19.0 FTE in other funds expenditure authority for SDSU, SDSU-AES, USD, NSU, BHSU, DSU, and the BOR central office for increased sales and service activities, growth in enrollment, inflationary increases on operational costs, and cybersecurity technology funding authority. An additional $1,000,000 and 5.0 FTE in federal funds expenditure authority was also added for increased grant activity at SDSU Extension. These changes resulted in an increase of 3.41% in other funds spending authority, a 0.87% increase in federal funds spending authority, and a system increase of 25.0 FTE across all fund sources.

Attachment I shows the changes from FY25 to the FY26 General Fund Base by Campus.

Attachment II shows the BOR's original request and the final legislative action.

ATTACHMENTS

Attachment I – General Fund Base Changes from FY25 to FY26 By Campus
Attachment II – SDBOR's Original Request and Final Legislative Action
Attachment III – 2025 Legislative Summary

FY26 SDBOR GENERAL FUND BASE CHANGES

INSTITUTION	FY25 GENERAL FUND BASE	BUDGET CUTS	LEASE PAYMENTS	DDN REDUCTION	M&R FUNDING	POST-SECONDARY SCHOLARSHIP	REMOTE LEARNING IT PERSONNEL & SOFTWARE	USD-MED EMERGENCY MEDICINE RESIDENCY	UTILITIES ADJUSTMENTS	FY26 GENERAL FUND BASE
BOR	$47,121,593	($956,000)	($4,366)	($400,000)	($9,088,656)	$17,418	$39,308			$36,729,297
BHSU	$16,565,613	($95,000)							($10,753)	$16,459,860
DSU	$15,704,139	($105,823)							$185,305	$15,783,621
NSU	$17,495,557	($111,107)							($86,905)	$17,297,545
NSU E-LEARNING	$4,142,392						$84,194			$4,226,586
SDSMT	$25,439,497	($137,068)							($255,945)	$25,046,484
SDSU	$71,752,369	($336,115)							$406,922	$71,823,176
EXT	$10,860,060									$10,860,060
AES	$15,661,647									$15,661,647
USD	$52,946,607	($258,887)							$461,313	$53,149,033
LAW	$2,658,352									$2,658,352
MED	$31,520,482							$300,000		$31,820,482
SDSD	$3,084,719								$3,286	$3,088,005
SDSBVI	$3,937,143								$3,625	$3,940,768
Total	**$318,890,170**	**($2,000,000)**	**($4,366)**	**($400,000)**	**($9,088,656)**	**$17,418**	**$123,502**	**$300,000**	**$706,848**	**$308,544,916**
									$ INC/(DEC)	**($10,345,254)**
									% INC/(DEC)	**-3.24%**

NOTE: The FY26 Salary policy package has not been included for generally-funded employees as it is held in a pool at Bureau of Finance and Management and is distributed after session concludes.

South Dakota Board of Regents FY26 Board of Regents Request and Legislatively Appropriated				
	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**		**Appropriated**	
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 - Digital Dakota Network Reduction			($400,000)	0.0
RIS/NSU-HSEL - Remote Learning IT Personnel and Software Licensing Support			$123,502	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
Post-Secondary Scholarship Adjustment	$0	0.0	$17,418	0.0
FY26 Requested and Recommended	$18,187,060	1.1	($10,345,254)	2.1
FY26 Total Base Funding Recommended	$337,077,230	5,104.5	$308,544,916	5,105.5
Increase without Salary Policy	5.7%	0.5%	-3.2%	0.5%
One-Time General Fund Requests				
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
System - South Dakota Opportunity Scholarship	$0	0.0	($203,734)**	0.0
System - One-Time Maintenance & Repair	$0	0.0	$9,088,656**	0.0
NSU-HSEL - New Remote Learning One-Time Conference System Setup Costs	$0	0.0	$48,856**	0.0
SDSU - Precision Agriculture Building Bond Payoff	$0	0.0	$15,496,237	0.0
FY26 Tuition Fund Authority Requests				
Authority Changes	$2,000,000	3.0	$2,000,000	3.0
FY26 Federal and Other Fund Authority 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 Legislature approved a FY25 Emergency Special Appropriations for this one-time funding request.

** The Legislature included these items in the FY25 General Bill Amendment (HB1046).



2025 LEGISLATIVE SUMMARY

88 BILLS TRACKED

(47 priority and 41 other bills of interest)

SESSION UPDATES

❖ Budget cuts for public higher education – With reduced revenues, our public universities ongoing budgets were cut 3.2%, including over $9 million in maintenance and repair budgets and $2 million in base budget cuts. However, $9 million in one-time funding was appropriated for maintenance and repair. State employee salary policy was budgeted at a 1.25% increase, effective July 1, 2025. The regents' base system increases and reductions in funding and authority are in these broad categories:

- General funds: ($10.3 million)
- Federal funds authority: $1.0 million
- Other funds authority: $17.84 million.

BILLS PASSED – GENERAL BUDGET BILLS

- SB220 – General Appropriations Act for Fiscal Year 2026
- HB1046 – Revise General Appropriations Act for Fiscal Year 2025 (includes funds for maintenance and repair)

BILLS PASSED – OTHER TOPICS

- HB1002 – requires that all certified educators take a course in South Dakota Indian Studies
- HB1040 – reduces the state's contribution and increases the student's contribution to the dual credit tuition rate

- HB1041 – revises and repeals certain provisions pertaining to the state library and State Library Board
- HB1051 – updates provisions on the interim legislative oversight of administrative rulemaking
- HB1059 – clarifies the meaning of teleconference for purposes of open meeting requirements
- HB1259 – prohibits unauthorized access to certain multi-occupancy rooms
- SB14 – revises and repeals provisions related to agricultural production facilities
- SB56 – appropriates funding to pay off certain state bonds, including those for the Animal Disease Research and Diagnostic Laboratory and the Precision Agriculture Building
- SB60 – expands the access and investigatory authority of the state auditor
- SB61 – modifies the authority of the Board of Internal Controls
- SB62 – establishes mandatory reporting requirements related to improper governmental conduct and crime, and provides a penalty therefor
- SB63 – establishes protections for state employees who report improper governmental conduct and crime
- SB66 – revises certain provisions related to capital improvements of state buildings
- SB74 – requires the publication and review of an explanation of the open meeting laws of the state
- SB100 – limits the imposition of restrictions on the carrying of a concealed pistol and other items of self-defense while on the campus of a public institution of higher education
- SB146 – revises provisions on interim transfers and appropriations
- SB176 – clarifies the discovery procedures and powers of the Government Operations and Audit Committee
- SB219 – requires the school district or accredited nonpublic school to accept cash payment for admission to a school-affiliated event

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – H
DATE: April 2-3, 2025

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SUBJECT

FY25 General Bill Amendments

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 4-7-13 – Legislative adoption of financial plan for each year.
BOR Policy 5.19 – System Funding

BACKGROUND / DISCUSSION

Amendments to the FY25 general bill are found in HB1046, which has been approved by the Legislature and sent to the Governor for signature. The portion of the bill relating to the Board of Regents (BOR) is provided in the table below. Any changes in the bill are considered one-time and are not base budget adjustments.

IMPACT AND RECOMMENDATIONS

Though on-going general fund receipts were revised down by $28.2M (or -1.2%) for FY25, the Legislature had one-time revenues available to allocate an additional $9,088,656 in one-time M&R general funds to the BOR, which corresponds to the amount that was cut in base M&R general funds under the FY26 general bill (SB220). The System also received an increase of $142,146 in general fund utility dollars, based on projected utilization, and NSU's Center for Statewide High School E-Learning received a one-time general fund allocation of $48,856 for setup costs related to the new conferencing system that will be used to replace the Digital Dakota Network (DDN). The South Dakota Opportunity Scholarship general fund appropriation decreased by $203,734 to align with anticipated FY25 utilization.

The System also received a total of $3,600,000 in one-time federal and $34,118,107 in one-time other fund authority, to ensure the requesting institutions had sufficient expenditure authority available through the remainder of FY25.

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INFORMATIONAL ITEM

FY25 GENERAL BILL AMENDMENT (HB1046)

INSTITUTION	DESCRIPTION	G	F	O	TOTAL	FTE
BOR	ONE-TIME GENERAL FUND M&R	9,088,656			9,088,656	
BOR	DEFERRED HEFF M&R AUTHORITY			16,834,604	16,834,604	
BOR	SD OPPORTUNITY SCHOLARSHIP	(203,734)			(203,734)	
USD	AUTHORITY ADJUSTMENTS			333,503	333,503	
USD	UTILITIES ADJUSTMENTS	340,861			340,861	
SDSU	AUTHORITY ADJUSTMENTS			12,230,000	12,230,000	19.0
SDSU	UTILITIES ADJUSTMENTS	135,863			135,863	
EXT	AUTHORITY ADJUSTMENTS		2,900,000		2,900,000	5.0
AES	AUTHORITY ADJUSTMENTS		700,000	1,000,000	1,700,000	
SDSMT	UTILITIES ADJUSTMENTS	(219,878)			(219,878)	
NSU	AUTHORITY ADJUSTMENTS			625,000	625,000	
NSU	UTILITIES ADJUSTMENTS	(136,367)			(136,367)	
HSEL	REMOTE LEARNING ONE-TIME CONFERENCE SYSTEM SETUP COSTS	48,856			48,856	
BHSU	AUTHORITY ADJUSTMENTS			2,813,000	2,813,000	
BHSU	UTILITIES ADJUSTMENTS	(53,844)			(53,844)	
DSU	AUTHORITY ADJUSTMENTS			282,000	282,000	
DSU	UTILITIES ADJUSTMENTS	72,568			72,568	
SDSD	UTILITIES ADJUSTMENTS	2,094			2,094	
SDSBVI	UTILITIES ADJUSTMENTS	849			849	
		9,075,924	**3,600,000**	**34,118,107**	**46,794,031**	**24.0**

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

REVISED V2
AGENDA ITEM: 7 – I
DATE: April 2-3, 2025

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SUBJECT

Revised BOR Policy 5.5.1 and BOR Policy 5.5.2 (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5.5.1 – Tuition and Fees: On-Campus Tuition
BOR Policy 5.5.2 – Tuition and Fees: Distance Education Tuition

BACKGROUND / DISCUSSION

These policies have been updated to reflect changes to tuition and fee charges authorized by both the Board and the Legislature. This includes the expansion of Dakota Advantage to capped graduate programs and clarifies the application of certain legislatively authorized reduced tuition programs to online courses. Attachments I and II show the proposed changes.

IMPACT AND RECOMMENDATIONS

By making these changes, the BOR Policy manual will reflect changes made by the Board and the Legislature to reduced tuition programs.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 5.5.1 – Tuition and Fees: On-Campus Tuition
Attachment II – Proposed Revisions to BOR Policy 5.5.2 – Tuition and Fees: Distance Education Tuition

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DRAFT MOTION 20250402_7-I:

I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the proposed revisions to BOR Policy 5.5.1 – Tuition and Fees: On-Campus Tuition, and BOR Policy 5.5.2 – Tuition and Fees: Distance Education Tuition with the revisions as shown in Attachments I and II, respectively.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Tuition and Fees: On-Campus Tuition

NUMBER: 5.5.1

A. PURPOSE

To establish the tuition structure used for on-campus students; to document approved tuition reduction programs; and to delineate the distribution of tuition components.

B. DEFINITIONS

1. **Active-Duty Military Personnel:** A person who is either in the military full time or in the Reserve or National Guard and placed on active duty status as authorized in Title 10, Title 5, and Title 32 of the Department of Defense Instruction 1205.18.
2. **Higher Education Facilities Fund (HEFF):** Represents 11.5% of all tuition collected and can be used for maintenance and repair of academic facilities, building new facilities, and paying rent on specific facilities as authorized in §13-53-15 and §13-53-15.3 and §13-51-2.
3. **On-Campus Tuition: The** charge, whether per credit hour, per semester, or annual, that is assessed to students taking courses delivered on campus, including the Rapid City and Sioux Falls campuses, for the support of instruction and administrative costs.

C. POLICY

1. On-Campus Tuition

All courses taught on campus will be at the Board approved on-campus tuition rate except for remedial courses.

1.1. Standard On-Campus Tuition Rates: The Board sets tuition rates each spring that are effective for the following summer, fall and spring terms. The on-campus tuition rates are per credit hour rates for the following classifications of students:

- Undergraduate resident
- Undergraduate nonresident
- Graduate resident
- Graduate nonresident

1.2. The on-campus tuition rates are per semester for the following classifications of students:

- Law school resident
- Law school nonresident
- Pharmacy resident
- Pharmacy nonresident

1.3. The on-campus tuition rates are per annual rates for the following classifications of students:

- Medical school resident
- Medical school nonresident

2. Tuition Allocations

2.1. All on-campus tuition collected shall be deposited 88.5% into the BOR system tuition fund and 11.5% into the higher education facilities fund with the exception of the first $875,000 of Medical School tuition which shall be deposited 100% into the system tuition fund (SDCL 13-53-15).

2.2. Salary Competitiveness: Salary competitiveness is a component of tuition. The proceeds shall be used to enhance faculty and non-faculty exempt salaries. The Board will identify the per credit hour rate annually that is committed to the enhancement of salaries as part of the annual tuition and fee setting process.

2.3. Institutional Maintenance and Repair: The campuses are required to allocate a portion of each on-campus credit hour to maintenance and repair. The campus M&R dollars are retained locally in a separate fund and the revenue can only be expended on Board approved projects. The Board will identify the per credit hour rate that is to be committed to maintenance and repair as part of the annual tuition and fee setting process.

2.4. Critical Maintenance and Repair: The critical deferred maintenance bonds are supported by revenue from each on-campus tuition credit. The critical deferred maintenance funds are deposited centrally. The Board will identify the per credit hour rate that is to be committed to the critical maintenance and repair bonds as part of the annual tuition and fee setting process.

2.5. Technology Funds: The Board has identified a portion of each on-campus credit hour that is to be dedicated to technology investments. The technology investments include the amounts needed to support Regents Information Systems and the System Technology Fund. The Board will identify the per credit hour rate that is to be committed to these technology investments.

3. Board Approved Reduced Tuition Programs

A university may request that the Board approve the use of reduced nonresident tuition rates to support enrollment strategies. A university may also request that the Board set differential tuition rates if necessary to maintain or increase the enrollment of selected types of students.

3.1. Persons 65 Years of Age or Older: The tuition for resident students sixty-five (65) years of age or older during the calendar year enrolled shall be 55% of the cost of resident tuition.

3.2. Graduate Fellows and Assistants: Resident graduate assistants and graduate student fellows shall be assessed 53% of the resident graduate tuition rate for all on-campus courses, nonresidents shall be assessed 63% (BOR Policy 5.17).

3.3. Reserve Officer Training Corps Cadets: South Dakota residents who are junior and senior students and who are contracted senior Reserve Officer Training Corps (ROTC) cadets shall be charged 50% of the undergraduate resident tuition rate established by the Board of Regents for not more than four semesters. (BOR, May 1989, pp. 531 and 533).

A senior cadet is eligible for the special tuition rate as long as he or she:

- remains a resident of South Dakota throughout each semester he or she has applied for benefits;
- has met all the contract eligibility requirements for Senior ROTC and has signed the contract for the programs;
- maintains satisfactory academic progress as defined by the United States Army or Air Force Cadet Command;
- is not receiving a ROTC scholarship and is not a member of the simultaneous membership program.

3.4. Military Science Courses: Military Science courses offered to military science students shall be offered without payment of tuition. All other required fees shall apply.

3.5. Western Regional Graduate Program (WRGP): Students from the WICHE states can participate in designated WRGP graduate programs at in-state tuition rates. Institutions shall submit to the Board the designated graduate programs participating in the WRGP as part of the Board's annual tuition and fee setting process. The Board's approval of tuition and fees shall include the list of WRGP programs authorized to offer in-state tuition rates to students from WICHE states.

3.6. Western Undergraduate Exchange Tuition Rate for Residents of WICHE States: Undergraduate residents of WICHE states are eligible to attend any of the SD universities at 150% of the resident on-campus tuition rate. Students attending SDSM&T who are new freshmen and first-time transfers starting the summer of 2016 shall be charged the Western Undergraduate Exchange (WUE) tuition rate for undergraduate courses. The states included are: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming.

3.7. Children of Alumni: Effective Summer 2015, non-resident undergraduate freshmen students or first-time transfers attending the same university from which one of their parents or legal guardians received a degree can attend at the resident on-campus

tuition rate. Eligibility criteria approved by the Board differ between institutions and are available from each university.

3.7.1. Effective Summer 2023, Children of Alumni rates are expanded to graduate students that are the child of an alumni and received a degree from a South Dakota Board of Regents institution. The Children of Alumni graduate rate does not include USD's MD, Law, Occupational Therapy, Physical Therapy, or Physician Assistant programs or SDSU's Pharmacy or Veterinary Science programs.

3.8. Active-Duty Military Personnel: The undergraduate on-campus tuition rate assessed to active duty military personnel may not exceed the federal tuition assistance benefit for active duty military. In addition, active duty military personnel will not be charged mandatory or discipline fees.

3.9. South Dakota Advantage Program: ~~Effective Summer 2019, f~~First time or new transfer students from Colorado, Kansas, Illinois, Iowa, Minnesota, Missouri, Montana, Nebraska, North Dakota, Wisconsin, and Wyoming shall be assessed the resident on-campus tuition rate. ~~Starting Summer 2024, this rate is extended to residents of Kansas, Missouri, and Minnesota. This reduced tuition rate is available to graduate students from a Dakota Advantage state that also received a degree from a South Dakota Board of Regents institution. USD's MD, Law, Occupational Therapy, Physical Therapy, Physician Assistant programs, and SDSU's Pharmacy and Veterinary Science programs are excluded from the Dakota Advantage graduate tuition program.~~

~~3.9.1. The following undergraduate students previously awarded resident tuition will retain resident rates, within the system:~~

- ~~Colorado students attending BHSU or SDSM&T beginning with the summer of 2018;~~
- ~~Iowa students attending DSU, NSU, SDSU, or USD beginning with the summer of 2016;~~
- ~~Montana student attending BHSU beginning summer of 2018;~~
- ~~Nebraska student attending DSU, NSU, SDSM&T, SDSU, or USD beginning with the summer of 2018:~~
- ~~North Dakota students attending NSU beginning with the summer of 2004;~~
- ~~Wyoming students attending BHSU beginning with the summer of 2013.~~

3.9.1 South Dakota Advantage Graduate Programs: Starting Summer 2024, the resident on-campus rate will be extended to new and transfer graduate students from Dakota Advantage states that also received a degree from a South Dakota Board of Regents institution. Exceptions to the rate are as follows:

- USD:
  - MD

- Law
- Occupational Therapy
- Physical Therapy
- Physician Assistant

- SDSU:
  - Pharmacy
  - Veterinary Science

3.9.2 South Dakota Advantage Capped Graduate Programs: Starting in Summer 2025, the capped graduate programs at USD and SDSU that are exempt from the resident tuition rate under Section 3.9.1 will be eligible for a rate lower than the non-resident rate for any new or transfer students. This rate will be determined and set by the Board annually. To qualify, students must be from a Dakota Advantage state and have received a degree from a South Dakota Board of Regents institution.

4. Tuition and Fee Reductions and Waivers Established by the Legislature

The Legislature has established several tuition and fee reductions and waivers for the benefit of specific groups of South Dakota residents. The information in this policy on the legislated reductions and waivers contains only excerpts from the South Dakota Codified Laws and is not intended to provide the necessary detail to administer the programs. Normal fees should be assessed unless specifically waived. SDCL must be referenced for specific guidelines and eligibility criteria. Current information about eligibility requirements is provided in SDCL and shall be available from the Executive Director's office.

4.1. Employees of the State of South Dakota (SDCL §3-20): Employees of the state who meet the following requirements and who are admitted to the university may be eligible for a tuition reduction for undergraduate and graduate courses up to a maximum of six credit hours per semester. An employee of the state is eligible for tuition reduction as long as he or she:

- is continuously employed by the state for a period of one year in a benefit eligible position;
- is a bona fide resident of the state;
- maintains an academic grade of 2.0 or better;
- maintains an academic rating of competent or better in the most recent merit appraisal or is otherwise certified as competent by the immediate supervisor; and
- is a benefit-eligible employee.

Registration in any course at the reduced tuition rate shall be limited to space available, as determined by the President or designee; after all of the full-time or full

tuition paying student have registered. The Board of Regents shall maintain an annual record of the number of participants and the tuition dollar value of such participation.

4.2. Members of the South Dakota National Guard (SDCL §33-6-5): Any member of the South Dakota National Guard can qualify for a reduced tuition benefit by meeting the ~~following~~ qualifications outlined in SDCL §33-6-7. Federal tuition benefits must be applied first, and the combined total may not exceed 100% of the tuition cost. The graduate benefit is capped at 32 credit hours, while the undergraduate benefit is capped at 128 credit hours. Qualifications are as follows:

- Be a member of the South Dakota Army National Guard Unit or Air National Guard Unit throughout each semester or vocational program for which the member applies for benefits;
- Have satisfactorily completed required initial basic training;
- Have satisfactorily performed duty upon return from basic training, including a minimum ninety percent attendance on scheduled drill dates and at annual training with the member's parent unit;
- Maintain satisfactory academic progress; and
- Provide proper notice to the institution at the time of registration for the term in which the benefits are sought.

4.3. Veterans and Others Who Performed War Service (SDCL §13-55-2): Veterans and others who performed active war service may pursue any undergraduate course or courses without payment of charges for tuition for each month of qualified service or major fraction thereof a month in academic time. No eligible person shall be entitled to less than one or more than four academic years of free tuition. Residence at the time of entry into military service or active war service shall not affect eligibility for this entitlement. Eligibility is limited to persons who reside in this state and who:

- are veterans or others as defined in SDCL §33-17-2;
- are qualified for resident tuition;
- comply with all the requirements for admission;
- are not entitled to have such tuition paid by the United States or are entitled to receive in part from the United States for education and training allowance and in part the expenses of his or her subsistence, tuition, fees, supplies, books, and equipment per SDCL §13-15-4.

4.4. Children and Spouses of National Guardsmen Disabled or Deceased in Line of Duty (SDCL §13-55-10): South Dakota residents under the age of 25 years whose father, mother, or spouse died or sustained a total permanent disability resulting from duty as a member of the South Dakota National Guard, while on state active duty or any authorized training duty, shall be entitled to tuition without cost and be entitled to attend any course or courses of student.

4.5. Visually Impaired Persons (SDCL § 13-55-11 through 13-55-13): Residents of South Dakota who are visually impaired and who are eligible for admission may pursue any

course of student without payment of tuition and fees that other students are required to pay directly to the university until they have received two hundred twenty-five (225) semester hours of credit or its equivalent.

A person shall be deemed to be visually impaired if he or she cannot, with the use of correcting glasses, see sufficiently to perform ordinary activities for which eyesight is essential. The impairment shall be certified according to SDCL §13-55-11.1.

4.6. Children of Residents Who Died During Service in Armed Forces (SDCL §1355-6 through 13-55-9): Certain children of residents who died while in the service of the armed forces of the United States are entitled to free tuition and to any course or courses of study without the payment of any charges or costs, therefore:

4.6.1. Eligibility is limited to South Dakota residents under the age of twenty-five years.

4.6.2. The deceased parent, mother, or father, must have been a veteran as defined in SDCL § 33-17-1, must have been a bona fide resident of South Dakota for at least six months immediately prior to entry into active services, and must have died from any cause while in the service of the armed forces of the United States.

4.7. Dependents of Prisoners or Missing in Action (SDCL §13-55-9): Dependents of prisoners of war or persons missing in action, upon being admitted to a university, shall be entitled to eight semesters or twelve quarters, free of tuition and mandatory fees, other than subsistence expenses, for either full- or part-time student, for so long as he or she is eligible.

4.8. Certain Elementary, Secondary, and HeadStart Teachers, School Counselors, and Vocational Instructors (SDCL §13-55-24): Certain elementary, secondary, and HeadStart school teachers, school counselors, and vocational instructors may pursue any undergraduate or graduate course upon payment of 50% of tuition and 100% of required fees.

Eligibility is limited to teachers, counselors, and vocational instructors who:

- are bona fide residents of South Dakota;
- are employed by an accredited school as defined in Title 13;
- are required by state law, administrative rules, or an employment contract to attend college as a condition of employment or to maintain a certificate;
- are certified as eligible for this program by the school district or private school by which they are employed; and
- maintain an average academic grade of 3.0 or better.

The right of any teacher, counselor, or vocational instructor to participate in this tuition reduction is limited to the space available, as determined by the President or designee; in any course after all of the full-time or full tuition paying student have registered.

An eligible teacher, counselor, or vocational instructor may receive the tuition reduction for a maximum of six credit hours per academic year. For the purposes of this section, the academic year shall begin with the fall semester and include all of the following summer.

4.9. Survivors of Certain Fire Fighters, Certified Law Enforcement Officers and Emergency Medical Technicians (SDCL §13-55-22): If a firefighter or certified law enforcement officer or an emergency medical technician dies as a direct result of injuries received in performance of official duties, the survivor, upon being duly accepted for enrollment into any state-supported university of higher education or state-supported technical or vocational school, shall be allowed to obtain a bachelor's degree or vocational degree for so long as the survivor is eligible, free of any tuition. However, the bachelor's degree or vocational degree shall be earned within a thirty-six month or eight semester period or its equivalent.

4.10. Reciprocity Tuition Rate for Minnesota Residents: SDCL §13-53B permits Minnesota residents to be charged the rate established in the tuition reciprocity agreement between the South Dakota Board of Regents and the Minnesota Higher Education Coordinating Board. The reciprocity agreement was not renewed beginning in Summer 2024, rather new and transfer students from Minnesota will receive the Dakota Advantage rate. Minnesota students enrolled in South Dakota Board of Regents institutions during the 2023-2024 academic year will continue to receive the equivalent of the Minnesota Reciprocity rate for the duration of their degree program. (See Policy 5.5.5 – Interstate Tuition Agreements.)

4.10.1. Graduate students from Minnesota enrolling in Summer of 2024 that did not have a degree from a South Dakota Board of Regents institution will receive the equivalent of the Minnesota Reciprocity rate for the duration of their degree program.

~~4.10.2. USD's MD, Law, Occupational Therapy, Physical Therapy, and Physician Assistant programs, and SDSU's Pharmacy and Veterinary Science programs are excluded from the Dakota Advantage graduate tuition program, however they are eligible to receive the equivalent of the Minnesota Reciprocity rate.~~

4.11. Resident Tuition for Rehabilitation Services Clients: All nonresidents who are receiving tuition support from the South Dakota Division of Rehabilitation Services are entitled to pay tuition at resident rates.

5. Reduced Tuition Program Limitation

A student is only eligible to participate in one reduced tuition program at any point in time. The student will be assigned the appropriate student type that provides the student with the greatest reduced tuition benefit.

FORMS / APPENDICES:

None

SOURCE:

BOR October 2014; August 2006; June 2011; April 2013; March 2016; December 2016; June 2017; March 2018; August 2019; October 2023 (Clerical); BOR December 2023; BOR April 2024.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Tuition and Fees: Distance Education Tuition

NUMBER: 5.5.2

A. PURPOSE

To establish the tuition structure for distance education students; to document approved tuition reduction programs; and to delineate the distribution of tuition components.

B. DEFINITIONS

1. **Active-Duty Military Personnel:** A person who is either in the military full time or in the Reserve or National Guard and placed on active duty status as authorized in Title 10, Title 5 and Title 32 of the Department of Defense Instruction 1205.18.
2. **Distance Education:** As defined by federal regulations, distance education courses use one or more of the technologies listed below to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously. The technologies that may be used to offer distance education include: 1.) the internet, 2.) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices, 3.) audio conference, or 4.) other media used in course in conjunction with any of the technologies listed previously. As further defined by SARA policy, distance education also includes interactive video and correspondence courses or programs.
3. **Distance Education Tuition:** The per credit hour charge that is assessed to students taking courses delivered through distance learning for the support of instruction and administrative costs.
4. **Remedial Courses:** Courses delivered through distance education to students requiring additional assistance in the areas of English, Reading, or Mathematics in an effort to achieve expected competencies in these core academic skill areas.

C. POLICY

1. Distance Education Tuition

All courses offered via distance education will be at tuition rates established by the Board unless authorized by the Legislature and approved by the Board.

1.1. Standard Distance Education Tuition Rates: The Board sets tuition rates each spring that are effective for the following summer, fall and spring terms. This rate is

comprised of the distance education tuition rate plus an eleven and one-half percent (11.5%) Higher Education Facilities Fund (HEFF) component, and a surcharge for the support of the Electronic University Consortium (EUC).

1.2. Per Credit Hour Rates: The distance education tuition rates are per credit hour rates for undergraduate and graduate students. There is no distinction between resident and nonresident students as there is with on-campus tuition.

1.3. Remedial On-Campus Courses: These courses will be assessed an amount equal to the undergraduate distance education tuition rate. No fees are to be charged in addition to this rate.

2. Tuition Allocations

2.1. All distance education tuition collected shall be deposited 88.5% into the BOR system tuition fund and 11.5% into the Higher Education Facilities Fund.

2.2. General Activity Fee: The campuses are required to allocate the equivalent of the per credit hour General Activity Fee (GAF) to the institution's GAF pool of funds for all distance education credit hours taken by on-campus students.

2.3. Salary Competitiveness: The Board will identify the per credit hour amount that is to be committed to the enhancement of salaries as part of the annual tuition and fee setting process. The campuses are required to allocate the equivalent of the per credit hour amount to enhance faculty and non-faculty exempt salaries. The annual revenue committed to salary enhancement from distance education tuition applies to all distance education credit hours taken by on-campus students.

2.4. Institutional Maintenance and Repair: The Board will identify the per credit hour amount that is to be committed to maintenance and repair (M&R), as well as the critical deferred maintenance bonds, as part of the annual tuition and fee setting process. The campuses are required to allocate the equivalent of the per credit hour amount to be committed to local M&R. The campus M&R dollars are retained locally in a separate fund and the revenue can only be expended on Board approved projects. The annual revenue committed to M&R from off-campus tuition applies to all distance education credit hours taken by on-campus students.

2.5. Technology Funds: The Board will identify the per credit hour amount that is to be committed to technology investments as part of the annual tuition and fee setting process. The campuses are required to allocate the equivalent of the per credit hour amount to be committed to technology investments. The technology investments include the amounts needed to support Regents Information Systems and the System Technology Fund, as well as campus technology. The annual revenue committed to technology investments from off-campus tuition applies to all distance education credit hours taken by on-campus students.

3. Distance Education Reduced Tuition Programs

Legislated and Board approved tuition and fee reductions and waivers apply ~~only to~~ to distance education and on- campus courses and programs ~~except where noted below~~ with the following clarifications. (SDCL §13-55-23)

3.1. South Dakota National Guard Members (SDCL §33-6-5): ~~The undergraduate and~~

~~graduate distance education tuition rates assessed to members of the South Dakota National guard may be reduced by the tuition benefit provided for on-campus courses, the benefit will equal one-half of the resident on-campus tuition rate.~~ Any member of the South Dakota National Guard is entitled to a benefit of one hundred percent of the in-state resident tuition to be paid or otherwise credited by the Board of Regents. This benefit is applied after the federal tuition benefits and may not exceed 100% of the tuition costs. The graduate benefit is capped at 32 credit hours, while the undergraduate benefit is capped at 128 credit hours.

3.2. Active-Duty Military Personnel: The undergraduate distance education tuition rate assessed to active-duty military personnel may not exceed the federal tuition assistance benefit for active-duty military.

3.3. Employees of the State of South Dakota: State employees, who meet the eligibility requirements for reduced tuition, will receive the same tuition reduction as that provided for on-campus courses up to a maximum of six credit hours per semester. The benefit will equal one-half the resident on-campus tuition rate for undergraduate or graduate courses.

3.3.1. Employees of the state who meet the following requirements and who are admitted to the university may be eligible for a 50% tuition reduction for distance education undergraduate and graduate courses up to a maximum of six credit hours per semester. An employee of the state is eligible for tuition reduction as long as he or she:

3.3.1.1. Is continuously employed by the state for a period of one year in a benefit eligible position;

3.3.1.2. Is a bona fide resident of the state;

3.3.1.3. Maintains an academic grade of 2.0 or better;

3.3.1.4. Maintains an academic rating of competent or better in the most recent merit appraisal or is otherwise certified as competent by the immediate supervisor; and

3.3.1.5. Is a benefit-eligible employee.

3.3.2. Registration in any course at the reduced tuition rate shall be limited to space available, as determined by the President or designee; after all of the full-time or full tuition paying student have registered. The Board of Regents shall maintain an annual record of the number of participants and the tuition dollar value of such participation.

3.4. Elementary, Secondary, and HeadStart Teachers, School Counselors, or Vocational Instructor (SDCL §13-55-24): Certain elementary, secondary, and HeadStart school teachers, school counselors, and vocational instructors pursuing any undergraduate or graduate distance education course will receive the same tuition reduction as that provided for on-campus courses. The benefit will equal one-half the resident on-campus tuition rate.

Eligibility is limited to teachers, counselors, and vocational instructors who:

- are bona fide residents of South Dakota;
- are employed by an accredited school as defined in Title 13;
- are required by state law, administrative rules, or an employment contract to attend college as a condition of employment or to maintain a certificate;
- are certified as eligible for this program by the school district or private school by which they are employed; and
- maintain an average academic grade of 3.0 or better.

The right of any teacher, counselor, or vocational instructor to participate in this tuition reduction is limited to the space available, as determined by the President or designee; in any course after all of the full-time or full tuition paying students have registered.

An eligible teacher, counselor, or vocational instructor may receive the tuition reduction for a maximum of six credit hours per academic year. For the purposes of this section, the academic year shall begin with the fall semester and include all of the following summer.

3.5. Survivors of Certain Firefighters, Certified Law Enforcement Officers and Emergency Medical Technicians (SDCL §13-55-22): If a firefighter or certified law enforcement officer or an emergency medical technician dies as a direct result of injuries received in performance of official duties, the survivor, upon being duly accepted for enrollment into any state-supported university of higher education or state-supported technical or vocational school, shall be allowed to obtain a bachelor's degree or vocational degree for so long as the survivor is eligible, free of any tuition. However, the bachelor's degree or vocational degree shall be earned within a thirty-six month or eight semester period or its equivalent.

3.6. Children and Spouses of National Guardsmen Disabled or Deceased in Line of Duty (SDCL §13-55-10): South Dakota residents under the age of 25 years whose father, mother, or spouse died or sustained a total permanent disability resulting from duty as a member of the South Dakota National Guard, while on state active duty or any authorized training duty, shall be entitled to tuition without cost and be entitled to attend any course or courses of student.

3.7. Visually Impaired Persons (SDCL § 13-55-11 through 13-55-13): Residents of South Dakota who are visually impaired and who are eligible for admission may pursue any course of student without payment of tuition and fees that other students are required to pay directly to the university until they have received two hundred twenty-five (225) semester hours of credit or its equivalent.

3.8. A person shall be deemed to be visually impaired if he or she cannot, with the use of correcting glasses, see sufficiently to perform ordinary activities for which eyesight is essential. The impairment shall be certified according to SDCL §13-55-11.1.

3.9. Children of Residents Who Died During Service in Armed Forces (SDCL §1355-6 through 13-55-9): Certain children of residents who died while in the service of the armed forces of the United States are entitled to free tuition and to any course or

courses of study without the payment of any charges or costs, therefore:

3.9.1. Eligibility is limited to South Dakota residents under the age of twenty-five years.

3.9.2. The deceased parent, mother, or father, must have been a veteran as defined in SDCL § 33-17-1, must have been a bona fide resident of South Dakota for at least six months immediately prior to entry into active services, and must have died from any cause while in the service of the armed forces of the United States.

3.10. Dependents of Prisoners or Missing in Action (SDCL §13-55-9): Dependents of prisoners of war or persons missing in action, upon being admitted to a university, shall be entitled to eight semesters or twelve quarters, free of tuition and mandatory fees, other than subsistence expenses, for either full- or part-time student, for so long as he or she is eligible.

FORMS / APPENDICES:

None

SOURCE:

BOR October 2004; June 2011; April 2013; May 2013; December 2014; May 2016; June 2017; June 2018; May 2019; October 2023 (Clerical); BOR December 2023; BOR April 2024; BOR April 2025.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

REVISED
AGENDA ITEM: 7 – J
DATE: April 2-3, 2025

****

SUBJECT

Financial and Programmatic Analysis & Stress Testing for SDBOR Institutions

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 5-18A-14 – Public Improvement Contracts - Supplies and services contracts - Advertisement for bids or proposals

BACKGROUND / DISCUSSION

In recent years, states and public postsecondary institutions have faced significant budgetary challenges due to economic trends, changing demographics, declining enrollment, and limited funding. These issues require innovative and complex decisions to maintain financial stability and meet student needs.

South Dakota has not been immune to these challenges. Potential enrollment declines impact revenue generation, as our public institutions rely heavily on tuition revenue. The financial health of these institutions depends on strategic enrollment planning and program viability.

On August 18, 2023, a Request for Proposal (RFP) was issued to identify a qualified and experienced consulting firm to develop and conduct data analytics to assess the current and future financial health of all six institutions within the South Dakota regental system. The National Center for Higher Education Management Systems (NCHEMS) was selected for this project, and a contract was executed on October 16, 2023.

Attached is the report issued by NCHEMS, resulting from multiple visits to South Dakota campuses and an analysis of nearly 10 years of program and financial data.

IMPACT AND RECOMMENDATION

Not applicable.

ATTACHMENTS

Attachment I – NCHEMS Report

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INFORMATIONAL ITEM

Financial and Programmatic Analysis & Stress Testing for SDBOR Institutions



Prepared for the South Dakota Board of Regents

March 27, 2025

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Introduction

In recent years, states and public postsecondary institutions have been hit with a variety of challenges that have significant budgetary implications. In addition to larger macroeconomic trends, such as inflation and a constantly evolving labor market, postsecondary institutions also face challenges with changing demographics, declining enrollment, and limited funding. Confronted with these realities, leaders must make innovative and often difficult decisions to ensure their institutions remain in a financial position that allows them to meet student needs and contribute meaningfully to state and regional workforce demands for many years to come.

South Dakota has not been immune to these challenges. As in many states, postsecondary enrollment in South Dakota decreased for a couple of years following the COVID-19 pandemic. Declining enrollment is directly linked to institutions' ability to generate revenue, through both tuition and fee revenue and auxiliary enterprises. Indeed, public institutions in South Dakota rely on tuition revenue (relative to state appropriations) more than their counterparts around the country and in most other states and, therefore, are heavily dependent on state demographics, enrollment trends, and demands for a skilled workforce. System and institutional leaders must be attuned to how demand for academic programs will shape enrollment at postsecondary institutions across the state. Thus, the financial health of the state's institutions will be directly linked to its ability to execute a deliberate strategic enrollment plan that includes attention to the mix of programs being offered and their viability.

To aid in developing responses to these challenges, the South Dakota Board of Regents (SDBOR) issued a Request for Proposals for a contractor to analyze the financial standing of each of the SDBOR institutions, to develop a model to test the financial implications of potential challenges that may face the SDBOR institutions in the future, to review academic programs at SDBOR, and to prepare a report with findings and actionable recommendations. The National Center for Higher Education Management Systems (NCHEMS) submitted a successful proposal for this opportunity.

Approach

NCHEMS employed a variety of methods to better understand the broader context for South Dakota higher education and the role that the SDBOR institutions play in supporting educational opportunity and workforce development.

First, the NCHEMS team visited each of the institutions in the fall of 2023 to introduce the project, share information about our work plan, and learn about efforts underway on each campus related to their financial strength. The team followed up with a second round of campus visits in March of 2024 to share updates with campus leaders, validate initial data analyses, and continue to learn about on-campus efforts to enhance financial health and viability.

NCHEMS also received an extensive amount of quantitative data from the SDBOR staff, which enabled us to analyze enrollment and finance across many of the dimensions explored in the sections to follow in this report. These data were also used to create the financial modeling tool.

Additionally, NCHEMS met periodically with a steering committee comprised of institutional leaders, Regents, and SDBOR staff to ensure that our work was on track and to gather feedback and counsel.

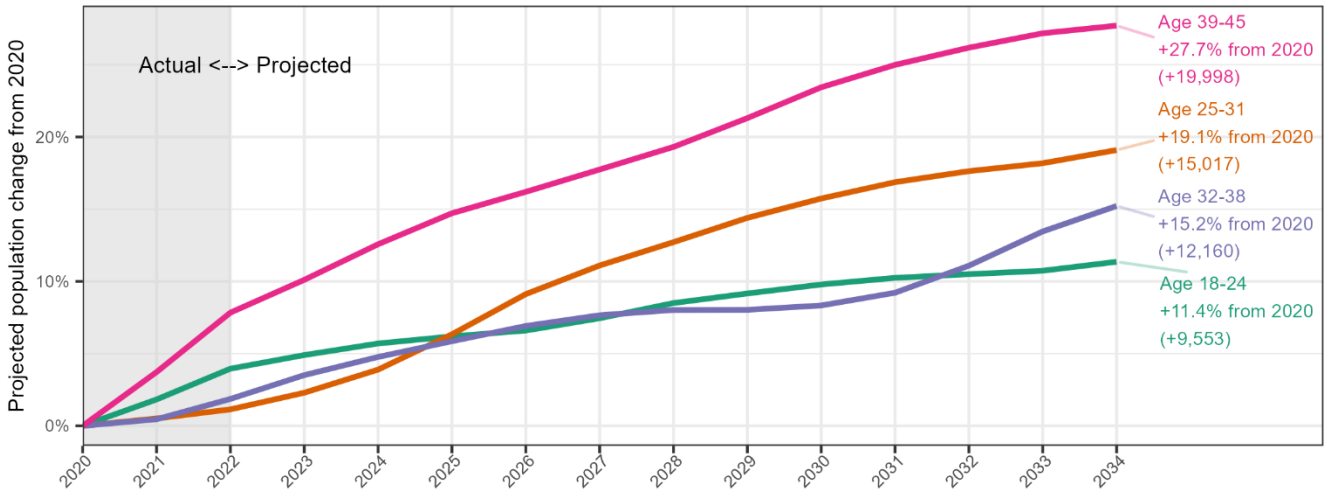
The South Dakota Context

South Dakota is home to six public four-year higher education institutions, two of which have separate branch campuses, all organized under the governance of the South Dakota Board of Regents. It also has a separate state technical college system, which comprises four institutions that are governed by their local school districts and the South Dakota Board of Technical Education in an advisory capacity, as well as several private and tribal institutions.

Population Trends and Projections

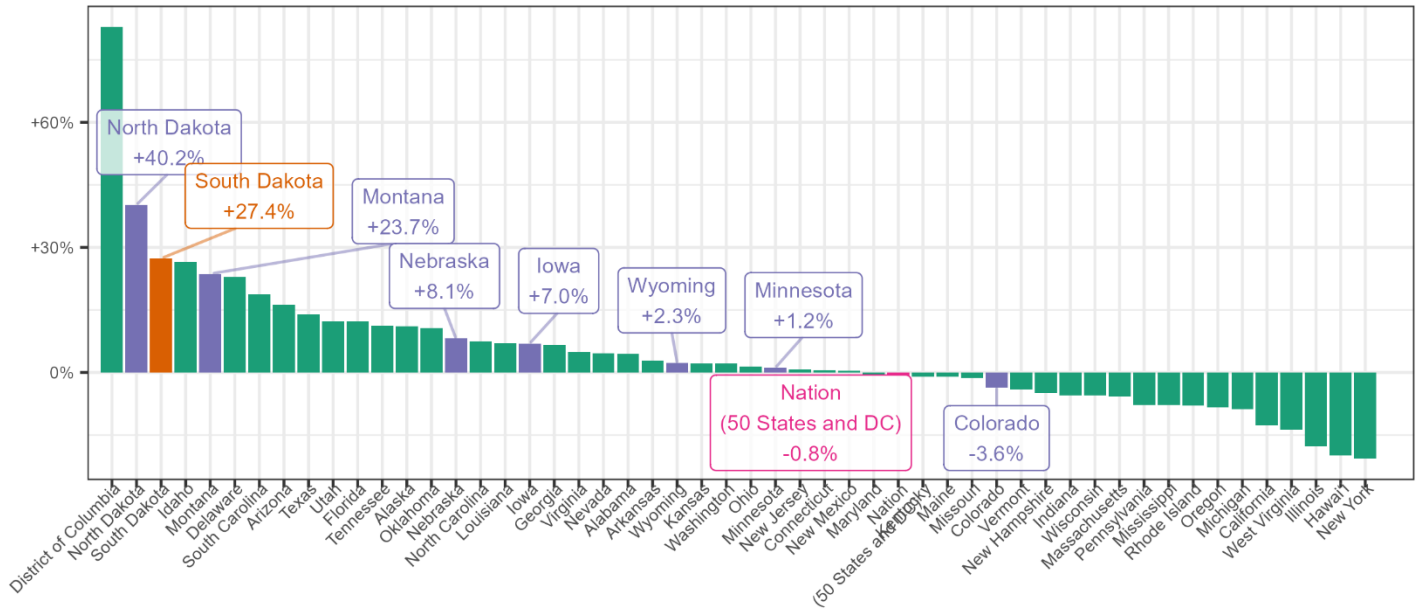
Through 2034, the South Dakota population of all college-going age groups (those between ages 18 and 45) is expected to increase (Figure 1). The specific population of those 18 to 24, the age of "traditional" college students, is expected to increase 11% from 2020 to 2034. This projected increase is an outlier nationally; over a similar timeframe, the overall number of high school graduates in the United States is expected to decrease, and South Dakota is expected to see the third-largest percentage increase of high school graduates in the nation (Figure 2). Additionally, most of the neighboring states that have historically sent students in significant numbers to SDBOR institutions are expected to see increases.

Figure 1. Projected 2020-2034 Change in South Dakota Population, Selected Age Groups



Source: JobsEQ.

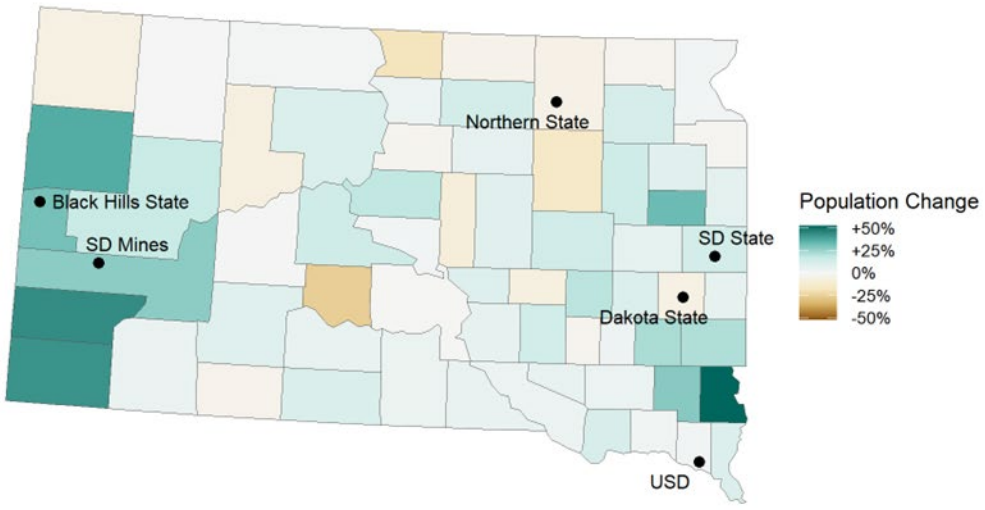
Figure 2. Projected 2019-20 to 2033-34 Percentage Change in High School Graduates, by State



Source: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2024. https://www.wiche.edu/knocking

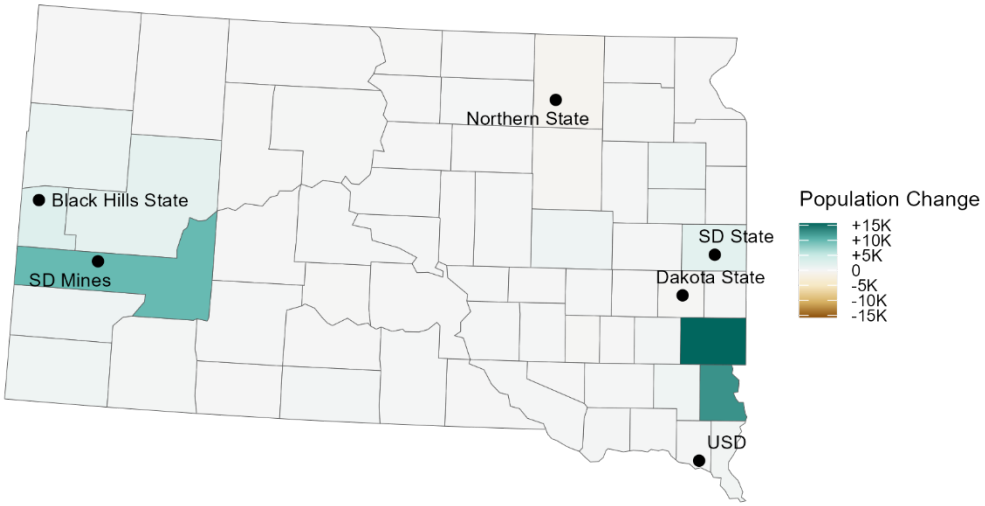
These population increases will not be evenly distributed across the state (Figure 3 and Figure 4). The west side of the state nearest to Black Hills State and SD Mines are expected to see fairly large percentage increases, as is the Sioux Falls area. Yet these percentages belie the reality that only in the state's two urban areas, Sioux Falls and Rapid City, will there be notable increases in the number of residents. The counties home to DSU and NSU will see slight declines in their college-aged population, and NSU in particular is nearest to counties expected to decline and furthest from counties expected to grow. Importantly, while the overall percentage change of high school graduates is shifting, the number of students that represents may still be insufficient to produce enrollment stability and or increase in any of the BOR institutions. What's more, as other states confront percentage decreases in high school graduates, competition for South Dakota students will continue.

Figure 3. Projected 2020-2034 Percent Change in Population Ages 18-44



Source: Jobs EQ.

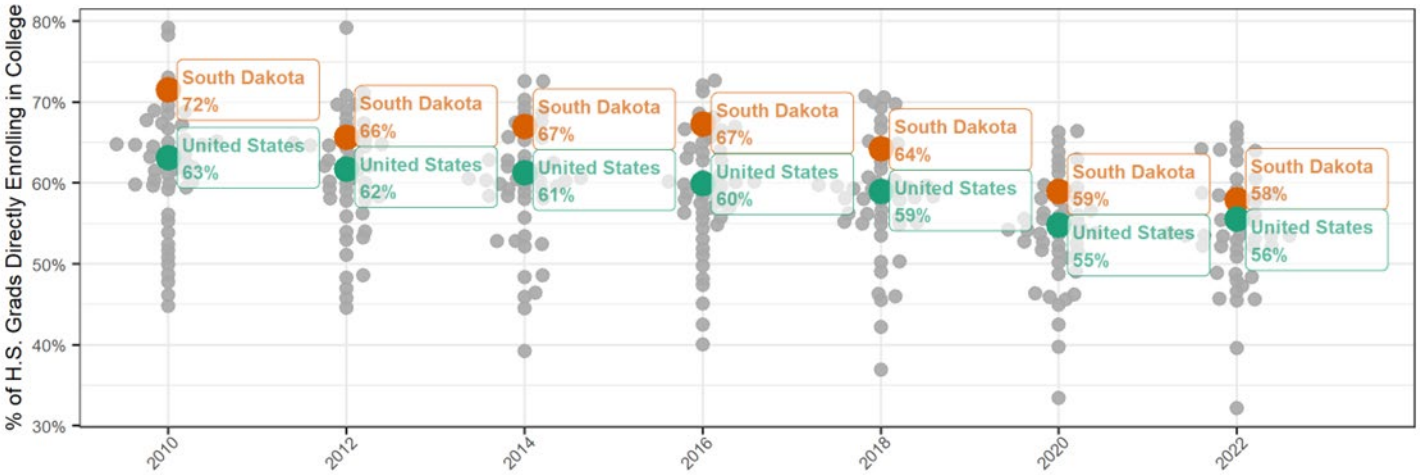
Figure 4. Projected 2020-2034 Numeric Change in Population Ages 18-44



Source: Jobs EQ.

South Dakota's college-going rate has consistently been higher than the national rate. However, mirroring national trends, the number of high school graduates directly enrolling in college has declined over time. In terms of postsecondary enrollment, this decrease in the college-going rate will partially offset any increases in the number of high school graduates. Additionally, this rate includes South Dakota high school graduates who enrolled at any postsecondary institution nationwide, not just SDBOR institutions.

Figure 5. Percent of High School Graduates Enrolling Directly in College

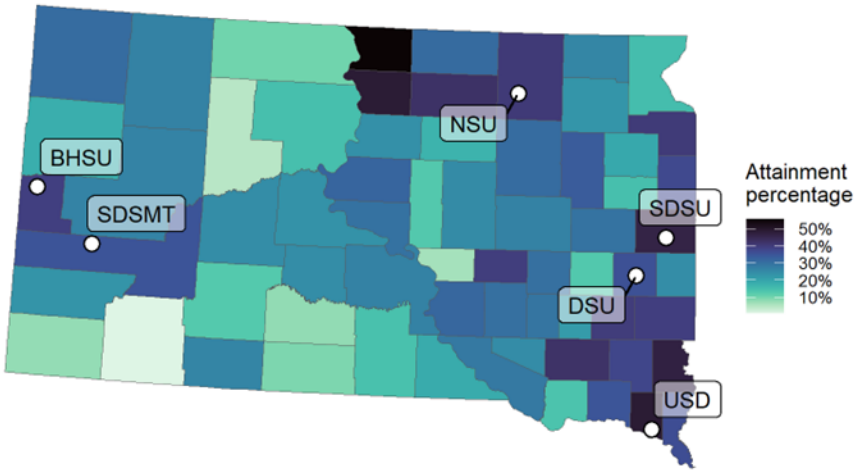


Sources: WICHE Knocking at the College Door: Projections of High School Graduates; NCES IPEDS Fall Residency and Migration Files efYYYYc. Note: Each dot represents one state.

Educational Attainment and Income

South Dakota's educational attainment goal focuses on those aged 25 to 34. The areas around each SDBOR institution and South Dakota's population centers generally have higher educational attainment for this age group than do South Dakota's more sparsely populated counties. South Dakota's overall percentage of 25-to-34 year olds with at least a Bachelor's degree was approximately 34% in 2022, which ranked the state 33rd in the nation. The national rate was 38%.

Figure 6. Percent of 25-34 Year Olds with a Bachelor's Degree or Higher by County, 2022

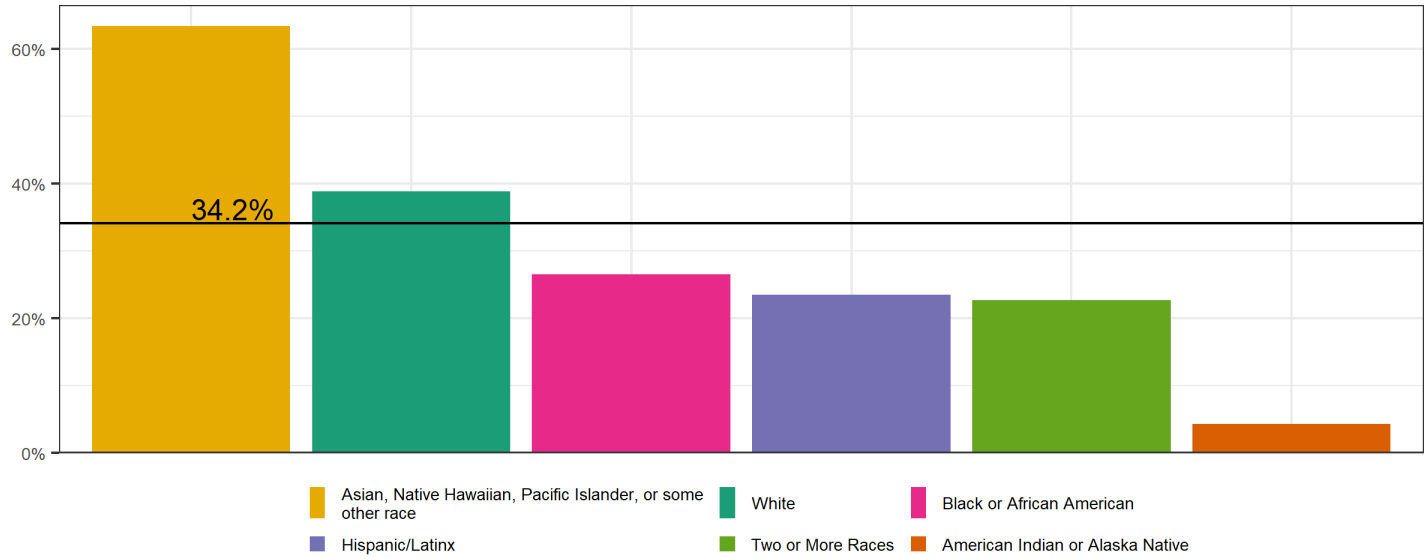


Source: U.S. Census Bureau, 2022 American Community Survey Five-Year Estimates; Table B15001. Note: Represents the estimated percentage of the pop age 25-34 with a Bachelor's degree or higher. South Dakota's attainment goal is for 65% of residents ages 25-34 to earn a postsecondary certificate, license, associates, or bachelor's degree by 2025.

The geographical variation in attainment rates across South Dakota is mirrored by variation between racial/ethnic groups. While White and Asian young adults have completed bachelor's degrees at higher rates than the state average, individuals of other races/ethnicities have lower

attainment rates (Figure 7). Of particular note is the very low attainment rate among American Indian residents, which represent an opportunity for SDBOR institutions to grow or otherwise improve their service to South Dakota's American Indian communities.

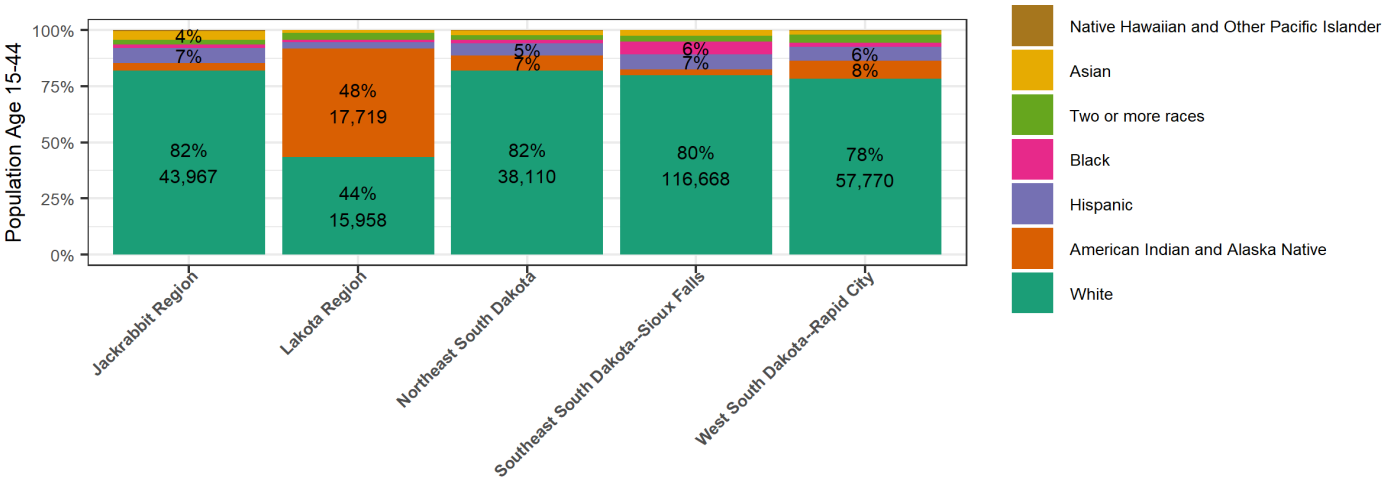
Figure 7. Percent of Population Age 25-34 With a Bachelor's Degree or Higher, by Race/Ethnicity



Source: U.S. Census Bureau; American Community Survey (ACS), 2018-2022 5-year ACS Public Use Microdata Sample (PUMS)

The geographic and racial disparities in attainment rates are linked; the Lakota region of the state, which is essentially the western half of the state outside of the greater Rapid City area, has both the lowest attainment rates, as shown above and the highest percentage of college-aged American Indian residents (Figure 8).

Figure 8. South Dakota Population Age 15-44, by Area and Race/Ethnicity[1]



Source: U.S. Census Bureau Population Estimates Program (PEP), vintage 2023.

Educational attainment and income are also often correlated; in South Dakota, we see generally higher educational attainment and income on the eastern side of the state. Overall, South Dakota's per capita income ($68.2K) was higher than the national average of $65.5K in 2022.

[1] Geographic areas referenced here and elsewhere in this report are "Public Use Microdata Areas," (aka PUMAs) which are the regions available in American Community Survey Public Use Microdata, a product of the U.S. Census Bureau. PUMAs are specific geographic non-overlapping areas that contain at least 100k people. They are used to provide detailed data while protecting the privacy of individuals. The geographic names contained herein are a creation of the U.S. Census Bureau for this purpose. Below is a map of these areas:

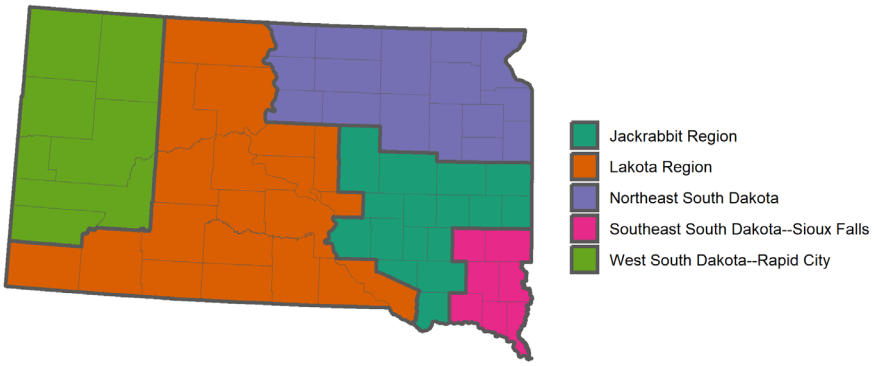
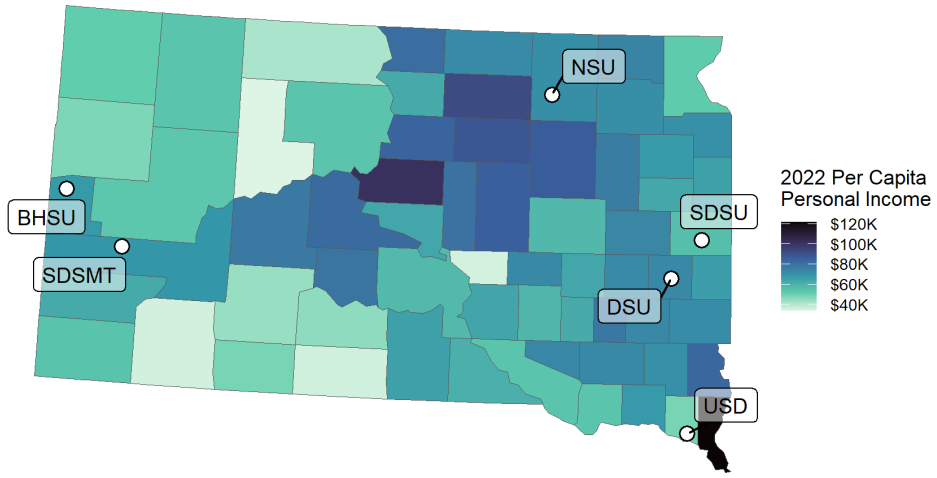


Figure 9. Per Capita Income by County, 2022

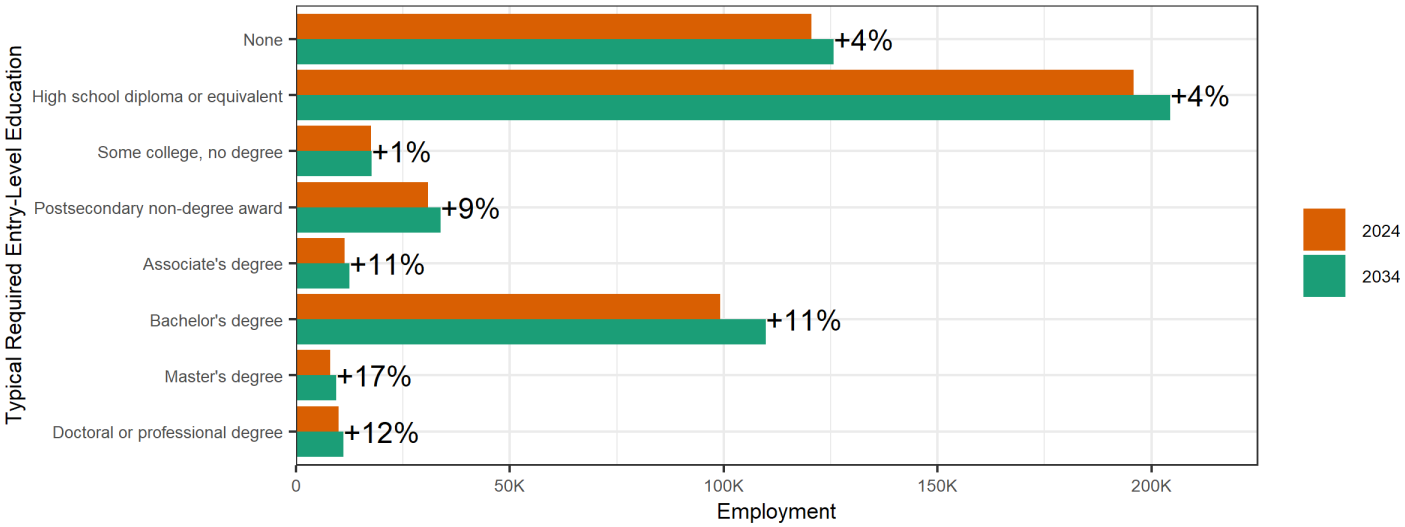


Source: US Department of Commerce, Bureau of Economic Analysis, Tables SAINC4 and CAINC1.

Workforce Trends and Needs

Overall, the number of jobs in South Dakota is projected to grow over the next 10 years. As Figure 10 shows, those jobs will not be evenly distributed across levels of education. Jobs that typically require college degrees are expected to grow faster than those that do not. In 2034, there are projected to be over 10,000 more jobs that require Bachelor's degrees in South Dakota compared to 2024, which represents the largest numeric growth of all education levels.

Figure 10. Number of Jobs in South Dakota, by typical entry-level education



Source: JobsEQ. Note: 2034 jobs are projections.

Data on industry and occupational projections should be considered in the process of program review and approval. These data are also especially critical to support proactive planning of academic programs that should be offered to meet workforce needs for each institution's

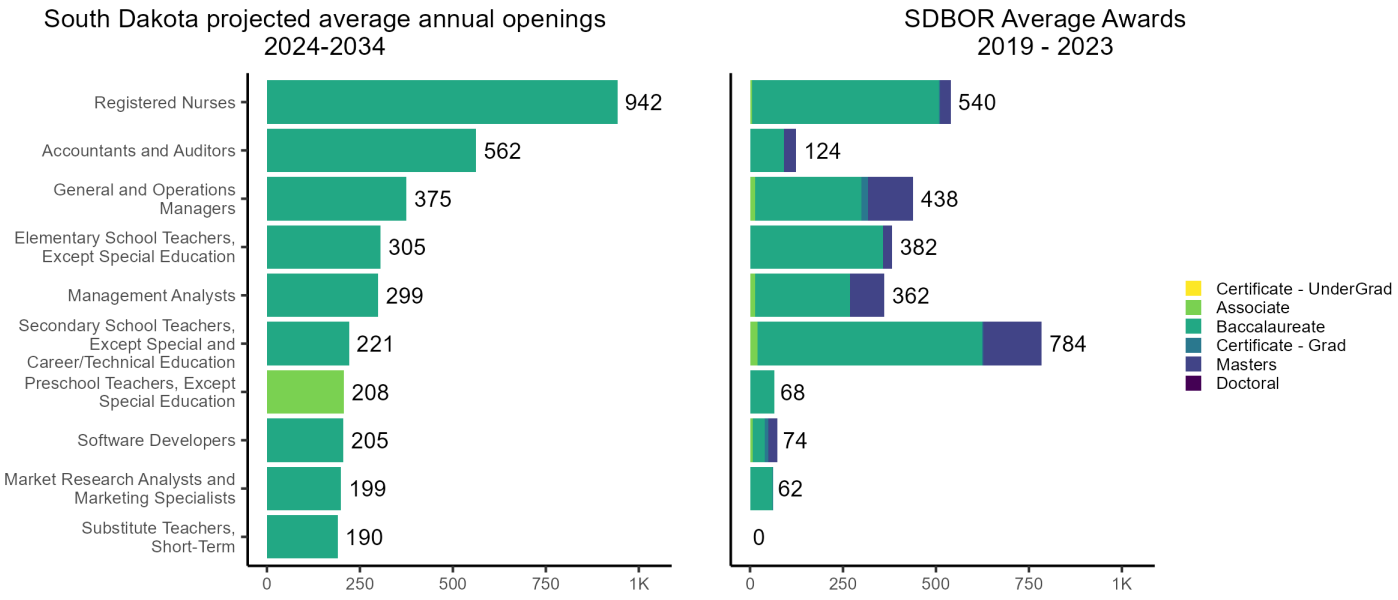
primary service area and for the state as a whole. NCHEMS' analysis of occupation and industry projections by South Dakota planning district found that there is considerable overlap among the state's six planning districts in industries with the largest number of projected jobs in 2034, necessitating a statewide approach to workforce development. Health Care and Social Assistance, Retail Trade, Accommodation and Food Services, and Educational Services are among the seven largest industries for all six planning districts. Manufacturing, Public Administration, Construction, and Agriculture, Forestry, Fishing, and Hunting are among the top six industries in four planning districts.

There is also a lot of overlap in the occupations projected to have the most annual openings through 2034. Registered Nurses, Accountants and Auditors, and Elementary School Teachers will be among the top seven Associate-degree-or-higher occupations, in terms of average annual openings, in all six planning districts. General and Operations Managers, Management Analysts, Secondary School Teachers, and Substitute Teachers will also be in frequent demand across most of the state. It is important to recognize that these occupation and industry projections rely on past trends; they do not fully reflect changes that are expected to take place based on local economic development efforts or changes in technology. For example, no authoritative sources of occupational projections exist for rapidly evolving careers in emerging technologies such as AI, cybersecurity, or quantum computing.

In addition to industry and occupational projections, we looked at data on the number of active job ads in the past year by planning district. Where the occupational projections cited above are based on historic trends, data on active job postings over the past 12 months help us get a sense of the more immediate workforce needs in South Dakota. Together these two sources suggest that there is widespread demand for nurses, managers in health-related fields, educators, and accountants. There are more localized needs for social and health services managers, and information technology managers and software developers.

Additionally, we compared awards granted by SDBOR institutions to state workforce needs to illustrate, at a high level, the match (or mismatch) between SDBOR programs and job demand. Figure 11 shows the top 10 occupations that require at least a bachelor's degree, based on projected average annual openings over the next 10 years, side-by-side with relevant awards conferred by SDBOR institutions. These data should be interpreted with caution; many graduates go on to work in fields that are not directly tied to their college major, some college majors (in the liberal arts, for example) are relevant to a wide variety of jobs, and some jobs (in business fields and secondary school teaching, for example) can be filled by graduates of many different academic programs. Moreover, many SDBOR graduates work out-of-state after graduation, and there are other sources of talent to fill job openings in South Dakota besides SDBOR graduates. It is also worth noting that some of these occupations usually require relevant work experience in addition to education; General and Operations Managers jobs generally require at least five years of experience, and Management Analysts generally require some, but less than five years, of experience. Nevertheless, this graph points to some key areas where there may be an undersupply of graduates to meet South Dakota's growing workforce needs, especially in nursing and accounting/auditing.

Figure 11. South Dakota Top Associates-and-Higher Occupations and SDBOR Graduates

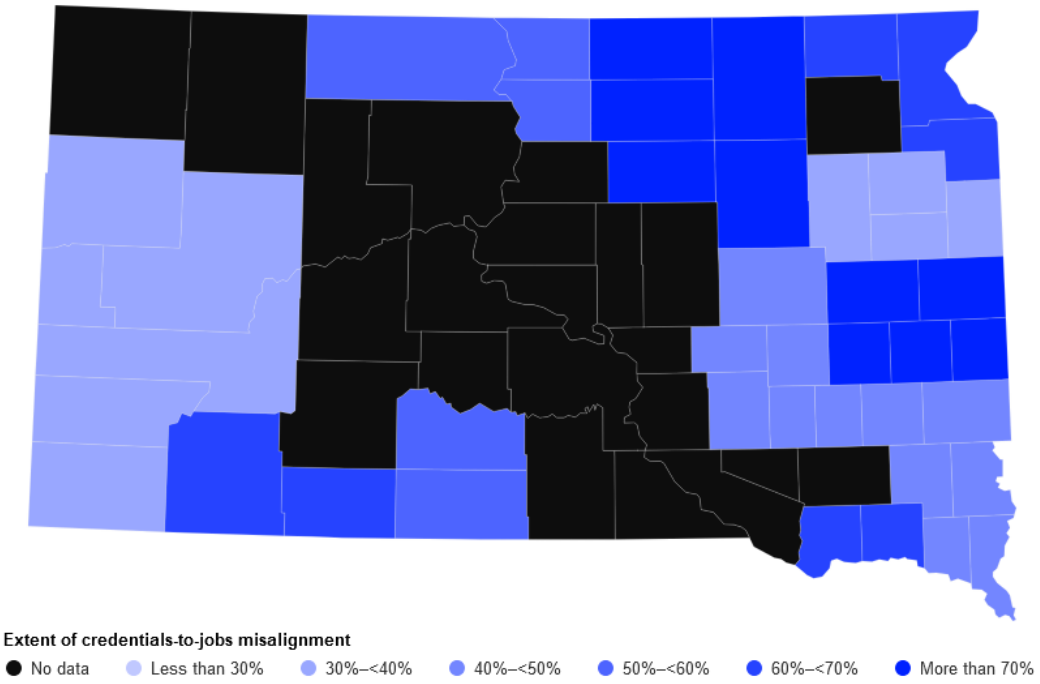


Sources: JobsEQ, SDBOR. Notes: Includes the top 10 occupations in South Dakota, ranked by average annual openings, that typically require at least an associate degree. Awards include each occupation's typical entry level of education plus one level below and one level above. Programs and occupations are linked using JobsEQ's mapping. This may result in some awards being counted more than once if they are linked to multiple occupations. The mapping links multiple programs, not just Secondary Education degrees, to the occupation of Secondary School teachers, which explains why the number of relevant awards is higher than the number of graduates of Secondary Education programs. Occupation colors represent the typical entry level of education.

A recent report from the Georgetown Center on Education and the Workforce provides data on the misalignment between workforce needs and the supply of associate's degrees and sub-baccalaureate certificates across local areas across the nation. For South Dakota, their analysis suggests that the misalignment, where data are sufficient to measure it, is significant statewide. But the report measures misalignment in middle-skills jobs to be greatest in the counties surrounding NSU and SDSU, as well as the northeastern corner of the state and certain counties along the southern border (Figure 12). In these counties, it is typical that this misalignment is being driven by a lack of sub-baccalaureate credentials being produced that align to blue-collar jobs, along with an oversupply of postsecondary awards that lead to management positions, as illustrated by a more detailed graph of occupational categories and educational supply for the five counties including and surrounding NSU (Brown, McPherson, Edmunds, Faulk, and Spink counties) (Figure 13). These data suggest there exist ample opportunities to develop short-term certificate programs and associate degree programs to meet localized needs throughout the state.

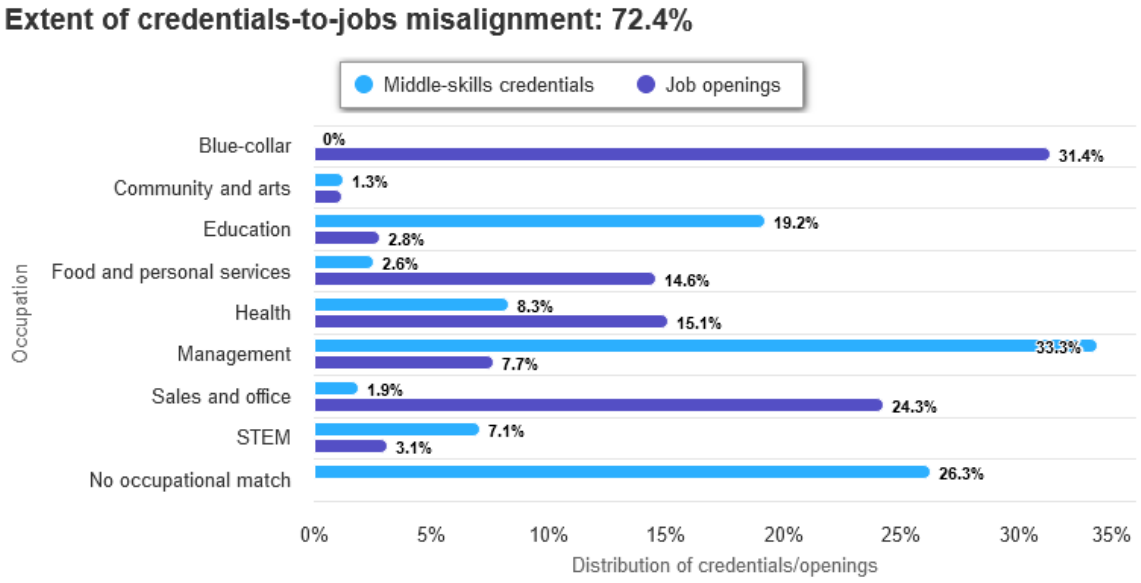
While some of these programs may fit within SDBOR's mission, others will be under the purview of the South Dakota Board of Technical Education. Addressing this misalignment is not, therefore, solely the responsibility of SDBOR. (Indeed, it may be considered overreach or mission creep for SDBOR to begin offering truck driving, for example.) Rather, it suggests a need for a coordinated statewide approach between the two systems to meeting the state's current and future workforce demands. This approach likely includes SDBOR institutions offering additional subbaccalaureate credentials in areas that supplement, but do not compete with, the work of the state's technical colleges.

Figure 12. Misalignment in Sub-Baccalaureate Credentials and Jobs



Source: Georgetown Center on Education and the Workforce (2024). *The Great Misalignment: Addressing the Mismatch Between the Supply of Certificates and Associate's Degrees and the Future Demand for Workers in 565 US Labor Markets*. Data available at https://cew.georgetown.edu/cew-reports/greatmisalignment/#map.

Figure 13. Misalignment of Sub-Baccalaureate Credentials and Jobs, Brown, McPherson, Edmunds, Faulk, and Spink Counties of South Dakota



Source: Georgetown Center on Education and the Workforce (2024). *The Great Misalignment: Addressing the Mismatch Between the Supply of Certificates and Associate's Degrees and the Future Demand for Workers in 565 US Labor Markets*. Data available at https://cew.georgetown.edu/cew-reports/greatmisalignment/#map.

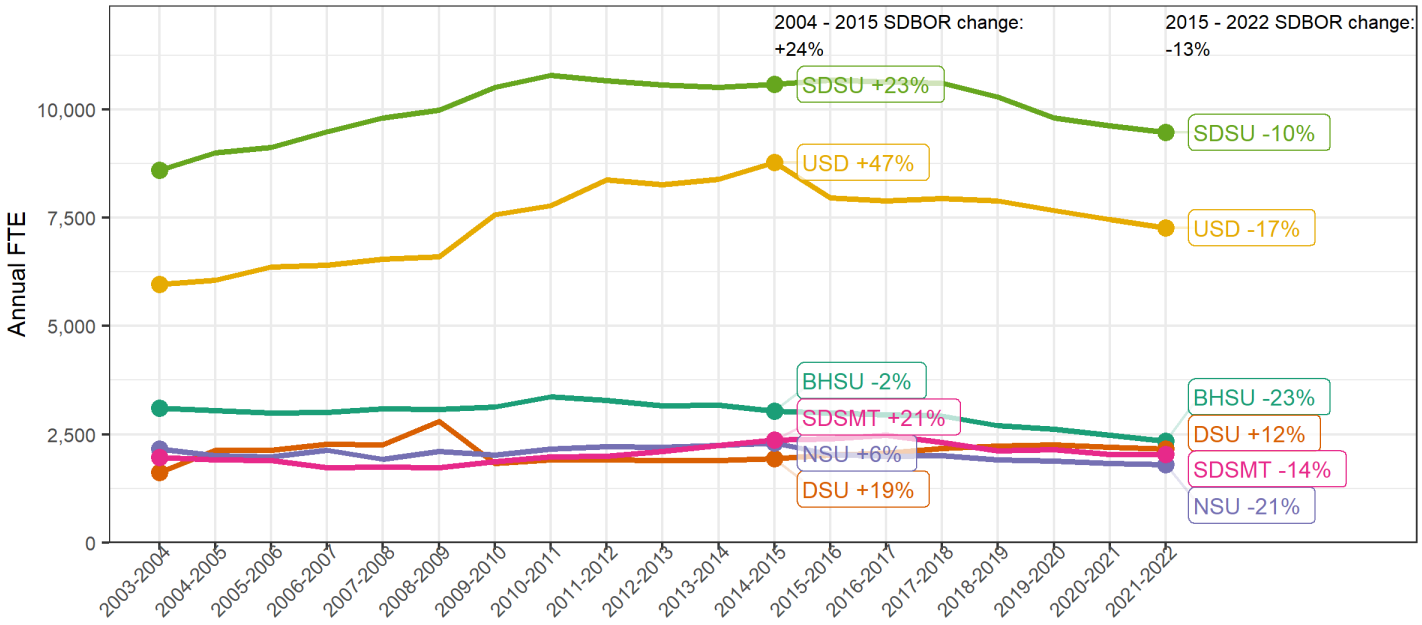
Enrollment and Program Trends

A review of the patterns of enrollment among the regental institutions provides a critical foundation for examining how their financial health may change in the coming years as demographic shifts buffet the higher education industry. These analyses help illustrate the potential vulnerabilities of the various institutions, as well as indicate the degree to which they may need to adjust either to accommodate reduced enrollment demand or to more effectively serve populations with different characteristics than has been the case historically.

Enrollment Trends and Projections

The SDBOR system gained significant enrollment from 2003-04 through 2014-15, at which point enrollment began to decline (Figure 14). The declines have been uneven across the system and have decreased 13% from the state's high point in 2014-15 to 2021-22. The only institution that did not experience a decline during this time was DSU.

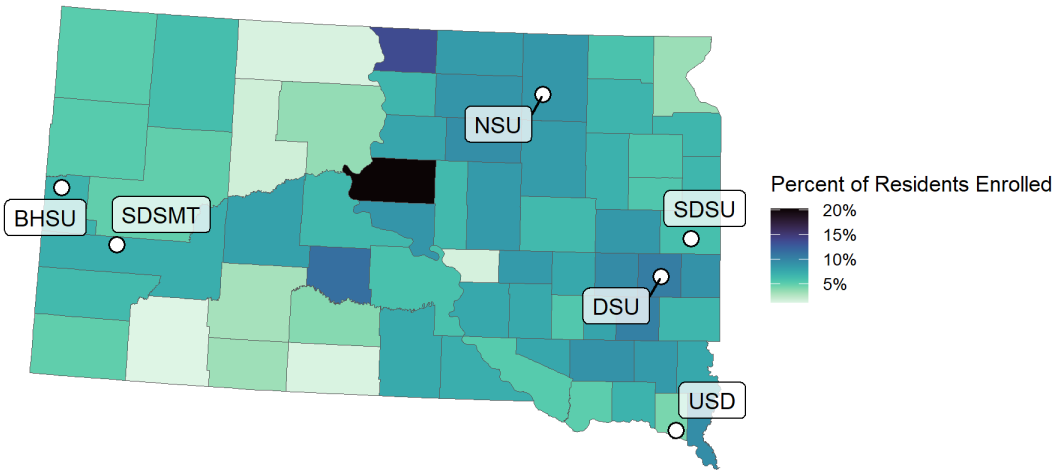
Figure 14. SDBOR FTE Enrollment Over Time



Source: NCES IPEDS 12-Month Enrollment Survey, files efiaYYYY.

Participation rates (Figure 15) track closely with per capita income; the counties where residents have higher incomes also tend to be those with the highest percentage of residents enrolled in SDBOR institutions. The eastern half of the state has generally higher participation rates than the western half, and again the Lakota region has the lowest participation rates.

Figure 15. SDBOR Undergraduate Enrollment as a Percent of the Population Age 18-44 with Less Than a Bachelor's Degree

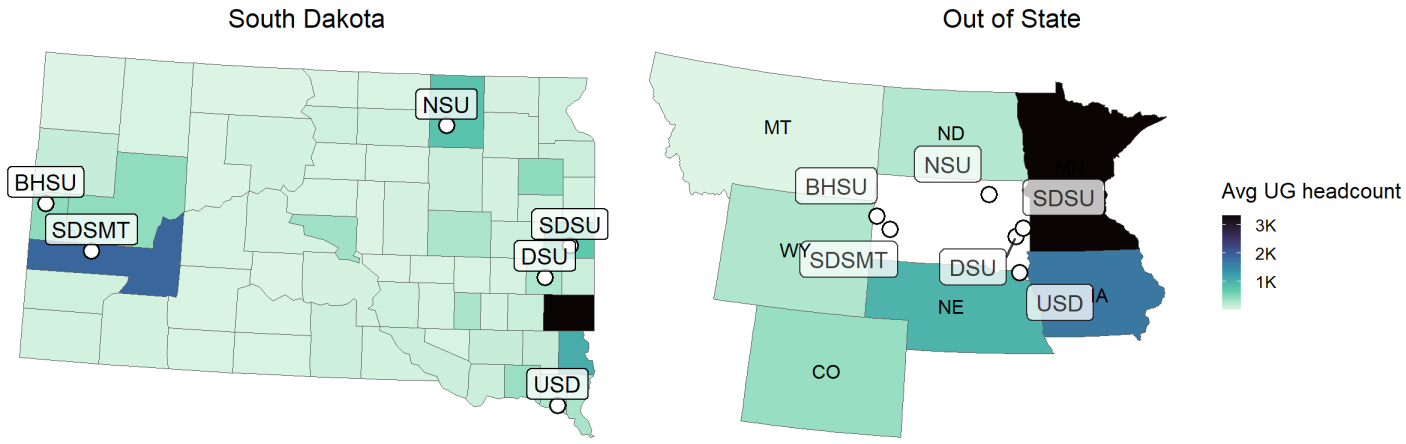


Sources: SDBOR; U.S. Census Bureau, 2022 American Community Survey Five-Year Estimates; Table B15001. Enrollment is average annual undergraduates at all six SDBOR institutions from 2018-19 through 2021-22, excluding accelerated learning high school students.

Figure 16 shows where SDBOR students originate from across all institutions. Systemwide, the state of Minnesota sends more students than any other state or South Dakota county to SDBOR institutions; over 3,500 students come from Minnesota to SDBOR institutions annually. Second is Minnehaha County (i.e., Sioux Falls), followed by Pennington County (i.e., Rapid City) and the state of Iowa. It is somewhat unusual for a state's public institutions to rely so heavily on enrollment from out of state. This is likely for a couple of reasons: First, all SDBOR institutions are located relatively close to South Dakota's borders and are likely closer to many out-of-state students' residences than their own "home" institutions. Second, SDBOR institutions offer relatively low tuition and routinely offer resident tuition to many out-of-state students.

While each SDBOR institution draws students from counties close to its campus, all of the institutions depend on one or both of the same population centers—Sioux Falls and Rapid City—for significant portions of their enrollment.

Figure 16. SDBOR Undergraduate Student Origins

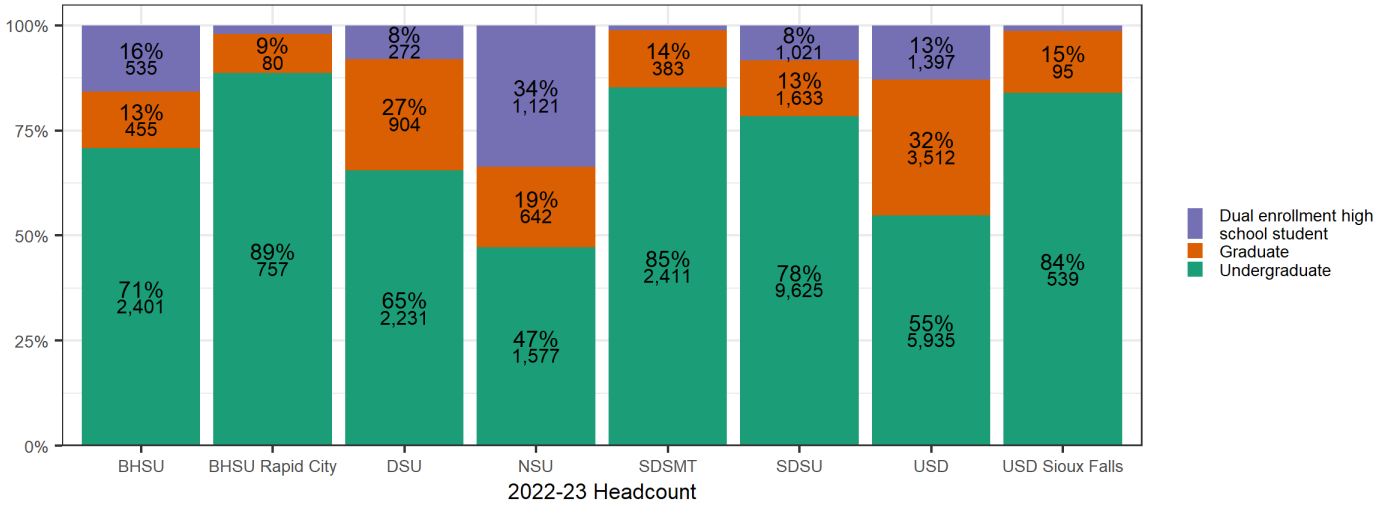


Source: SDBOR. Based on undergraduate enrollment (excluding dual high school students) from 2019-20 through 2022-23.

These patterns vary by institution. SDSMT is the only institution that enrolls the majority of its undergraduates from out of state, and the (small) outreach locations of BHSU Rapid City and USD Sioux Falls serve the highest proportions of in-state students.

Most students at SDBOR institutions are undergraduates, though the mix of students varies by institution in ways that impact finances (Figure 17). DSU and USD both have higher proportions of graduate students than do the other institutions, and the amount of dual enrollment also varies greatly among institutions (Note, however, that due to its size SDSU enrolls nearly twice the number of graduate students as DSU, even though they comprise only 13% of the SDSU student population). NSU enrolls a particularly high percentage of dual enrollment students, which brings in less revenue ($153 per credit hour) compared to other types of enrollments (approximately $256 per credit hour for face-to-face courses and $355 per credit hour for distance courses).

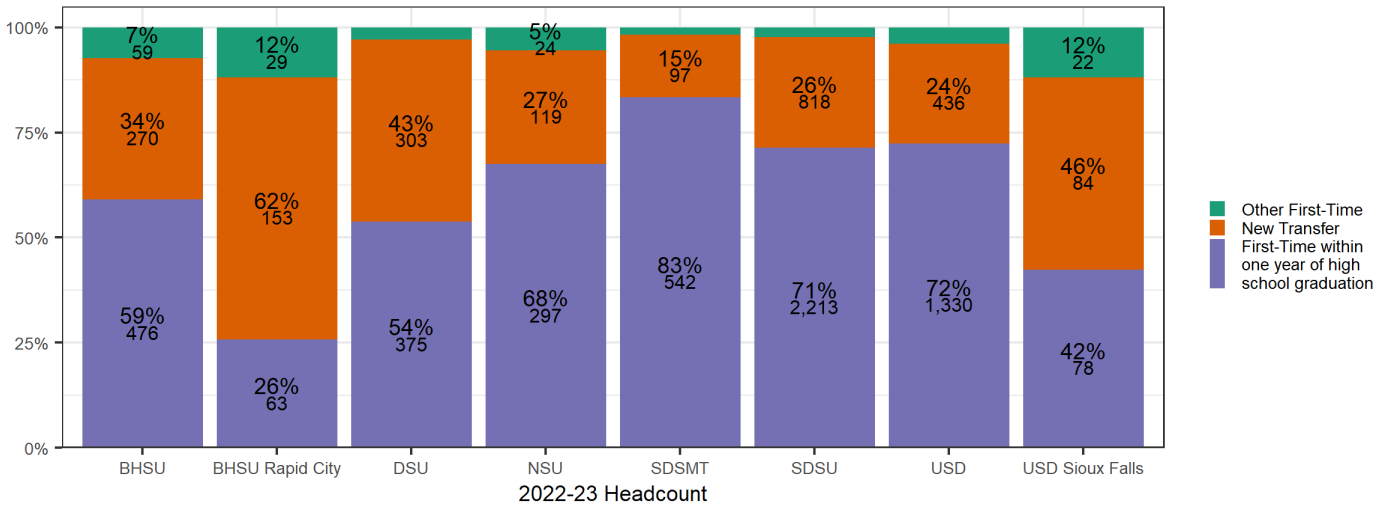
Figure 17. SDBOR 2022-23 Headcount by Student Level



Source: SDBOR. Notes: All students are counted at their home university. Those enrolled at Rapid City and Sioux Falls, regardless of home university, are additionally counted at those locations.

Among undergraduates, the SDBOR system relies on full-time students who enroll directly after graduating from high school. Figure 18 shows that SDBOR enrollment is heavily weighted towards students coming to college directly from high school; in 2022-23 this population accounted for 69% of new undergraduates entering the system. The balance of enrollment consists of transfer students, with very few individuals starting college at an SDBOR institution more than a year after graduating from high school. Related to the young age group that SDBOR institutions enroll, most students also attend full-time. The only two locations where direct-from-high-school students are the minority are BHSU-Rapid City and USD-Sioux Falls, and the enrollment at those two locations is very small.

Figure 18. SDBOR 2022-23 New/Entering Undergraduate Headcount by Type

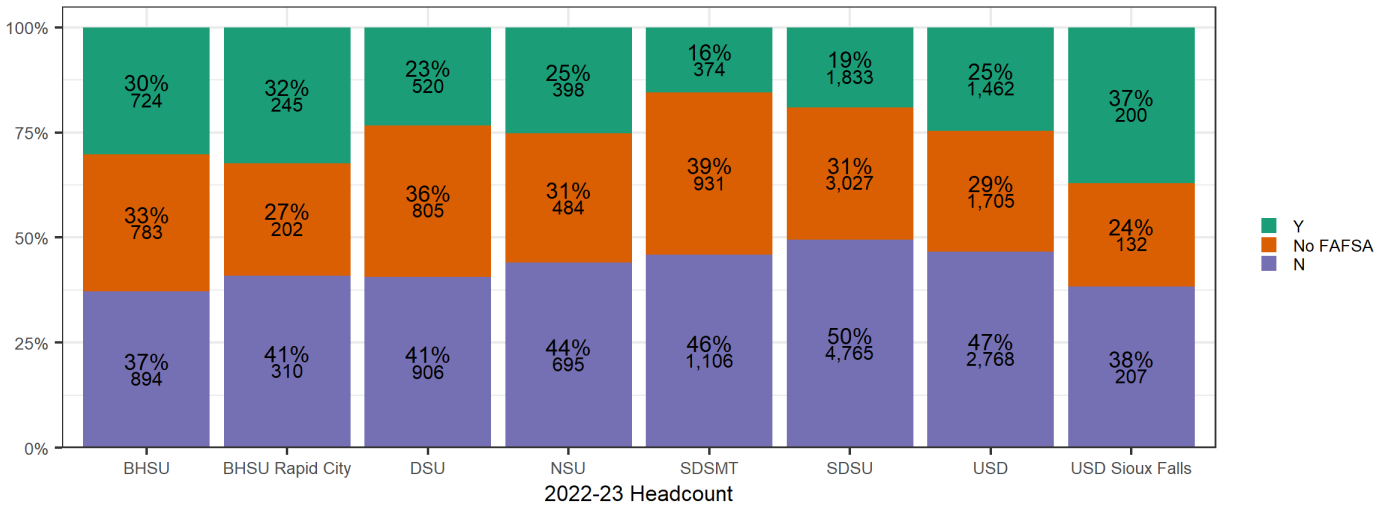


Source: SDBOR. Notes: Excludes continuing and re-enrolling students, dual enrollment H.S. students, and graduate students. All students are counted at their home university. Those enrolled at Rapid City and Sioux Falls, regardless of home university, are additionally counted at those locations.

Pell status is often used as a proxy for low-income status, though it is imperfect, particularly because many students do not complete the FAFSA and therefore their income status is unknown (Figure 19). However, there is a negative correlation between the percentage of undergraduates receiving Pell Grants and the percentage of out-of-state students at SDBOR institutions; schools with higher enrollment of out-of-state students tend to have fewer Pell Grant recipients. Although this is not uncommon elsewhere around the nation, it has implications for both state attainment goals and institutional/system finances.[2] It is financially advantageous for institutions to enroll higher percentages of out-of-state non-Pell students, as some of those students pay higher tuition rates, they tend to live on campus—which brings in auxiliary revenue—and they may require fewer support services. At the same time, enrolling more in-state Pell eligible students makes an important difference in achieving state attainment goals, as those students are likely to remain in the state after graduation and earn higher incomes than their families of origin.

A similar point may be made about first-generation status. The locations enrolling the highest percentage of first-generation students are those with the highest rates of Pell and adult students—BHSU Rapid City and USD Sioux Falls—plus DSU, which has more first-generation and adult undergraduate students than the other universities, though not more Pell students.

Figure 19. SDBOR 2022-23 Undergraduate Headcount by Pell Status



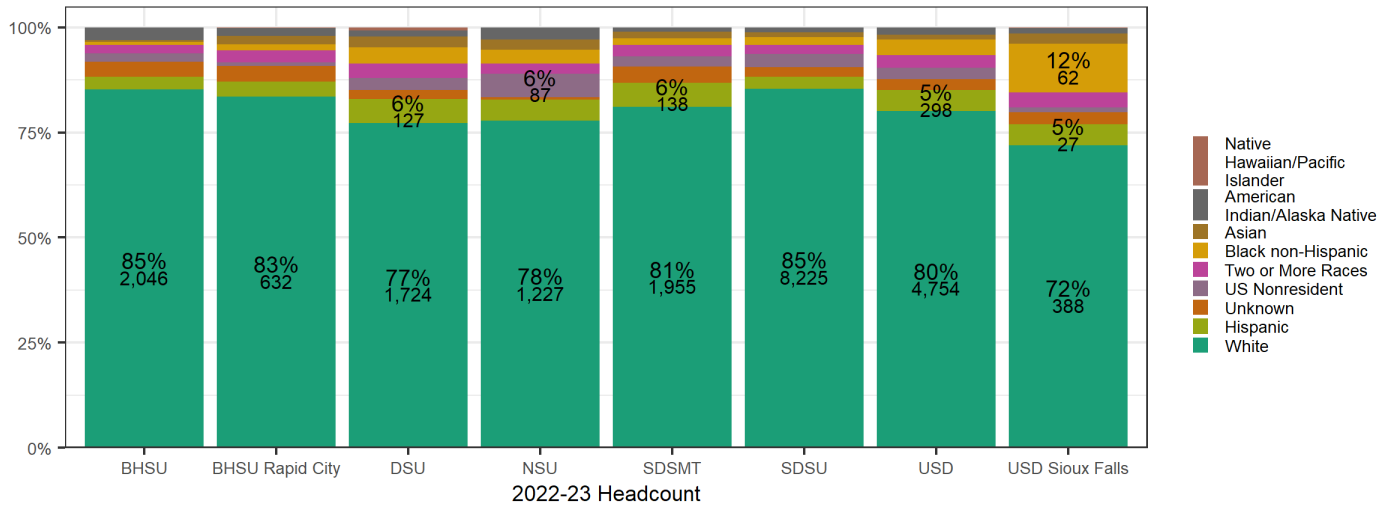
Source: SDBOR. Notes: Excludes dual enrollment H.S. students and graduate students. All students are counted at their home university. Those enrolled at Rapid City and Sioux Falls, regardless of home university, are additionally counted at those locations.

SDBOR institutions' enrollment generally mirrors the population of South Dakota (Figure 20). In all regions of the state, participation rates also vary by race/ethnicity (Figure 21), and the lower overall participation rates in the Lakota region are likely related to that region's high percentage

[2] Jaquette, O., Curs, B.R., & Posselt, J.R. (2016). Tuition Rich, Mission Poor: Nonresident Enrollment Growth and the Socioeconomic and Racial Composition of Public Research Universities. *Journal of Higher Education (87) 5, pp. 635-673.*

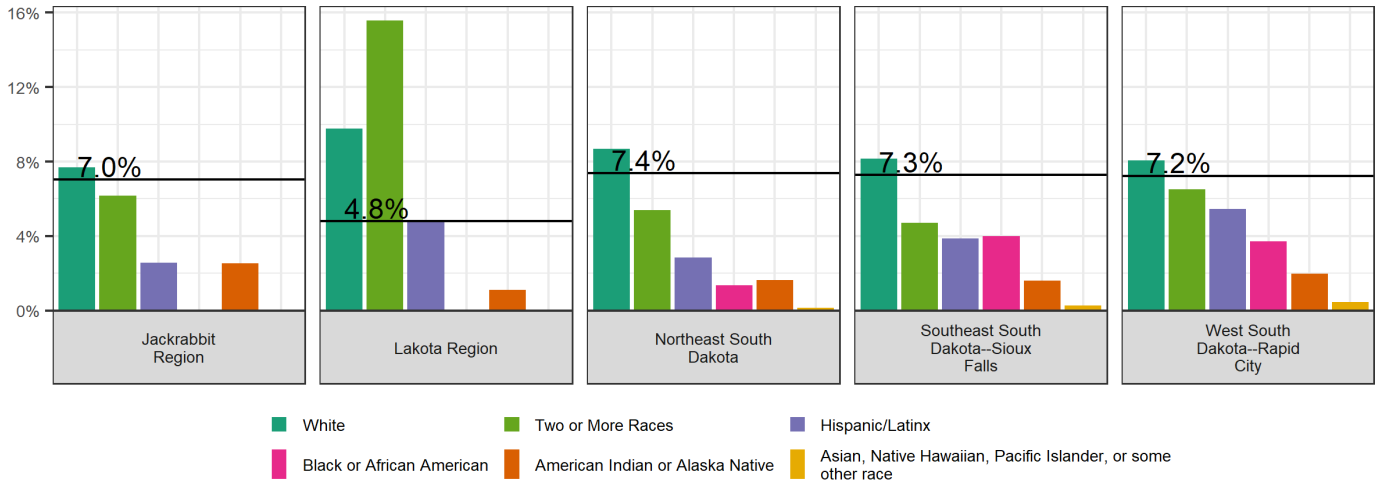
of American Indian residents, who attend SDBOR institutions at sharply lower rates than most other races/ethnicities.

Figure 20. SDBOR 2022-23 Undergraduate Headcount by Race/Ethnicity



Source: SDBOR. Notes: Excludes dual enrollment H.S. students and graduate students. All students are counted at their home university. Those enrolled at Rapid City and Sioux Falls, regardless of home university, are additionally counted at those locations.

Figure 21. SDBOR Undergraduate Enrollment per Population age 18-44 with less than a Bachelor's Degree, by Area and Race/Ethnicity[3]



Sources: SDBOR; U.S. Census Bureau; American Community Survey (ACS), 2018-2022 5-year ACS Public Use Microdata Sample (PUMS)
Notes: Groups with margins of error larger than 30% of their population estimates have been removed.
Students of unspecified race are included in the overall rates (black lines), but excluded from the individual race/ethnicity columns.
In some cases, this means total participation is higher than that of each of the races/ethnicities.

NCHEMS also projected future enrollment for the six SDBOR institutions as part of the financial modeling. These projections are based on past enrollment trends among undergraduate,

[3] Geographic areas referenced here are U.S. Census "Public Use Microdata Areas," which are the regions available in American Community Survey Public Use Microdata.

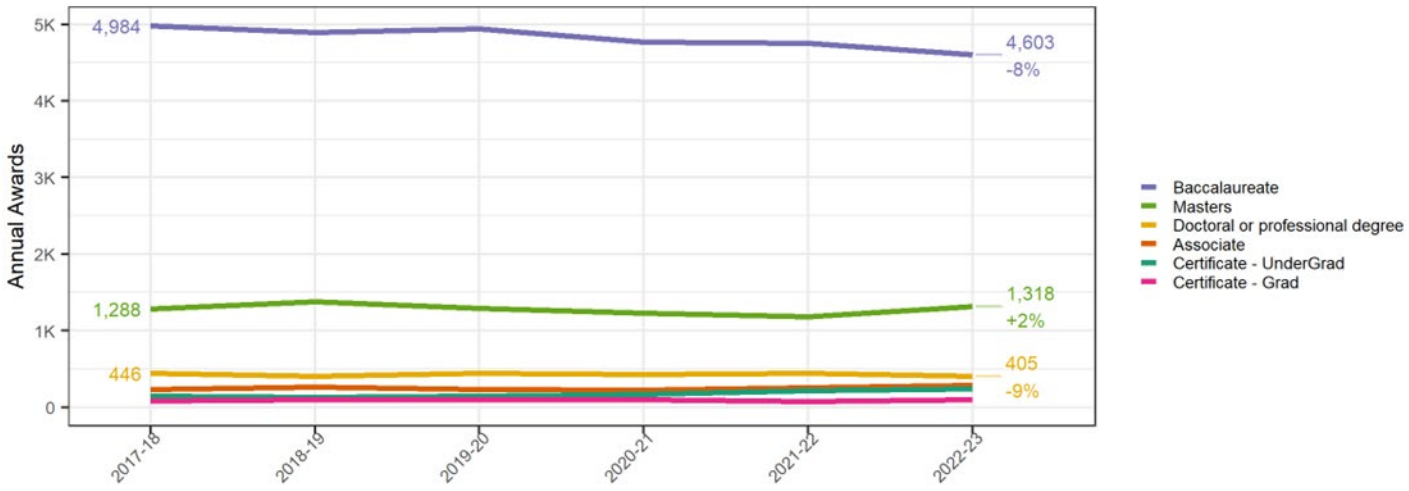
graduate, and dual enrollment students; forecasted 9th grade enrollments and high school graduate numbers in the locations from which each institution has historically drawn students (based on new WICHE projections), trends in college-going rates, transfer student enrollments, adult student enrollments, retention rates, and average credits enrolled per student. Though trends vary by institution, our projections generally show modest enrollment increases for 1-2 years and then flat or slightly decreasing enrollment for several subsequent years. Decreases, where they exist, are due largely to projected declines in the number of high school graduates in each institution's traditional service area.

The foregoing analysis makes it clear how much variation there is in the characteristics of the institutions' respective student bodies. This variation is important to appreciate because it demonstrates how changes in the underlying market for students of different types and in the state's policy environment will have quite different affects on the institutions.

Programs

Across the SDBOR system, bachelor's degrees comprise the vast majority of awards conferred. In the five-year period from 2018 to 2023, the number of bachelor's degrees awarded declined by 8% (Figure 22). As illustrated in Figure 14, the system also experienced enrollment declines during this period.

Figure 22. SDBOR Awards by Level Over Time

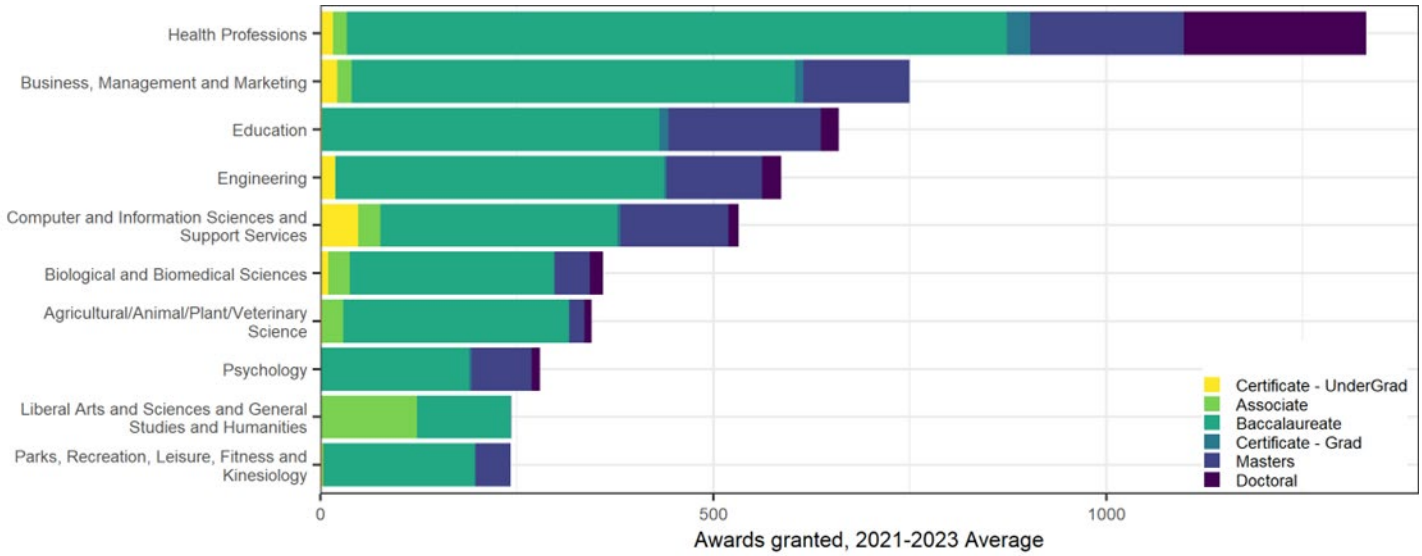


Source: SDBOR. Notes: Students who received multiple awards will be duplicated.

Health, Business, and Education are the three largest disciplines across the SDBOR institutions as measured by number of awards conferred (Figure 23), which is typical of institutions nationally. However, the individual institutions within the system offer differentiated program mixes, and their largest disciplines vary (Figure 24). Both BHSU and NSU focus on education, business, and liberal arts and sciences (including visual and performing arts). USD's largest discipline is health; SDSU focuses on both health and agriculture; SDSMT emphasizes engineering; and DSU emphasizes computer programs. This reflects a clearer differentiation among institutional

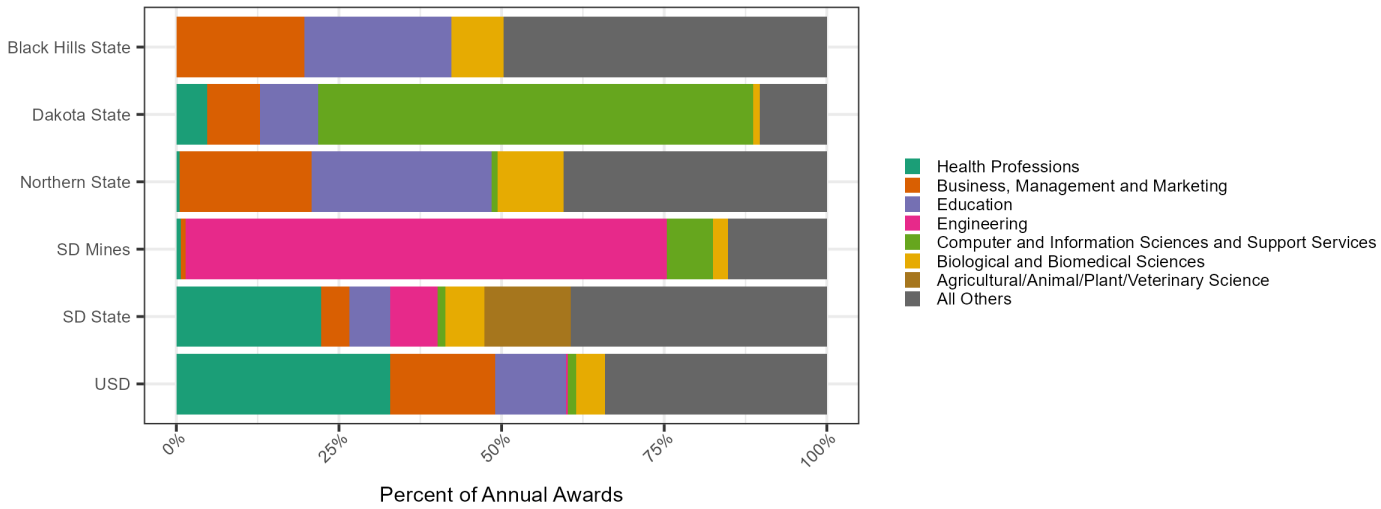
missions of SDBOR institutions, as reflected in the programs being offered, than is common in many other states/systems.

Figure 23. Awards by Discipline, All SDBOR Institutions



Source: SDBOR. Note: Includes only top 10 2-digit CIP codes. Awards may be duplicated in cases where a graduate receives multiple awards.

Figure 24. Percent of Awards by Discipline and Institution



Source: SDBOR. Notes: Based on average awards from 2019-2023. 'All Others' includes disciplines (as defined by 2-digit CIP code) that comprise less than 10% of the awards at each of the six institutions. Students who received multiple awards will be duplicated.

Finance

As reflected in the everchanging national landscape of higher education, universities face financial pressure from shifting and declining student populations, stagnant or declining revenue, economic downturns, employee compensation costs, and other challenging events. Annual assessment of an institution's financial health provides a proactive framework by which university and System leaders can collaborate to enhance an institution's financial success. SDBOR should be commended for its focus on university financial health, as reflected in its

strategic goals (Goal 5: Financial Health, Competitiveness) and its rigorous annual review of university financial data, trends, and ratios.

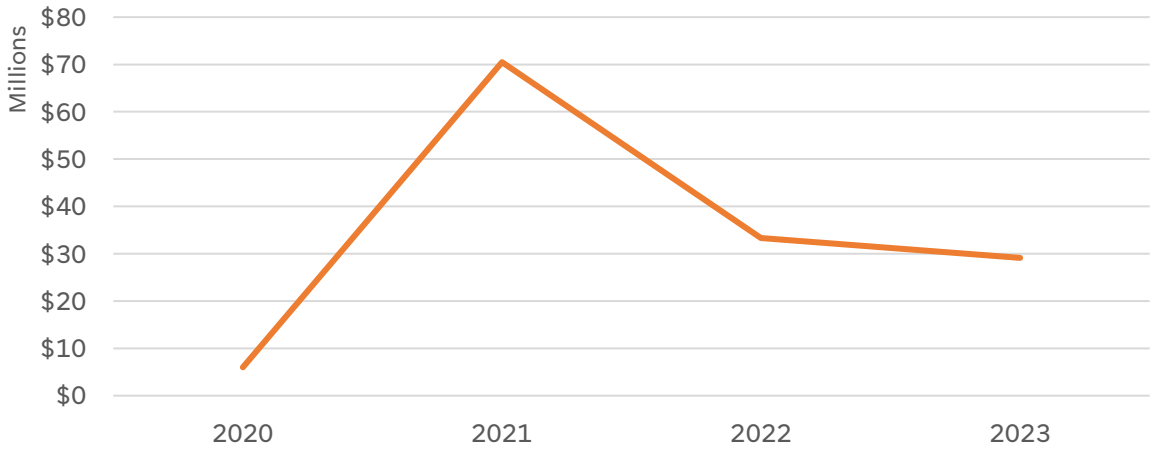
Similarly, NCHEMS' financial assessment was conducted through trend analyses, including enrollment, revenue, expenses, reserves, cash, and net position; as well as performance on common financial ratios over time. Particular attention was given to the operating margin, primary reserve ratio and viability ratio. Although not a financial measure, enrollment is also considered a leading indicator of financial health due to its direct relationship with revenue generation and impact on expenses.

South Dakota's state appropriation includes funding to support institutional operations, stewardship of capital facilities, scholarships, portions of employee compensation adjustments, and—in several recent years—tuition freezes. In addition to state funding, SDBOR institutions have been the beneficiary of significant support from private donors for new facilities, academic programs, scholarships, and other uses.

Historically, the state has restricted the majority of its support to the SDBOR institutions to operational support rather than capital funding or state financial aid programs. Although the state has provided funding for maintenance and repairs as well, that support has fluctuated in recent years, in part due to the influx of federal stimulus funding (Figure 25). The state also articulates a goal of providing a reasonable minimum of annual maintenance and repair support consistent with 2% of replacement value of facilities. To provide additional funding for capital needs—maintenance and repair of the institutions' physical plants and for new construction deemed necessary—the SDBOR has adopted a policy of requiring a portion of tuition revenue to be captured for capital improvements of academic facilities.[4]

[4] To our knowledge, this policy is not widespread among states. It is a good practice that the system and its institutions plan and set aside resources for the upkeep of facilities and to avoid the accumulation of deferred maintenance. Yet this requirement also diverts tuition dollars from funding instruction and other operational requirements toward expenditures to maintain educational facilities that are state assets.

Figure 25. South Dakota Capital Appropriations to Higher Education



Source: SHEEO SHEF

NCHEMS performed a trend analysis on each university's enrollment, revenue, expenses and staffing for the period of FY 2012-13 through FY 2021-22. NCHEMS also benchmarked each SDBOR institution against similar institutions for trends in enrollment, expenses and staffing per FTE student for the period of FY 2015-16 through FY 2021-22.

On the expenditure side of the ledger, SDBOR universities routinely reflect a lower expense structure per student than at similar institutions. This appears to be due largely to lower personnel expenses at SDBOR institutions.

The trends of each university's financial ratios, excluding the activity of component units, were reviewed for the period of FY 2016-17 through FY 2022-23. Traditionally these ratios have been reported, as required by the Higher Learning Commission (HLC) and IPEDS, to reflect the combined activity of both the university and its component units (e.g., foundations, research affiliates). For internal purposes, in fall 2023, the System also began calculating the operating margin and primary reserve ratios for the universities exclusive of the component units.

Recent trends indicate that most of the universities have stable and/or improving financial health. Even those with the greatest fiscal challenges exhibit stable results in at least one of the three critical financial ratios NCHEMS examined. Each institution's recent history can be characterized by generally fiscally prudent behavior, notwithstanding some challenges. Given the likely turmoil the future holds for higher education nationally, it is not enough to report on the past but rather to imagine how potentially adverse scenarios could reveal serious weaknesses in institutional financial health.

Summary of Feedback from Stakeholder Engagement

During the course of the project, NCHEMS staff conducted two rounds of site visits to each of the regental institutions, one in November 2023 and the second in March 2024. During these visits, the staff met with institutional leadership, administrators, faculty, staff, students, and members of the community—employers, civic leaders, representatives of K-12, and others. The participants in these conversations provided information that has helped to shape the

recommendations that are presented in this report. While some of this information was specific to individual institutions, there were some overarching themes that are particularly instructive. Key among these common threads are the following stakeholder perceptions.

1. South Dakota appears to have one overriding, albeit not-formally-adopted, statewide goal for postsecondary education—to keep postsecondary education affordable for students. This goal is being pursued primarily by minimizing (often freezing) increases in tuition and fees charged to students. Institutions are contributing by devoting considerable energy to raising funds that can be used for scholarships that reduce the net price to students. It appears that this goal is at least partially being successfully addressed; NCHEMS staff heard no complaints from students about the cost of their education being out of reach, although no interviews or focus groups were conducted with individuals who were not or have not enrolled in SDBOR institutions out of concerns over their ability to pay. Meanwhile, the data indicate large swaths of the state have relatively low participation rates in higher education.

   However, the focus on affordability has left the System institutions without a plan for other key state needs, for example, responsiveness to workforce needs and contributing to the expansion and diversification of the state's economy. In the absence of a broader statewide plan, SDBOR has promulgated its own strategic plan and works to align policies and practices with it. Absent a clear statement of statewide goals, the BOR is deprived of a tool critical to support decision-making in key areas of Board responsibilities, especially in relation to how it directs funding to institutions (where state attention could help drive otherwise difficult changes that would better incentivize institutional behaviors in alignment with that goal), in determining which programs should be offered by which institutions, and in seeking to work more collaboratively among SDBOR institutions and with the technical colleges. SDBOR institutions often do collaborate on program delivery with one another and with the technical colleges. Yet more can be done to deliver programs housed at one institution to students who attend another—bringing programs to students rather than expecting students to find ways to go to the programs are.

2. Although mission differentiation among the regental institutions may be more advanced than in some other states, there is still room for improvement in sorting out confusion over the priorities the state believes each separate institution should be pursuing and about final decisions on programs submitted for approval (both their own and those submitted by other SDBOR institutions). The institutions' dependency on tuition revenue forces them into intensifying competition for students—often the same ones—and especially in the Sioux Falls area and creates regulatory barriers to program development that can impede an institution's nimbleness. The results sometimes fall more heavily on the smaller institutions, who claim that their larger counterparts are able to intrude on their core programmatic areas while the larger institutions' relative size overwhelms their own priorities.

3. The current "base plus" approach to allocating state general funds has several limitations. These include an inability to adapt to changing enrollment levels and underlying student characteristics, both of which are driven by changing demography and labor market requirements for postsecondary education; a failure to allocate the majority of state general funds based on how SDBOR institutions' costs are changing overall and relative to one another; neglect for the way SDBOR institutions' program offerings are evolving in ways that affect costs; and a lack of responsiveness to changes in institutional enrollment. These limitations have disproportionately affected certain institutions more than others. Additionally, the "base plus" model assumes that the funding levels at the time the base was set accurately reflected the cost structures, needs, and missions of each institution, which may not have been the case then or now.

4. The current ambiguity on the program approval process has hindered the development of effective mechanisms to respond to regional workforce needs. Consequently, there is limited encouragement for institutions to collaborate on delivering necessary programs without duplication, and a cohesive, systemwide approach to online delivery is lacking.

5. The System does not have a well-developed strategy for meeting the educational needs of adult students. Adult students represent a largely untapped market for the programs offered by regental institutions. However, policies, procedures, and institutional actions are geared to serving traditional students.

6. In general, institutions are managing their budgets with a recognition that they will be held accountable for showing good performance on the financial indicators used by the SDBOR to monitor their financial health.

7. The historic unwillingness to charge a lower price in Sioux Falls has hampered SDBOR's ability to serve that market's clear and distinct needs, especially by offering a no-frills version of key in-demand programs to adult learners who are less likely to be interested in a traditional college experience featuring residence halls, athletics, a wide array of student organizations and activities, etc. This has worked directly in opposition to the need to serve more students in the state's largest and fastest-growing market with easily accessible, relevant, and flexible programming. Addressing this challenge will necessitate the BOR's active participation in advocating to policymakers that Sioux Falls' needs can best be met with a new model designed for diverse student populations—adults, low-income and first-generation students, and new Americans, who may not be drawn to other SDBOR institutions. Additionally, it will be important to manage any concerns among other regental institutions regarding student competition.

Academic Unit/Program-Level Analysis

In the section that follows, we discuss how the inter-related nature of academic programs, faculty, and students introduces efficiencies into higher education institutions but complicates assessing individual academic programs from a financial perspective.

Background

In addition to the trend analysis and stakeholder engagement, NCHEMS was also asked to examine the relationship between academic programs offered at the BOR institutions and institutional financial health, workforce demand, and the enrollment pipeline. In the preceding sections, we provided statewide trends on workforce demand and enrollment. Here, we use those findings to inform a discussion of academic programs and financial health. We begin with an overview of considerations policymakers should keep in mind in this area and an overview of SDBOR's current process. We then analyze the BOR institutions' academic programs and departments, according to several metrics related to financial health, and provide a set criteria that NCHEMS would recommend the institutions and the BOR use in further evaluating how an institution's program mix is related to its overall financial health.

Worth noting is that the data informing the subsequent analyses includes the years when the pandemic contributed to enrollment declines. They do not include more recent data from the current academic year that show growth in enrollment across the board among SDBOR institutions. That growth will eventually be reflected in program enrollment numbers; however, it is unlikely that all programs will benefit equally.

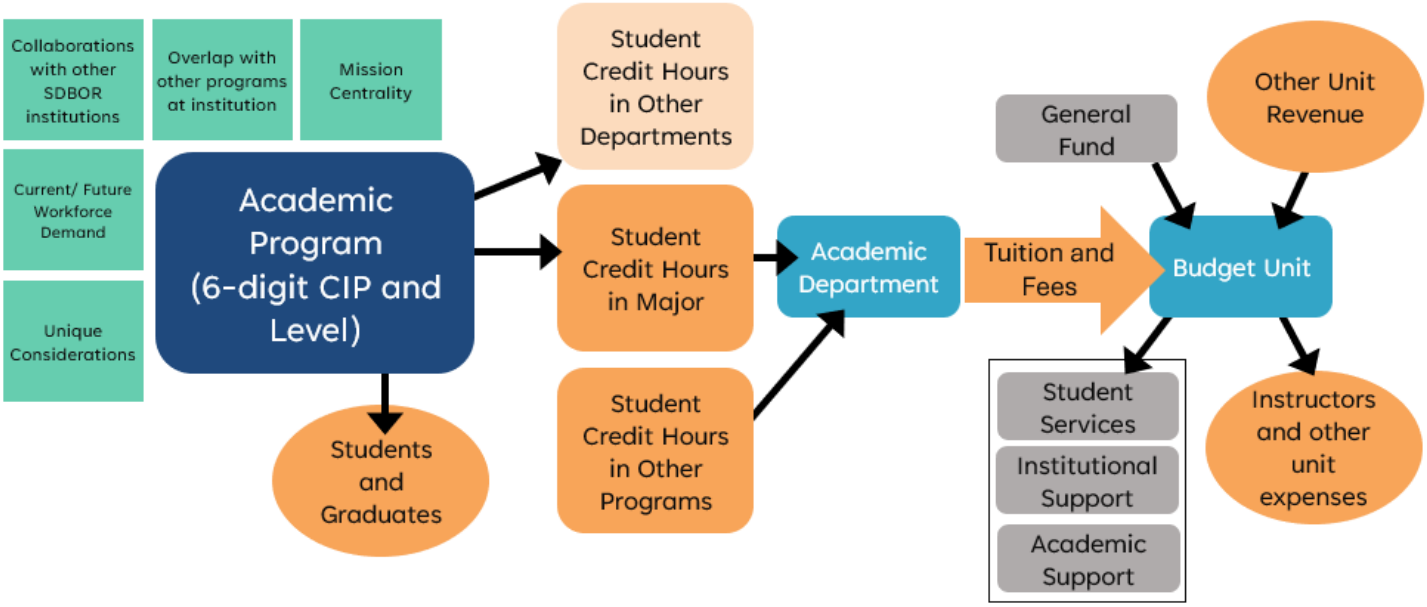
It is crucial to recognize that any assessment of a program's value or productivity is extremely complicated in ways that make it difficult to judge a program solely on the basis of the number of its graduates. The complications relate to the unavoidably tangled relationships between academic programs and institutional financial health as well as the interrelated nature of academic departments, academic programs, and degree requirements. These interrelationships exist among undergraduate and graduate programs, where students at both levels are enrolled in the same classes (albeit often with different course numbers) or where graduate students are used as instructors or teaching assistants for a department's undergraduate courses. They also arise from the presence of general education requirements for which students from all major programs are required to take courses in other departments, leading to situations in which departments that can claim only a few enrolled majors are nevertheless significant producers of semester credit hours. (This case also applies to electives, but in such cases, it is less widespread and systematic.)

This means that each academic program is typically connected to multiple different departments, which are where costs are incurred. To further complicate matters, academic departments themselves are not self-contained units; colleges and universities exist as a collection of departments and units whose budgets often influence one another. Faculty members often teach courses not only within their home department but in other departments as well. Revenue earned by a department via tuition and fees is not dedicated solely to that individual department's operations; it is also needed to support the larger institution's operations in the areas of student services, academic support, institutional support, and physical plant.

In this context, which is not unique to South Dakota, pinpointing how a particular program contributes to an institution's financial health is not straightforward. Figure 26 illustrates the relationships between a single academic program and multiple departments, which may or may

not be equivalent to a budget unit within the institution's chart of accounts, and the associated revenues and costs.

Figure 26. Relationships between Academic Programs, Departments, Revenues, and Expenses



The interrelated and overlapping nature of academic programs means that eliminating particular programs or areas of study can negatively affect the costs of instruction and degree completion in other departments and programs in the university, because students take general education and elective classes outside of the department that houses their academic program. It also means that eliminating some programs may not actually produce cost savings since the elimination or restructuring of a particular program does not necessarily equate to the discontinuation of offered classes. For example, it is possible that an institution may serve very few Math majors but will still need to offer all of its math courses regardless of whether it offers a Math degree or not, because math courses are graduation requirements for students in other programs. Nevertheless, in such cases it remains appropriate that the institution monitors the extent to which it is offering courses that attract reasonably strong enrollment; it should still avoid running too many upper-division courses with few students and that are not requirements for other majors.

In conducting cost analyses, a critical measure is the semester credit hours (SCH) produced by the department relative to the costs associated with producing those credit hours. Thus, when identifying potentially unproductive programs, it is necessary to look not only at the number of degrees produced in the program, but at the credit hour production of the department housing the program. Indeed, it may be most appropriate to identify departments that teach few SCHs at relatively high cost, then assess the number of degrees produced by those low-productivity departments.

Additionally, program costs will always vary by discipline, and this is to be expected. Some necessary courses are costlier for institutions to offer than others. The differences are due to

inevitable variations in pedagogy, accreditation standards, equipment requirements, the amount of hands-on instruction required to master course content, the salaries needed to attract and retain faculty in different disciplines, and accreditation or licensing requirements, among other dimensions. For example, accreditation standards may require low student-to-faculty ratios in some classes—often clinical experiences—as well as specify that faculty must have adequate time for preparation, administrative duties, etc. Accreditation standards for nursing provide a good example of this type of requirement.

Though course costs vary, student tuition prices are typically the same for all courses. Although SDBOR institutions levy a Special Discipline Fee designed to offset the costs of expensive courses or programs, these fees may not cover the full cost differentials among all programs. Mismatches between revenues and costs among departments means that the financial health of one department impacts the financial health of others. Universities balance costs across a diverse set of programs. Cross-subsidies that allow low-cost courses to subsidize high-cost programs can expand the array of programs a university offers.

In many cases, high-cost programs are vital to institutions' missions. The state workforce requires graduates in many different fields, some of which will be more expensive for institutions than others. Additionally, institutions may choose to operate programs at a financial loss because they serve a population of focus in meeting statewide attainment goals (e.g., adult students, rural students, or first-generation students); or because they advance the university's mission or strategic priorities in another way, such as in terms of research or economic development.

Finally, it is important to consider the array of programs across institutions within the system because they impact one another. SDBOR's six institutions do not serve entirely distinct service areas or student populations, and do not offer entirely unique program mixes. The health of an academic program at one institution impacts not just that individual institution, but also other SDBOR institutions, as well as the system overall.

Process and Analysis

These complications, however, do not relieve institutions or the BOR from ensuring that the programs offered by each institution are consistent with the institution's mission, align to workforce demand, meet students' needs, are financially sustainable in the aggregate, are complementary and, where possible, collaborative. The first step in aligning academic programs to financial health, workforce demand, institutional missions, and state attainment goals is to consider individual programs against a set of criteria. This step is already in place according to the existing Board of Regents Academic Program Evaluation and Review Policy. This policy was recently refreshed as part of the implementation of SB 55, legislation passed in 2020 that led to a statewide task force to promote efficiencies among SDBOR institutions. The policy establishes a schedule and process for program review and identifies reasonable metrics for evaluating the health of existing programs. Specifically, it requires institutions to do the reviews themselves and simultaneously establishes minimum thresholds for degrees conferred and student headcount. A related policy lays out a rigorous process for considering new program proposals that relies on financial and enrollment projections, indications of workforce demand for graduates, and a

review of the competitive marketplace among program providers, including the other SDBOR institutions.

The current program review process focuses on completions and enrollment (number of majors as well as course enrollments) as metrics of program productivity, which is a sensible place to start an examination of program productivity. But they alone are not sufficient to identify the impact of a program on institutional finances. The process does include a comparison of revenues and expenses, but those numbers lack the context and nuance necessary to identify how an individual program fits into the university's larger financial picture.

To build upon the newly installed program productivity review process, NCHEMS analyzed all existing programs and departments at all six SDBOR institutions using several additional metrics, designed to assess their financial performance. However, only at the institutional level is it possible to fully understand all the contributions, impacts, and unique considerations of any given academic program. Institutions will need to situate these financial metrics alongside their knowledge of program alignment with the institutional mission and workforce needs; accreditation requirements; structural limitations to the number of students a program can serve; whether the program is new and still growing; the program's ability to attract outside funding; its track record of student success; the amount of teaching, research and public service being done by faculty and graduate students; its prominence as part of the institution's history or brand recognition; and more.

The NCHEMS analysis adds two key components to the existing productivity metrics. First, we developed a method for disentangling programs from departments. This involves identifying the number of student credit hours enrolled in each department by students in each academic program. This will allow SDBOR to identify how each program impacts its "home" department relative to other departments, and the extent to which each department educates students in its own programs versus students in programs housed within other departments. This analysis can also show the extent to which each program is "self-contained" within its home department or is more interdisciplinary and spread across multiple departments. A low-enrollment but interdisciplinary program is likely to have a negligible financial impact—either positive or negative—on the institution. That is, its existence neither adds to nor detracts from institutional costs in a meaningful way because its students are not taking courses that are concentrated in any particular department.

Second, an analysis of the number of faculty, relative to the number of students, is a key indicator of departmental costs. This is a simple but useful window into financial efficiency, as the bulk of expenses within an academic department are in faculty salaries and benefits. This type of metric also avoids some of the challenges associated with looking at expense- to-revenue ratios at the departmental level, which can vary with unavoidable equipment costs and the different salary levels paid to different individuals. Simply looking at revenue versus expenses also obscures the fact that departmental tuition revenue is expected to subsidize other functions within a university.

Finally, a comparison of average class sizes at different course levels (lower division, upper division, graduate) offers another indicator for operational efficiency at the departmental level. Legitimate differences in pedagogy, lab space requirements, program caps, etc., impact

departmental student-faculty ratios, and both regents and institutions should consider those differences when drawing meaning from class size data.

Since costs are located within departments, departments that have both low credit hour production relative to faculty FTE and small class sizes offer a good place to start looking for places for a deeper examination into programs that may not be meeting expectations for productivity. A next step is to search for especially small programs across all departments that have little impact, in terms of credit hour production, on other departments. Programs identified through this process are ones that warrant further examination. Departments that are below their respective institutional averages across all three of these metrics—student credit hours per teaching faculty FTE, lower-division class size, and upper-division class size—are likely worth a closer look. Though many departments will be below the institutional average on one of these metrics, only a small minority of departments are likely to show up as below average on all three. It is appropriate to ensure that departments where faculty are disproportionately dedicated to research and/or public service are not flagged as being underproductive by a method such as identifying teaching faculty FTE by multiplying each individual faculty member's FTE by the percentage of their load dedicated to teaching.

As each institution defines its departments differently, it is not possible to compare departments across institutions, even ones that have similar names. Some institutions are organized to have very few departments while other institutions have more, which impacts the analysis. It *is* possible to compare departments to each other within a given institution, and to compare each department to institution-wide and system-wide averages.

For those departments that have low class sizes and low credit-hours-per-faculty, academic programs with few graduates may exist. By itself, a low number of graduates does not necessarily indicate a financially unsustainable program. However, when a program produces few graduates *and* is housed in a department that is educating a below-average number of students per class and per faculty member, it warrants a closer look. Changing or eliminating small programs in financially weaker departments has the potential to improve the department's, and by extension, the institution's overall financial health. It is important to make sure that certain programs are excluded, such as inactive programs, programs in the process of being phased out, and noted cases in which programs have already been granted exceptions to SDBOR productivity thresholds thorough the existing review process.

The definitions of "program" and "department" vary. To help SDBOR overcome this challenge, NCHEMS created crosswalks between budget units and academic departments, and collapsed some majors/programs together that have the same 6-digit Classification of Instructional Programs (CIP) code. This approach has the advantages of simplifying the analysis and combining programs that are likely to be substantially similar in terms of coursework requirements, meaning their institutional financial impacts are highly intertwined by virtue of using the same faculty, staff, and other costs. Teasing apart the details of individual majors/programs, and the differences that exist between units within larger departments, will be an important subsequent step in examining programs that are identified, through the process described above, as warranting further analysis.

Next Questions

Programs/Departments identified using a methodology like the one described above may warrant a deeper dive. Institutions should provide context and answer the following questions.

1. Does this program have a special purpose in:
   - Serving the institution's mission?
     - In particular, this may apply to areas that advance universities' research missions and programs that serve a population of focus.
   - Meeting state/local workforce demand?
   - Meeting attainment of other state goals?

2. How is this program/department connected to other programs/departments?
   - If the program is small, would its courses need to be offered as part of the general education curriculum or a related-but-larger program even if the program itself is eliminated? If so, it may not be financially inefficient.
   - If the student-FTE-per-faculty FTE is low, do faculty members teach in other departments or as part of a collaboration across institutions? If the answer is yes, the department may be more productive than this measure of its faculty's instructional activity indicates.
   - How would eliminating the program affect the teaching loads of the various departments in the institution, including the home department? Assume that none of the students enrolled in the program enroll in other programs.

3. Are there ways to improve this program/department's efficiency?
   - Possible options that some SDBOR institutions are already using:
     - Combine small programs/departments to eliminate overhead.
     - Reallocate resources from Graduate to Undergraduate areas or from Upper Division to Lower Division courses.
     - Redesign the curriculum so that fewer courses are offered as options in the program. This will have the double benefit of creating larger, more efficient classes and ensuring that students have a more coherent path through the program.
     - Redesign the curriculum and/or course scheduling to attract more students.
     - Offer programs/courses as collaborative efforts with other SDBOR institutions rather than via standalone departments.

4. Are there other special factors that should be considered (e.g., the program has a strong track record of attracting grant funding, the program is new and still growing, the program was just recently overhauled, the program is already scheduled to be phased out)?

Additionally, while concern for financial viability demands attention to inefficient programs and departments, the BOR should not lose sight of the need to identify programs that should be added or expanded. Larger, more vigorous programs also have an impact on financial viability—

in this case a positive impact. In identifying programs in which additional investments are warranted, the following factors should be considered:

- Workforce demand juxtaposed against production of degrees in related fields. Does workforce demand significantly exceed the degree production in fields that prepare individuals for entry into this occupation? In answering this question, the assessment of existing degree production should include non-BOR institutions.
- Would expansion of the program reinforce the offering institution's existing mission, without expanding it?
- Would investment in the program enhance the capacity of the institution to deliver the program to sites elsewhere in the state and improve overall efficiency of program delivery across the institution or the system?
- Would investment in the program provide access to the program for students who currently have limited access?

Workforce demand data suggests that there may be real opportunities to develop programming that lead to sub-baccalaureate credentials that are linked to South Dakota's specific economy related to construction, machining, and agriculture, among other blue-collar occupations. Considering the demand for individuals with bachelor's degrees, there appears to be a shortage of accountants, teachers, health care providers and managers. In some cases, such as with teachers, it is unclear whether the supply bottleneck is due to inadequate capacity or insufficient student demand. This indicates that the solution may not simply be as simple as establishing or expanding a program. These data, together with our experience elsewhere, suggests that programs that may have the brightest growth potential are those that are shorter-term, low-cost options in fields such as health care administration and business management.

Examining SDBOR Institutions' Financial Viability

A central element in this project's scope was to develop a means by which the BOR, its staff, and the institutions can assess the likely impact changes in enrollment and other drivers of revenue and expenditure patterns may have on each institution's future financial health. This section provides a brief overview of other states' efforts to monitor institutions' financial health, outlines the conceptual approach that underpins the "stress tests" that we developed, and describes the tests themselves and how they work.

Overview of States' Financial Monitoring Approaches

Across the country, states vary in their approach to understanding the financial health of their public postsecondary institutions. In some states, South Dakota included, a statewide governing body is responsible for the ongoing viability and sustainability of the state's public higher education institutions (or a portion thereof) to ensure educational opportunities for its citizenry and good stewardship of state resources. To fulfill this responsibility, many governing bodies have developed frameworks by which university and system leaders collaborate to enhance an institution's financial success through monitoring financial health and, when necessary, requiring institutions to take actions to ensure their ongoing viability and sustainability.

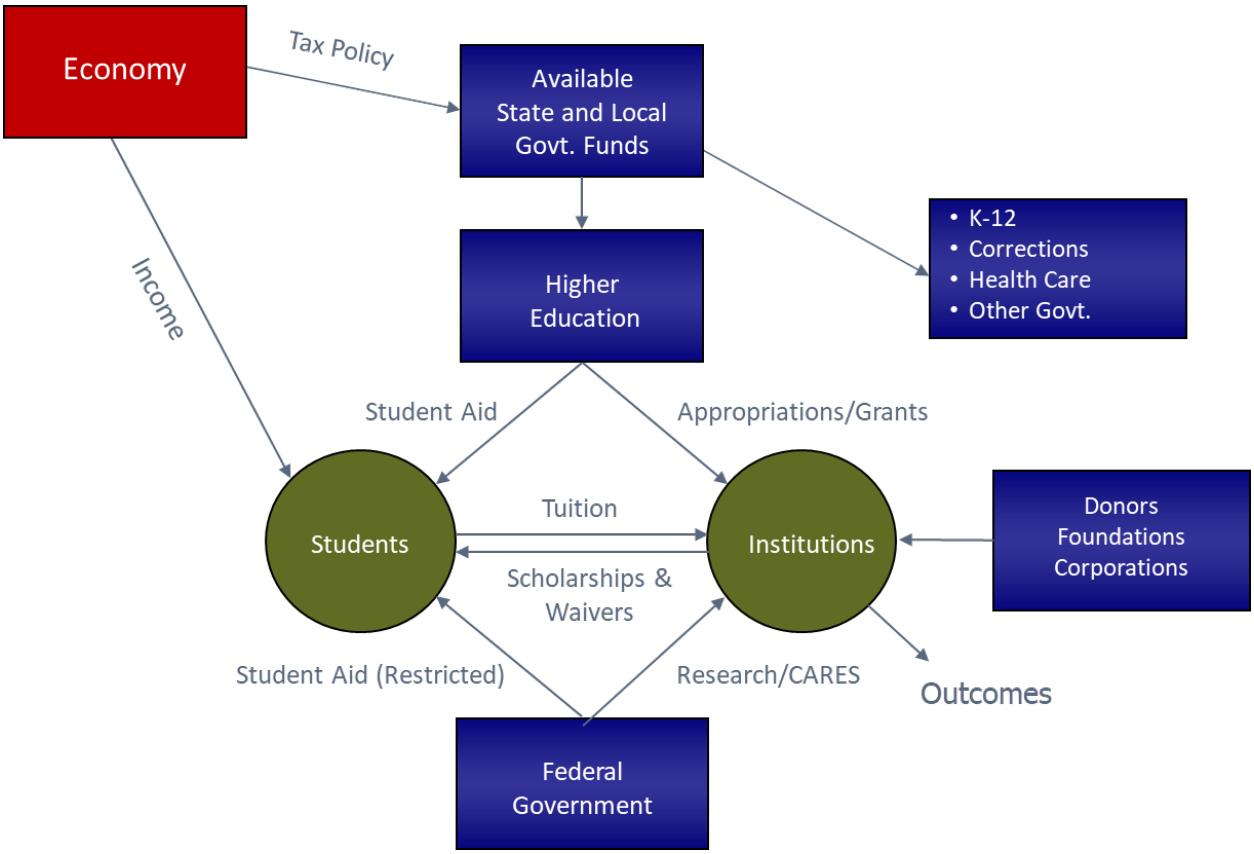
No two states execute the responsibility to ensure financial health of colleges and universities in the exact same way. Across the nation, however, similarities emerge:

- Monitoring health at the institutional level: States that monitor financial health typically do so at the institution level, and do not extend their analyses into the divisions or departments of the college or university. Some states' governing boards do require institutions to conduct periodic or episodic reviews of their programs and report results.
- Use of financial ratios: The use of certain financial ratios has become a standard for the states that monitor financial health. Trend analysis of enrollment, revenue, expenses, reserves, and debt and associated ratios figure predominately in the evaluation process.
- Use of thresholds: The National Association of College and University Business Officers (NACUBO) has worked over the years to develop standards for these broad financial ratios: operating margin, primary reserve ratio, minimum reserves, and the viability ratio (which focuses on debt). Accreditors evaluate institutions against financial health standards that use these ratios. Likewise, the states that monitor financial health often adopt these NACUBO standards as thresholds or establish their own for each of the monitored ratios. When institutions' ratios fall below specified levels, steps designed to lead to improvement are commonly required. State agencies with responsibility for financial monitoring sometimes work with accreditors to conduct these reviews.
- Latitude to allow institutions to define paths to viability: Of the states that monitor financial health, institutions are often called to develop and execute plans to confront current or anticipated financial challenges. While a state- or system-wide governing body may provide feedback on those plans, and guide their development and implementation, it is relatively rare for governing bodies to substantively adjust, revise, or change institutionally defined strategies to improve their financial standing, except in clear cases of financial exigency.

Conceptual Approach

Public higher education institutions derive revenue from an array of sources, often in interrelated patterns as reflected in Figure 27. The importance of these diverse revenue streams varies among institutions according to their missions and student body characteristics; but in all cases the two principal sources of discretionary funding that are most closely related to institutional financial health are state appropriations and tuition revenue.

Figure 27. The Flow of Funds



Although additional revenues come from philanthropic sources, few of these dollars can be used for on-going operations and should not be counted on to fill funding gaps. The same is true of restricted funding for research.

The revenue streams from the state and students depend on the health of the state's economy. The healthier the economy the higher the levels of tax revenues available to the state and the more income available to students and their families. But healthier state revenue collection does not necessarily translate into more funding for higher education. States have many competing demands for these revenues—K-12 education, health care, public safety, etc.; higher education funding ultimately depends on legislative priorities and allocation decisions.

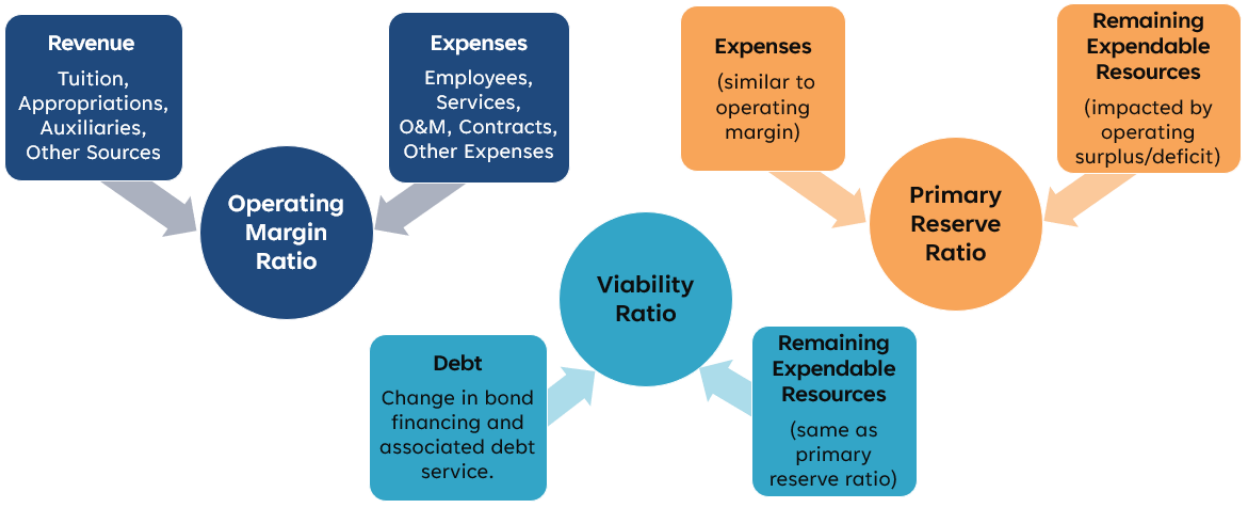
The Stress Tests

As the financial viability of public institutions ultimately is dependent on revenues from students and the state—and the ability of the institutions to control costs—the stress tests need to focus on the impacts of potential changes in those two revenue sources and in expenses. The extent to which institutions can contribute to their own financial sustainability through expenditure reductions is revealed at a macro level from comparisons of expenditure levels at peer institutions. More detailed information about the ability of institutions to control expenditures can be obtained from analyses of department and program level data as described previously in this report.

In designing the stress tests, the first necessary decision was to select the metrics to use as evidence of financial health. The federal government and accrediting agencies have traditionally used the Composite Financial Index (CFI) for this purpose. The CFI is a combination of four other financial metrics: the operating margin ratio, the primary reserve ratio, the viability ratio, and the return on net assets ratio. Although the CFI itself is not always useful due to its high level of abstraction, the underlying metrics—other than the return on net assets ratio, which measures the performance of endowments and other investments and is more relevant for private institutions—provide a good view into the financial health of public institutions, especially if they are not obscured by combining them into a composite index. Therefore, the stress tests are designed to estimate the impact of changing conditions and assumptions on each of those three measures.

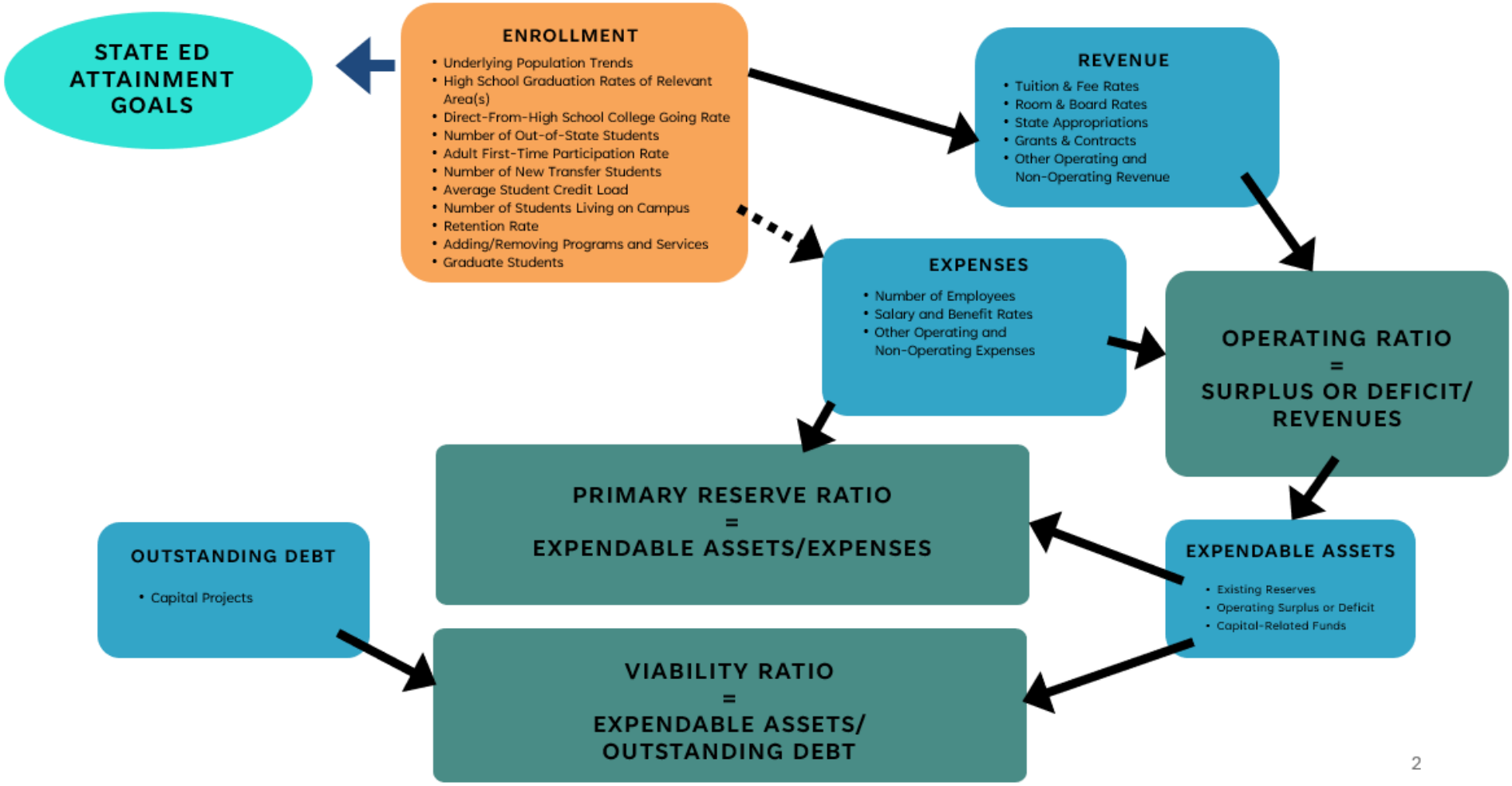
The basic components of each of these three ratios are illustrated in Figure 28.

Figure 28. Modeling Financial Viability



To implement the stress tests, NCHEMS developed an interactive tool that re-calculates each of these three measures for each institution for five future years based on changes in the underlying data. For example, if we assume that the college-going rate will rise, the model will produce an improvement in the operating margin ratio based on additional revenue generated by the new students (and partially offset by additional costs to serve them), as well as related changes in the primary reserve and viability ratios that each rely on information about projected operating margins. Figure 29 provides a more detailed illustration of the variables that affect each of the metrics, and the specific mathematical relationships among them. Each of the variables in the orange and blue boxes can be adjusted to produce new estimates of the three measures of financial health.

Figure 29. Adjustable Variables in Relationship to Measures of Financial Health



Although the model permits adjustments of any of the variables listed above, the model also incorporates data from the BOR reaching back to 2017 to allow for trend analysis and support the creation of realistic scenarios (which will be discussed later). NCHEMS also developed enrollment projections for each institution based on empirical data about the geographic areas from which the institution typically recruits along with projections for high school graduates for those areas developed for this project in partnership with the Western Interstate Commission for Higher Education (WICHE).[5]

Finally, it is important to recognize that the stress test's focus on institutional financial health provides valuable information, but it does not address whether an institution is making meaningful contributions to the state's educational attainment and economic development goals. An institution can be addressing critical talent shortages and offering educational opportunities to residents who would otherwise have no such access, and still be struggling to make ends meet. Viewed against how well the institution is contributing to state goals, the stress test provides an indication for how well an institution is positioned to be able to continue making contributions of the same magnitude. The teal oval in Figure 33 is a visual reminder of the importance of this perspective.

Ultimately, this model supports the SDBOR's planning responsibilities as higher education faces a confluence of factors that will put pressure on institutions' financial positions. The model allows SDBOR to manipulate key variables such as changes in state funding, swings in enrollment demand from each institution's historic sources (those that are based on geography, income profile, age, and other characteristics), shifts in cost structures (such as benefits), and even system or institutional decisions (about debt, programs, marketing, etc.). Together with detailed realistic, and carefully sourced enrollment projections for each of its institutions,[6] the model gives SDBOR a powerful tool for designing and testing how each institution may be impacted by different scenarios.

Limitations

As with any effort to develop accurate projections, the modeling developed for this project are subject to various limitations. Caution is needed when interpreting the results of simulations. Given the limitations of financial modeling, the scenario results should not be construed to be exact, but rather more of a directional indication of whether or not a certain set of assumptions will improve or impair the financial health of an institution. The most important limitations of the tool include:

[5] WICHE's *Knocking at the College Door* report is the nation's most commonly used source of projections of high school graduates.

[6] NCHEMS gathered data from SDBOR about the geographies from which each institution draws its students. We then provided that geographic data to the Western Interstate Commission for Higher Education (WICHE), which developed the projections of 9th graders and high school graduates that went into the model. WICHE has a well-established reputation for making projections of high school graduates by state and race/ethnicity, for which it published updates on a 4-5 year cycle (knocking.wiche.edu). These projections which are widely used by enrollment managers throughout the nation to develop recruitment and retention strategies. The projections WICHE produced for this analysis are based on the data used for their 2024 projections.

1. Lack of precision in enrollment projections. While the demographic data underlying enrollment projections are reliable, there is increasing uncertainty about rates of participation in higher education and student choices of institutions.
2. Possible imprecision in revenue and expense projections. For many dollar values, the tool allows users to toggle between using a linear trend, the current value, the current value plus predicted inflation, and other options. Predicting how inflation will change, and whether current trends will continue, requires assumptions that may prove to be incorrect. Additionally, there are some values that are simply unpredictable and change from year to year. Examples include: revenue from grants & contracts, expendable assets dedicated to capital projects, depreciation, future changes in long-term debt, and "other" operating and nonoperating revenue and expenses.
3. Inability to predict legislative actions. There are reasonable assumptions that can be made based on past levels of state support, but there is no formula or other funding model in place in South Dakota that could be used to calculate estimates for future state appropriations levels according to changes in enrollment, performance, or other factors. Rather, the level of state appropriations to higher education institutions in South Dakota is largely a product of political negotiations.
4. The model does not capture all of the relationships between variables. A large increase in tuition, for example, may lead to a decrease in enrollment, which would reduce the revenue expected from the tuition increase. The tool does not model these types of complex relationships.
5. The model cannot predict the impact of strategic investments. Institutions regularly invest up-front money in programs and initiatives that are designed to increase revenue over time (often through increased enrollment resulting from recruitment or retention efforts) or reduce expenses. These investments may make the balance sheet look worse in the short term, but better in the long term. Each investment's likely ROI will have to be calculated outside of this model, though the model can incorporate the results.
6. In order to generate results for the institutions in a comparable manner, NCHEMS has applied a consistent methodology for the scenarios described below. There may be appropriate reasons to modify that approach to account for distinct conditions at any single institution that might produce results that better reflect those conditions. Institutions will have better information about their own future strategic plans and how those plans may affect the results of these stress tests.

Summary

Given the analysis on the preceding pages, the following list summarizes the issues that we believe to be a priority for the SDBOR to address:

1. While South Dakota is not projected to see a decline in traditional sources of postsecondary enrollment demand, that does not mean that it will not be impacted by bleak demographic forecasts beyond its borders. SDBOR institutions attract many non-resident students, especially from Minnesota and Iowa, states expecting downturns in

numbers of traditionally aged students. In addition, Minnesota's new North Star free college program may affect SDBOR institutions' recruitment in as-yet-unknown ways. Moreover, even if the statewide projections are positive, population shifts within South Dakota will differentially impact SDBOR institutions. The bottom line is that these broad demographic trends will intensify competition for students—even among South Dakota residents. These trends may also potentially alter the composition of the student bodies that SDBOR institutions enroll, in terms of attendance intensity (full- or part-time), status as a first-generation student, geographic origin, and family income.

2. This demographic context, as well as the uncertainty of state funding, means that SDBOR must continue to monitor its institutions' financial health. The modeling conducted for this project highlights risks that vary for each institution. These tests offer South Dakota a first-of-its-kind tool to carry out this oversight. System office staff and the Regents are understandably concerned about efficiency and effectiveness in the performance of academic programs. Our analysis unsurprisingly (based on our experiences elsewhere) finds that program productivity is highly variable across the SDBOR institutions, but the options for addressing those that appear to be inefficient are also complicated by issues of joint production, inter-disciplinary activities, and budgeting structures, making it difficult to simply cut an underperforming program. In addition, there may be pedagogical reasons for below-average performance, and workforce-related reasons to keep a low-performing program active (while potentially also seeking improvements).

3. Like most states, South Dakota makes appropriations to the institutions based mainly on what institutions received the prior year (known as "base plus" models). Changing demography and other pressures are revealing the limitations of this funding approach in other states, one which also fails to direct the bulk of state aid to institutions on the basis of costs (apart from marginal costs related to inflationary pressures) or a direct linkage to state or system goals. Moreover, base plus approaches fail to ensure that funding streams adapt to address changes among institutions in the programs they offer and the students they serve—both of which can be linked to variations in costs. This neglect has disproportionately impacted some institutions more than others. Finally, a base plus mechanism assumes that the funding level at the time when the base was established was a fair reflection of the funding the institutions needed to carry out their different missions effectively and efficiently. That may or may not be the case in South Dakota, but we have found reason to question that assumption based on our experiences in other states in which we have worked. In sum, the SDBOR institutions are not currently funded in a manner that recognizes the costs of maintaining state assets, adequately supports the different missions and student populations served by each institution and stimulates an empirically informed policy conversation about the shares of overall funding to be borne by the state versus students.

4. Against the demographic backdrop just described, institutions cannot afford to "be all things to all people" as they could under conditions of stable growth. To support efficient operations and ensure the delivery of high-quality academic programs to residents everywhere within their borders, it is increasingly important for states to have a clear sense of how their investments are complementary across the institutions they own. The

good news is that South Dakota institutions are already reasonably differentiated, with each institution having their own specialties. However, as conditions and needs are constantly shifting, both the state and the institutions would benefit by continuing to review and refine "operational missions" for each institution—statements that describe what services each institution is expected to provide to what audiences, and what special history, status, and other characteristics (e.g., Land-grant, tribal-serving) are essential aspects of an institution's identity. Enhanced clarity in these statements provide easier answers to the following key questions: What should be the programmatic specialties in each institution? At what level, especially graduate-level programs? How should program development into new knowledge areas (such as Artificial Intelligence) be managed in ways that maximize the insights to be gained from and applications to be made of that knowledge? What audiences should each institution be specially focused on serving, in terms of full- and part-time attendance, traditional-aged students or adult learners? SDBOR policies do offer more programmatic guidance than many other states do, by listing the various disciplinary foci of each institution.[7] With respect to audiences, South Dakota also offers more direction for who each institution is expected to serve than most other states (many of which make no mention of this at all), but usually by describing students as residential or not, traditional or not, and sometimes as part-time enrollees (although where this information is described in policy is under a section confusingly titled "Organizational Structure" not "Audiences"). This leaves some latitude that can result in populations being left out by not more explicitly assigning audiences to institutions.

This question of mission extends more generally to a broader concern about evolving workforce demand for postsecondary degrees and certificates. Namely, to what extent should the BOR institutions—and which ones—develop and expand vocationally oriented sub-baccalaureate programming to meet specific statewide and local needs, as well as to provide more attractive educational options for working adults who are finding it necessary to develop new knowledge and skills? These questions are particularly germane for USD and BHSU in their oversight of campuses located in the two largest population centers in the state.

Also critical to answering this question will be understanding how the BOR can bolster constructive collaborations with the technical colleges in South Dakota in ways that leverage the technical colleges' expertise and capacity while also expanding it so that there are enough workforce-focused programs and graduates to meet employers' needs throughout the state. Partnerships with the technical colleges can additionally address ways that smooth students' pathways from technical degrees and certificates to associate and bachelor's degrees.

Moving beyond the academic portfolio, there are likely opportunities for the system to generate more efficiency by introducing more scale in administrative services for all or a

[7] See the Section D, "Academic Curriculum and Credentials" for each institution under SDBOR policy 1.2. Mission Statements.

subset of its institutions (e.g., managing accounts payable on behalf of all six institutions). In such cases, SDBOR will want to determine if the standardization that often comes with centralization is equally beneficial to all institutions, or just to those that have less capacity to manage certain services for themselves? SDBOR will also need to determine whether it is best to operate a shared service from the board office, or if it is more sensible to do so by assigning that task to one of the institutions with a particular competency in a given area? In the latter case, how will it ensure that the needs of other institutions are given appropriate priority?

5. Notwithstanding progress made by SDBOR in the wake of the SB 55 implementation that yielded new program review and approval policies that contain many worthy elements, there is room for improvement in the measures used to align that policy to workforce and student demands. Among the remaining challenges are:
    a. Greater clarity concerning how the Regents will interpret what duplication means in their review of program proposals. This is especially true with respect to programs offered exclusively online.
    b. A need for program approval processes that add student characteristics to the criteria to be applied when assessing whether a program is unnecessarily duplicative.
    c. More purposeful incentives that spur institutions to collaborate on program delivery in ways that ensure widespread access to programs, especially those that are closely linked to state and regional workforce needs and promote efficient use of resources. Under emerging conditions, it will be important that institutions operate as efficiently as possible, which will require institutions to shed costs, including those related to program oversight and delivery. Collaborations among institutions can ensure that these choices do not come at the expense of access to programs. The state will need to build new approaches that align institutional missions, statewide strategy, and funding in ways that encourage institutions to be both suppliers of programs to students attending other institutions and receive sites for needed programs produced elsewhere. The expectation should be that institutions will seek to import programs from other institutions and offer them in a collaborative fashion rather than create new programs. To the system's credit, SDBOR institutions already participate in a number of collaborations that allow them to offer programs that would not otherwise be financially viable. Funding mechanisms that encourage more of these types of collaborations would help ensure that they continue, and expand, in the future.

       Similarly, and as discussed above, SDBOR institutions have an opportunity to increase their collaboration with South Dakota's technical colleges. NCHEMS understands that SDBOR recently passed a policy intended to smooth transfer and articulation for students moving from the technical colleges to one of the regental institutions, and this is promising. In addition, there are programmatic collaborations, especially in programs linked to high-demand occupations, which may improve student's academic progress, promote affordability, and satisfy local and statewide workforce needs.

   d. A more proactive role for SDBOR, working in collaboration with other state agencies, to direct institutions to develop (innovative) programs that address specific state and regional workforce needs in the state.

6. South Dakota is fortunate among the U.S. in being able to anticipate growth in the traditional pipeline. However, more attention to two particular populations is warranted according to our analysis of the data, reinforced by observations drawn from our engagement with stakeholders.
   a. Adult learners who would benefit from upskilling and retraining to be better positioned to be full participants in the evolving economy. This may involve more meaningful collaboration with the technical colleges in the state, as previously discussed.
   b. Expanding service to South Dakota's Native American populations is another subject for special attention, especially given the relatively low participation rates throughout the center of the state, where those populations are concentrated. State policy in support of the tribal colleges would be worthwhile to consider, among which might be incentivizing collaboration between them and SDBOR institutions.

7. Effectively meeting the postsecondary education needs of Sioux Falls has long been a challenge for SDBOR, with multiple governance and structural arrangement over the past few decades, yet SDBOR and its institutions must develop an approach that effectively leverages USD's existing campus in Sioux Falls that addresses the needs of underserved populations in a manner that is complementary to what the other SDBOR institutions are offering Sioux Falls residents. In this context where unproductive competition among its institutions is a real possibility, SDBOR has a role to play given that the needs of the city's residents and its employers are unlikely to be well served by the collective actions of institutions pursuing their own self-interest. It will be critical that the BOR maintain focus on how its member institutions are working together effectively to meet Sioux Falls's diverse needs. SDBOR faces similar issues in Rapid City. That area's adult learners who want to upskill or otherwise advance in fields need easy access to a variety of relevant programs (beyond those offered by SDSMT) just as residents of Sioux Falls do.

Recommendations

To address the issues identified during the project, NCHEMS makes the following recommendations. All of these recommendations are intended to work in alignment with the current SDBOR strategic plan.

1. The BOR should enhance operational missions for each institution for the purposes of:
   a. Creating more focus for each institution to help ensure that institutions know what their "lane" is (and is not).
   b. Better ensuring that sub-populations of South Dakota's communities are more effectively served. In particular, the operational mission for each institution should specify the extent to which it should serve:
      i. Adult learners of varying ages.

ii. Transfer students from other SDBOR institutions, technical colleges, and tribal colleges.
iii. Residential students versus commuter students.
iv. Geographic locations, especially concerning Sioux Falls and the large expanse of underserved populations in the Lakota region of the state.

c. Streamlining the program review process in ways that allow institutions to establish programs within their operational mission with a less intensive review focused primarily on evidence of demand for graduates of the proposed program, as well as enrollment and financial projections. New program approval processes should also employ comparable and defensible methods for evaluating proposals and metrics provided to justify them. The extent to which these efforts can be streamlined presumes that the operational missions are defined in a way that describes an institutions' program array and audience so clearly that concerns over inefficient program duplication are largely addressed.

d. Better aligning each institution's brand with its own comparative strengths and using that focused brand to drive more effective recruitment activities. In Dakota State, SDBOR already has an example of the power of leaning into a distinctive mission for differentiating itself from other broad-access public regional comprehensive institutions across the country, many of which are facing similar enrollment challenges from unfavorable demographic conditions.

2. The BOR should continue to review and adapt its policies and practices related to program review and approval in the following ways.

a. The BOR should enhance its existing policy for identifying programs that are subject to review and potentially eliminated or paused by examining the relevance of programs to measures of local demand for graduates and student success.

i. Occupational projections that are sensitive to different locations within South Dakota will help demonstrate employers' demand for graduates of a specific program. Care should be taken, however, to not draw simplistic links between programs and occupations in numerous fields, as graduates of numerous programs are qualified to fill some occupations in demand. Such information should be supplemented by data about the skills requirements of jobs in demand (as these data become more widespread), both to pinpoint how competencies being taught in programs are relevant in the workforce as well as to offer feedback on the curriculum.

ii. Student retention and graduation rates. SDBOR should monitor the extent to which programs are effectively helping students complete and raise concerns about those that post consistently poor measures of student success. Programs with lagging outcomes that fail to make improvements should be subject to a deeper examination that could possibly result in suspension.

iii. Employment outcomes among program graduates. SDBOR should raise questions about programs that do not yield earnings above a certain

threshold sufficient to indicate that the payoff to an award is worth the cost. Thresholds such as earnings relative to 200% of poverty or relative to a high school graduate's median income are options for triggering a closer review of programs. Care should be taken to recognize that many socially important jobs are relatively low-paying ones, despite a requirement for a degree, such as teacher, social worker, etc.

Additionally, SDBOR should supplement its current focus on programs' enrolled students and graduates by taking a broader view of costs that are situated within departments that house programs. By better accounting for the complex relationship between majors, general education courses, and departmental resource allocation, SDBOR can provide assistance for achieving cost reductions. While the analyses that follow should respect important pedagogical differences that contribute to varying costs, additional analyses that will help guide decisions about the continuation of a program or the organization of the academic structure at an institution include:

i. Semester credit hour production by the department housing the program in total and per (teaching) faculty member. This measure helps account for the extent to which program faculty may carry a heavier burden of the instructional load than the size of their program alone would indicate. If the department housing the program produces a large number of credit hours, closing the program is unlikely to make a significant difference in costs.
ii. Average course/section sizes and number of courses offered at each level (lower-division, upper-division, master's, and doctoral) by departments. These views offer insight into where cost savings may be achieved. Such analyses should be careful not to establish fixed thresholds (e.g., "below average") that fail to account for real differences in pedagogy across departments and may also become gradually more difficult to clear as institutional efficiency improves, thereby raising the average.
iii. Costs of delivery. Institutions should take care that decisions about how best to deliver courses, with what resources and through which modality, best meet the needs of students, promote their success, preserve (or enhance) quality, and simultaneously are budget-conscious. Such considerations might factor in whether a department hires an (appropriately qualified) adjunct faculty member versus paying for an overload at a higher rate to a full-time faculty member.

Finally, when a program is out of step with the institution's operational mission, SDBOR should press the institution to explain how that program's continuation reinforces the institution's strategic priorities and its contributions to state educational goals. This is especially true in cases where a program is flagged for low productivity. When a program is designated for discontinuation, SDBOR should ensure that any remaining students can complete their studies at another institution in a manner that avoids imposing unreasonable additional costs or

inconvenience. SDBOR should also consider how preserving access to the program through collaboration with another system institution might address students' and local workforce needs, particularly when those workforce needs do exist but are predictably low from year-to-year.

b. Regarding the approval of new programs, it is becoming apparent that states and systems across the country are facing heightened tension over new program development, as institutions increasingly view new programs as a marketing tool to attract a dwindling number of traditional-age students. South Dakota is experiencing some of this phenomenon as well. The BOR should work to ameliorate those tensions with a couple of strategic activities.

   First, the BOR should clarify its definition of what constitutes "duplication." Current policy simply states that duplication is only allowable when workforce demand justifies it, and that the Board may elect not to approve programs that it deems to be duplicative. As described elsewhere in this report, institutional leaders are not clear about the criteria that may apply in such cases. More substantively, the Board's current allowance for duplication should be supplemented to account for programs that are programmatically similar but are designed to serve an entirely different student population. For example, the Board might consider a program aimed at working adults that offers courses in the evening, on weekends, through competency-based assessments or some other delivery model to not be duplicative of a more traditional, residential program. In such cases, it would also be appropriate for the Board to require institutions to pursue collaborative arrangements that could make potentially duplicative programs available to wider audiences. Programs offered exclusively online merit special consideration. Yet even for online programs, institutions can combine forces to deliver content and provide effective, often in-person student support services where appropriate to drive student success in such settings.

   Second, the BOR has an opportunity to play a more proactive role in identifying programs to be offered to students in different parts of the state. In this regard, its role should be to:

   i. Conduct needs assessments, including data analysis of occupational demand and job postings in order to identify gaps in the supply of, and demand for, academic programs. This analysis should address the need for sub-baccalaureate degrees and certificates, not just demand for programs leading to a bachelor's or graduate degree. The BOR staff should work closely with the Department of Labor to identify these gaps, which should be specific to the various regions in the state.
   ii. Identify institutions best equipped to meet identified unmet needs. In general, our review of South Dakota's workforce needs shows ample room for graduates of sub-baccalaureate programs that deliver specific skills in demand. When combined with South Dakota's relatively weak participation among adults, it seems apparent that SDBOR's proactive role in this space could help by assigning (through some consultative

process with the institutions) the task of designing and implementing programs to meet these needs. Wherever possible, such programs should be developed to complement and amplify the work of the state's technical colleges to maximize efficiency.

iii. Ensure collaborative delivery of programs when appropriate, including by establishing a funding source to incentivize collaboration and overcome the real (actual) monetary and non-monetary costs institutions face when they try to develop and sustain joint programs. The established procedures under Board policy 2.3.2.1.2 should also be modified to require either the executive director and/or the Academic Affairs Council to evaluate whether new programs being proposed may be opportunities for collaborative delivery. Such a step should occur as early as possible, ideally at the Intent to Plan phase, and full program proposals should include a required response about how the proposing institution had weighed opportunities to collaborate.

This proactive role would help to ensure that workforce demands in all parts of the state are met. It would also provide a sound basis for making judgments in the program approval process. To aid in this effort, it may be worthwhile for the System Office to consider how it assigns this task in a manner that ensures it is a priority for an individual or individuals in the office. Such a role would center on being a single point of contact for employer relations and workforce development and ensuring that attention remains fixed on this task and on building a coherent strategy across the system around the widely varied input likely to come from employers.

3. SDBOR should conduct a "policy audit" of state laws and regulations and BOR policies and procedures to identify barriers to the successful enrollment and completion of adult students, as well as alignment to the SDBOR strategic plan. Meeting shifting economic and workforce needs and bolstering institutional enrollments depend on the ability of BOR institutions to serve this population.

4. SDBOR institutions range in size, complexity, and mission in ways that directly impact their respective costs of operating. Operating costs for research universities across the nation are generally higher than for teaching-focused institutions due to additional costs of the research enterprise (such as grants management, compliance, and safety) and because the required teaching loads for faculty are quite different, often half what is expected at a regional comprehensive university. Additional consideration should be given to economies of scale and their impact on funding at smaller institutions. South Dakota should develop a funding model for allocating state funds to the institutions in a manner that:
    a. Provides support for each institution's fixed costs and the maintenance of state assets, including buildings, technology, and other equipment, while treating the curricula as an asset to be preserved. Current board policy 5.5.1.2 sets aside 11.5% of all tuition revenue collected for a higher education facilities fund. The policy further requires institutions to set aside an additional $2.29 per credit hour

of tuition revenue in a separate locally held fund to be used on board-approved maintenance and repair projects. These policies shift the burden of paying the costs of maintaining state-owned assets onto students, though the state does also contribute general funds. At minimum, the funding model for supporting state-owned institutions should clearly specify how the state itself will share in the costs of maintaining its own assets, in the process distinguishing which facilities and their maintenance costs are borne exclusively by the state versus which are at least partially paid for by students and other sources. Ideally, the annual state allocation should incorporate funds equal to 2.5-3.0% of the replacement value of facilities to ensure that deferred maintenance does not accumulate further.

b. Recognizes differences in institutional missions by accounting for distinct administrative costs related to research and other distinct functions of the different institutions (e.g., NSU's Center for Statewide E-Learning, SDSU's cooperative extension services).
c. Further recognizes differences in institutional missions related to instruction—cost variation that is reflected in the fields and levels of programs offered and in the characteristics of students served by the different institutions, especially those students whose success will be meaningfully improved by additional or different support services than what is normally available.
d. Specifies the shares of these costs to be borne by students and the state, recognizing the uneven capacity of the different institutions in their ability to attract students who have greater ability to pay (out-of-state students, relatively wealthier resident students), and factoring in estimates of the number of students who might benefit from SD Advantage.
e. Potentially includes performance measures that provide unambiguous direction about state priorities and reward institutions for their success in making increased contributions to the attainment of those priorities.
f. Allows discretion in directing resources to the system to build capacity—new programs, initiatives to transform delivery—above and beyond what an institution currently has, as well as to pay for services an institution provides on behalf of the state because it is, effectively, the most suitable vendor to do so.

Such a model would provide baseline information on the amount of funding needed to adequately fund each institution, while shaping incentives for institutions to pursue state priorities with greater energy. It would also provide a conceptually sound basis for developing legislative funding requests by encouraging both institutions and legislators to explicitly tie those requests to new capacity or improved outcomes. Finally, such a model would also provide a basis for determining (potentially different) levels of tuition increases at the regental institutions.

5. In keeping with efforts to provide affordable access to adult learners, new Americans, and other demographic groups in Sioux Falls, SDBOR should work with USD and with BHSU to ensure that respective Sioux Falls and Rapid City campuses offer a different kind of postsecondary option that deliberately targets specific underserved audiences. Such an option would address the particular needs of non-traditional and first-

generation students who seek a local non-residential/commuter campus offering relevant programs delivered in convenient formats. While it would need to provide ample, carefully calibrated student support services it would otherwise offer a no-frills teaching-focused college experience. SDBOR and its institutions would be wise to consider certain curricular innovations that are gaining traction among institutions, employers, and even accreditors. Such features include short-term skills-focused programming, competency-based programs, credentials of workforce value and stackable certifications embedded along the path to a degree, and selected baccalaureate programs at 90-100 credits.

Such a model is unlikely to be a significant source of competition for students because it would not be designed for, and would not appeal to, the students who have long been the focus of recruitment by other SDBOR institutions or private institutions. Accordingly, SDBOR should ensure that students attending USD's Sioux Falls and Black Hills' Rapid City campuses face a substantially lower tuition price in line with a no-frills, low-cost option, than students attending campuses with a wider array of amenities and more expensive research missions. Of particular concern is that South Dakota's efforts to serve the Sioux Falls market have struggled to be effective historically, undergoing numerous structural changes. Maintaining tuition pricing that equals or exceeds prices at other BOR institutions will continue to hamper efforts to advance educational attainment in and around Sioux Falls for the targeted populations. SDBOR should work with the legislature to find any resources necessary to offset a loss in tuition revenue that might result from implementing this recommendation.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – K
DATE: April 2-3, 2025

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SUBJECT

Revised BOR Policy 1.7.3 (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1.7.3 – Unmanned Aircraft Systems Policy
FAA UAS policy
SDCL ch 50-15

BACKGROUND / DISCUSSION

Since the passage of BOR Policy 1.7.3 in March 2015, and subsequent revisions in 2017 and 2018, state and federal law has evolved and clarified the extent to which local entities can regulate the presence and use of unmanned aircraft systems ("UAS") or "drones." A review of the existing UAS policy indicated the need for revisions to ensure alignment with Federal Aviation Administration interpretation and guidance regarding state and local regulation of UAS, specifically to ensure that BOR policy does not overlap with or conflict with FAA regulation of aviation safety and airspace efficiency. Most significantly, adjustment was needed to clarify that while the FAA maintains regulation over areas such as allowable flight altitudes or flight paths in public airspace, institutions still maintain the ability to regulate certain use of UAS to protect institutional grounds or individuals from trespass, invasion of privacy, or other inappropriate uses.

IMPACT AND RECOMMENDATIONS

The proposed revisions leave crucial components in place, such as institutional designations of officers to educate institutional personnel on relevant requirements and policies, and to oversee compliance with FAA requirements (Certificates of Operation and Part 107 compliance) and state laws regarding UAS. The most significant changes adjust expectations around UAS use in institutional airspace, by clarifying which UAS operations are prohibited (monitoring or recording private institutional spaces or information) as opposed to specifying the locations where UAS may definitively operate. Finally, the proposed revisions clarify the interface with federal authority over certain airspace by denoting that potential violations of applicable laws or policies will be reported to law enforcement for engagement with federal enforcement authorities.

(Continued)

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DRAFT MOTION 20250402_7-K:

I move to approve the first reading of the proposed revisions to BOR Policy 1.7.3 (Unmanned Aircraft Systems Policy) as presented.

This is the first of two readings of the proposed revisions. Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 1.7.3 (Unmanned Aircraft Systems Policy)

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Unmanned Aircraft Systems Policy

NUMBER: 1.7.3

A. PURPOSE

To provide for the requisite oversight and authority for the operation of UAS, guidance concerning the appropriate operation of and uses for UAS, and to protect them from abuse and from unlawful or other misuse.

B. DEFINITIONS

~~**1. Certificate of Authorization (COA):** Pursuant to Federal Aviation Administration ("FAA") regulations, the COA is an authorization issued by the Air Traffic Organization to a public operator for a specific UAS activity.~~

~~**2. Civil Operations:** Any UAS operations that are not "public operations" are civil operations. All UAS operations for commercial purposes, including university business, teaching and research, unless otherwise noted herein, are civil operations.~~

~~**3. Contracted UAS Use:** All UAS use conducted by contractors or third parties for institutional purposes pursuant to a contract with the university.~~

~~**4. Institutional Airspace:** Includes that portion of the air space between the surface of the ground and 300 feet above the ground or above a building or structure erected on the university property.~~

~~**5. Institutional UAS Use:** Any UAS operation by university employees or students as part of their university employment or as part of a university program.~~

~~**6. Model Aircraft:** UAS that is (1) flown for hobby or recreational purposes, per section 336(c) of the FAA Modernization and Reform Act of 2012 and any amendments thereto; (2) capable of sustained flight in the atmosphere; and (3) flown within visual line of sight of the aircraft operator. Model aircraft must not exceed 55 pounds and require FAA registration and appropriate marking prior to any flight operation.~~

~~**7. Part 107:** FAA final rule on Operation and Certification of Small Unmanned Aircraft Systems, 49 CFR Part 107 and any amendments thereto. This rule governs civil operations of small UAS weighing less than 55 pounds by a Remote Pilot in Command or under the direct supervision of a certified Remote Pilot. Part 107 does not apply to model aircraft.~~

~~**8. Private UAS Use:** All UAS operation that is not institutional UAS use or contracted UAS use, which includes model aircraft.~~

~~**9. Public Operations:** Include those aircraft owned and operated by government or public entities for governmental purposes and which are not operated under Part 107.~~

~~**10. Section 333 Exemption:** FAA exemption from certain approval requirements based on Section 333 of the FAA Modernization and Reform Act of 2012 and any amendments thereto, which grants the Secretary of Transportation the authority to determine whether an airworthiness certificate is required for a UAS to operate safely in the National Airspace System.~~

~~**11. Unmanned Aircraft Systems ("UAS"):** Unmanned aircraft and their associated elements (including communication links and the components that control the unmanned aircraft) that are required for the pilot in command to safely and efficiently operate the unmanned aircraft.~~

1. **Unmanned Aircraft System or Drone ("UAS"):** Unmanned aircraft and their associated elements (including communication links and the components that control the unmanned aircraft) that are required for the pilot in command to safely and efficiently operate the unmanned aircraft.
2. **Institutional property:** property or facilities owned, leased, or controlled by the SDBOR or an institution under its governance.
3. **Airspace:** the air available to aircraft to fly in. See the FAA regulations and policy for more information and airspace classifications.

~~C.~~ POLICY

~~1. Compliance with Federal Aviation Administration Regulations~~

~~The FAA has jurisdiction over all navigable airspace in the United States. All aircraft, whether manned or unmanned, are subject to FAA rules and regulations. All university employees, contractors, third parties, students and visitors operating UAS governed by this policy are responsible for complying with FAA regulations, state and federal laws, and university policies.~~

~~2. Establishment of Institutional Administration~~

~~Each institution that intends to operate UAS shall develop, implement and administer specific policies and procedures as necessary to comply with this policy and the requirements of state and federal law and designate an institutional office to assume responsibility for overseeing UAS compliance. The designated institutional office's responsibilities shall include, but are not limited to, providing oversight and approval of institutional UAS use under Part 107, administering requests to pursue a COA or Section 333 exemption on behalf of an institutional unit, and ensuring compliance of institutional UAS use operating under a COA or Section 333 exemption.~~

~~3. Institutional UAS Use~~

~~Institutional UAS use must be conducted under Part 107 or by obtaining a Section 333 exemption or COA from the FAA. Any institutional UAS use permissible under Part 107 shall be considered a Civil Operation and governed by Part 107 unless the designated institutional office determines that a COA or Section 333 exemption is necessary and appropriate. Prior to granting approval for any institutional UAS use the designated institutional office must: (1) ensure the UAS operation is authorized under Part 107, a~~

~~Section 333 exemption, or a COA; (2) obtain adequate insurance coverage; (3) ensure each person controlling the UAS has received the requisite training, certification or licensure; and (4) establish and document such additional training, maintenance, logging and control procedures as may be required under FAA policy and guidance.~~

~~4. Institutional UAS Use Pursuant to Part 107~~

~~Any institutional UAS use permissible under Part 107 may be declared a Civil Operation and conducted in accordance with Part 107. Authorization to fly may be given by the designated institutional office upon completion of the documentation necessary to demonstrate compliance with the provisions of this policy and with the Part 107 pre-flight requirements. Operators must comply with all Part 107 requirements and restrictions, except to the extent that a waiver has been granted by the FAA and approved by the designated institutional office. The FAA summary of the Part 107 parameters is set forth in Appendix A.~~

~~5. Institutional UAS Use Pursuant to a COA~~

~~The FAA may grant permission to institutions to operate UAS, so long as their use qualifies as a government function under 49 USC §40125 and any amendments thereto. If an institution intends to operate UAS for a government function that cannot be conducted under Part 107, the institution must apply for and be granted a COA from the FAA. *Government uses for purposes of the COA include research in furtherance of core governmental functions, institutional security, facilities maintenance, institutional relations and activities provided to the public at no cost incidental to an institution's public service mission.*~~

~~The designated institutional office shall be responsible for determining if institutional UAS use conducted outside of Part 107 is necessary and appropriate, and if so, for pursuing a COA for such activity. COAs are only available to government agencies or public entities for operations that are considered public operations. *COAs cannot be granted to public institutions for education or training since these applications are considered commercial in nature.* A COA is granted to the institution, not to individuals. Data acquired through the use of the UAS belongs to the institution and not to the individual.~~

~~Due to the potential legal and risk management issues involved in managing a COA, the designated institution office must conduct due diligence, considering the need, any available alternative(s) and the pros and cons associated therewith, prior seeking a COA.~~

~~6. Institutional UAS Use pursuant to a Section 333 Exemption~~

~~Any institution wishing to engage in civil operations that are not permissible under Part 107 must pursue a Section 333 exemption. The designated institutional office shall be responsible for determining if institutional UAS use conducted outside of Part 107 is necessary and appropriate, and if so, for pursing a Section 333 exemption for such activity.~~

~~7. Private UAS Use within institutional airspace~~

~~All private UAS use in institutional airspace requires prior approval and may not interfere with the use of institutional grounds. If an institution has not designated an institutional office to oversee UAS compliance, permission for private UAS use within institutional airspace shall be requested through the institutional office that administer requests for private use of institutional facilities.~~

~~The following restrictions apply to the time, place, and manner of private UAS use:~~

~~**7.1.** Only with prior permission;~~

~~**7.2.** Only during daylight hours;~~

~~**7.3.** Within full view and control of operator;~~
~~**7.4.** Not during outdoor institutional events;~~
~~**7.5.** Not over outdoor athletic facilities or any portion of the campus grounds within a 1,320-foot radius of the facility;~~
~~**7.6.** Not within 300 feet of buildings;~~
~~**7.7.** Not within 150 feet of persons or animals; and~~
~~**7.8.** Not in a manner which interferes with ground vehicles or traffic.~~

~~8. **Contracted UAS Use**~~

~~All contractors or third parties conducting contracted UAS use must provide the university with proper proof of insurance evidencing insurance coverage. The default coverage limit shall be $1,000,000 minimum coverage per occurrence, but the institution may approve a different coverage limit in writing and include such limit in the contract.~~

~~9. UAS Compliance with Other Policies~~

~~This policy is to be read in conjunction with institutional policies regarding conduct while on institutional grounds and utilizing institutional resources.~~

C.

1. UAS and their operations are regulated by the Federal Aviation Administration ("FAA") and all UAS operations on institutional property must comply with applicable local, state, and federal laws and regulations.

2. UAS operations by institutions' students, employees, and their agents must comply with federal and state laws, FAA regulations, and applicable policies.

2.1. Institutional UAS operations will be conducted in accordance with Part 107, pursuant to a Section 333 exemption, or a Certificate of Authorization ("COA") from the FAA.

2.2. All contractors conducting contracted UAS operations for an institution must provide the institution with proper proof of insurance evidencing insurance coverage. The default coverage limit shall be $1,000,000 minimum coverage per occurrence, but the institution may approve a different coverage limit, provided such limit is stated in the contract.

3. Institutions will comply with the requirements of organizations with which they participate. Where the organization requires UAS no-fly over a qualifying event, such as for NCAA Division I athletics events, the event will be stopped until UAS flight has ended.

4. Each institution that intends to operate UAS shall develop, implement, and administer specific policies and procedures as necessary to comply with this policy and the requirements of local, state, and federal law.

5. Institutions shall designate an official to oversee UAS compliance, including providing advice and guidance to the institution and its stakeholders on purchasing and appropriate use of UAS on and off institutional property.

5.1. Designated institutional officials will manage the Institution's UAS in conformity with property management regulations and policies and ensure appropriate insurance is maintained.

5.2. Designated institutional officials will maintain a process and records related to official approvals for UAS use by students, employees, and contractors on behalf of the institution.

6. Institutions may seek federal designation for temporary airspace restrictions as allowed by law.

7. To protect the safety and privacy of institutional stakeholders, unless an exception is granted by the designated institutional official, institutions will not permit the following uses of UAS:

7.1. Inside any institutionally owned or leased building;

7.2. Monitoring or recording private institutional spaces including but not limited to offices, classrooms, labs, restrooms, locker rooms, individual residential rooms, dressing rooms, campus camp facilities, daycare facilities, and health treatment rooms; or

7.3. Monitoring or recording sensitive institutional or personally identifiable information, which may be found, for example, on an individual's workspaces, computer or other electronic displays.

8. Noncompliant operation of a UAS in violation of applicable laws or regulations may subject the UAS Operator to civil or criminal penalties.

8.1. Observed third party violations of applicable laws will be reported to law enforcement for engagement with federal enforcing agencies and violations by institutional employees and contractors will be reported in accordance with applicable policies and law.

~~**1.**~~**9.** Operation of a UAS in violation of this Policy, or institutional implementing policies, may result in disciplinary action consistent with Board of Regents and institutional policies.

FORMS / APPENDICES:

~~Appendix A (FAA News – June 21, 2016)~~None

SOURCE:

BOR March-April 2015; BOR March 2017; BOR August 2018; October 2023 (Clerical); BOR April 2025.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – L
DATE: April 2-3, 2025

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SUBJECT

Revised BOR Policy 1.7.5 (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1.7.5 – Student-Athlete Commercial Use of Name, Image, and Likeness

BACKGROUND / DISCUSSION

Student-athlete use of Name, Image, and Likeness (NIL) is a rapidly evolving area, due to litigation and administrative changes within the National Collegiate Athletic Association (NCAA). Recent litigation in the form of *House v. NCAA* has led to a pending settlement that would increase available NIL opportunities for student-athletes and increase the permissible role that institutions and their athletic departments play in NIL for schools that opt in to the settlement provisions. In order to best position BOR NCAA Division I schools to respond to the fluctuations in the NIL market at the time of settlement approval and with any corresponding changes to the NCAA NIL rules, BOR requirements around NIL need revision to better align with the direction of the NIL landscape post-*House*.

IMPACT AND RECOMMENDATIONS

BOR institutions and employees will remain obligated to comply with all other applicable BOR policies and any NIL requirements of their respective athletic conference, division, or association, as well as applicable laws. The proposed revisions to this policy instead remove prohibitions on institutional or institutional employee involvement in NIL transactions or facilitation of compensation opportunities that will become obsolete if the *House* settlement is approved and the NCAA rules in this area change. In essence, with these revisions, at the time of said change, BOR policy will not prohibit what the NCAA and applicable law would permit going forward.

Due to the time-sensitive nature of this subject matter, Board staff recommends approval of a first and final reading.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 1.7.5 (Student-Athlete Commercial Use of Name, Image, and Likeness)

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DRAFT MOTION 20250403:

I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the proposed revisions to BOR Policy 1.7.5 (Student-Athlete Commercial Use of Name, Image, and Likeness), as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Student-Athlete Commercial use of Name, Image and Likeness

NUMBER: 1.7.5

A. PURPOSE

To establish the principles and policies of the SD Board of Regents (the Board) on Student-Athlete commercial use of name, image, and likeness subject to the requirements of state and federal law, Board policy, and applicable conference provisions.

B. DEFINITIONS

1. **Institution(s):** Institution: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, and the University of South Dakota.
2. **Name, Image and Likeness (NIL):** Right of publicity is a personality's property interest in their name, voice, signature, photograph, image, likeness, distinctive appearance, gesture, or mannerism involving commercial situations where permission is required of a person to use their name, image, and likeness.
3. **Student-Athlete(s):** is defined by the conference applicable to the Institution as applied through Institutional policies. For purposes of the Uniform Athlete Agents Act, a Student-Athlete includes an individual who engages in, is eligible to engage in, or may be eligible in the future to engage in, any intercollegiate sport. If an individual is permanently ineligible to participate in a particular intercollegiate sport, the individual is not a student-athlete for purposes of that sport.

C. POLICY

1. **Name, Image and Likeness Rules**

1.1. The Board and Institutions, employees, affiliates, and Student-Athletes, shall abide by all applicable NIL state and federal laws and regulations, Board policies, rules and regulations promulgated by the appropriate national and regional subdivisions or conferences of which the Institution is a member.

1.2. Institutions may adopt institutional policies and procedures in conformity with these governing provisions, including but not limited to the process by which Student-Athletes report NIL activities, assessment of NIL activities, and the process for monitoring the same.

1.3. Each Institution's Athletic Department shall adopt athletic program participation enforcement guidelines regarding NIL violations.

1.4. The Board and its Institutions recognize that Student-Athletes are entitled to commercial use of their NIL in conformity with these governing provisions. Subject to other applicable governing laws, policies, and procedures, Student-Athletes may externally promote their own business; promote a corporate entity (e.g., brand ambassador, social media influencer); establish their own professional-sports-service such as a camp or clinic; make appearances and receive compensation; sign autographs and receive compensation; and similar activity that does not infringe upon the Board or Institutional property rights or obligations.

1.4.1. Student-Athletes must comply with the governing provisions and refrain from accepting compensation in exchange for athletic performance, participation, or inducement for enrollment.

1.4.2. Student-Athletes may have representation by an agent for NIL purposes, but they must be registered with the State of South Dakota and follow all reporting requirements.

~~1.4.3. Institutional staff members shall not be involved in arranging or providing compensation in violation of conflict-of-interest policies, pay-for-play, achievement, compensation for work not performed, or impermissible inducements.~~

~~1.4.4.~~1.4.3. Institutions will prohibit Student-Athletes from opportunities that violate existing institutional sponsorship agreements, are unlawful, or are not in conformity with applicable governing provisions.

~~1.4.5. Employees, affiliates, and boosters are prohibited from creating or facilitating compensation opportunities as a recruiting inducement, extra benefit to remain enrolled at an Institution, for play or achievement, or for work not performed.~~

~~1.4.6.~~1.4.4. Express written permission of the Institution, as set forth in the Institutional policies, is required to use the Board's or an Institution's intellectual property, including but not limited to, Institution's name, jersey, uniform, marks and logos.

~~1.4.7.~~1.4.5. Student-athletes may not promote any third-party or third-party branding during official Institutional events and activities without the Institution's express written consent.

1.5. Student-Athletes may consent in writing to the use of their NIL by Institutions in conformity with applicable provisions.

1.6. Institutions may support education and educational experiences in areas such as financial aid, debt management, budget information, time management, and related information.

1.7. Allegations of Student Conduct Code violations or grievances of misapplication or misinterpretation of policies will be handled in accordance with applicable grievance policies.

FORMS / APPENDICES:

None

SOURCE:

BOR August 2021; BOR April 2025.