

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

**REVISED
AGENDA ITEM: 9 – D (1)**

DATE: June 27-29, 2017

SUBJECT: New Program: SDSU BS in Conservation Planning & Park Management

South Dakota State University (SDSU) requests authorization to offer a Bachelor of Science (BS) in Conservation Planning and Park Management, including a specialization in Park Administration and Management. The program will prepare students for careers in Park Management, Landscape Conservation Planning, Natural Areas Management, Land Use Planning, and as a Park Ranger and Interpretive/Naturalist. SDSU formerly offered a Park Management major and a Park Management specialization within the Recreation Management major. SDSU notes resurgent workforce demand and student interest have driven renewed interest in related programs. No other program in this field exists within the region.

The Executive Director waived the Intent to Plan as SDSU previously offered a closely related degree program and because only four new courses are proposed.

University Mission and Priorities

SDCL 13-58-1 provides SDSU’s mission as providing “*undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, human science, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.*” In addition, Board Policy 1:10:2 declares SDSU as the state’s comprehensive land grant institution, responsible for meeting the needs of the State and region.

System Strategic Goals

The proposed degree supports the South Dakota Board of Regents Strategic Plan 2014-2020, including growing the number of undergraduate degrees awarded, improving first year retention rates, and contributing to economic development by benefitting the State’s tourist industry.

Workforce Need, Student Demand, Projected Graduates

SDSU cites US Bureau of Labor Statistics data indicating projected 7% job growth nationally in conservation through 2024. In South Dakota, the State’s Department of Game, Fish, and Parks has averaged eight open positions per year over the last five years. SDSU expects to

(Continued)

DRAFT MOTION 20170627_9-D(1): I move to approve SDSU’s BS in Conservation Planning & Park Management as provided in Attachment I.

attract ten to twelve new students per year and graduate five students per year after full implementation.

Development

SDSU modeled the curriculum on a similar successful program at the University of Idaho. In addition, SDSU received input from the South Dakota Department of Game, Fish, and Parks on curriculum development. SDSU has included two letters of reference for the program from the South Dakota Parks & Recreation Association (SDPRA) and the South Dakota Department of Game, Fish & Parks.

Board Policy

SDSU is not requesting any exceptions to Board policy.

Off Campus and Distance Delivery

SDSU is not requesting authorization to deliver the program off campus or through distance delivery.

Budget and Resources

SDSU does not request any new State resources to implement or maintain the proposed program.



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Undergraduate Degree Program

UNIVERSITY:	SDSU
MAJOR:	Conservation Planning and Park Management
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Bachelor of Science (B.S.)
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	8/22/2017
PROPOSED CIP CODE:	03.0101
SPECIALIZATIONS:¹	Park Administration and Management
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	Waived
UNIVERSITY DEPARTMENT:	Natural Resource Management
UNIVERSITY DIVISION:	Agriculture & Biological Sciences

University Approval

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

Barry H. Dunn

President of the University

05/10/17

Date

1. What is the nature/purpose of the proposed program?

South Dakota State University (SDSU) requests authorization to offer a Bachelor of Science degree in Conservation Planning and Park Management and a specialization in Park Administration and Management. Conservation Management and Planning is an interdisciplinary science that trains students to develop conservation strategies at landscape scales. This program will prepare students for careers in Park Management, Landscape Conservation Planning, Natural Areas Management, Land Use Planning, and as a Park Ranger, and Interpretive/Naturalist. The proposed undergraduate program has been developed through an interdisciplinary collaboration between the Departments of Natural Resource Management and Health & Nutritional Sciences. The Department of Health & Nutritional Sciences offers an undergraduate major in Sport, Recreation and Park Management². Courses will be offered from both departments.

¹ If the proposed new program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board of Regents approval.

² The Sport, Recreation and Park Management program name will be revised to Sport and Recreation Management. The substantive program modification will be effective for the 2017 academic year.

SDSU has a long history with similar programs. SDSU formerly offered a Park Management major and later a Park Management specialization within the Recreation Management major. This program proposal emerged as a result of resurgent workforce demand in South Dakota and student interest.

The University does not request new State resources.

2. How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?³

The proposed major is within the statutory mission of SDSU as provided in SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.*

Board Policy 1:10:2 South Dakota State University Mission Statement provides: *The legislature established South Dakota State University as the Comprehensive Land Grant University to meet the needs of the State and region by providing undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, human sciences, nursing, pharmacy, and other courses or programs as the Board of Regents may determine (SDCL 13-58-1).*

The major and specialization support the goals stated in the South Dakota Board of Regents Strategic Plan 2014-2020:

- *Goal 1 – Student Success*
 - *Grow the number of undergraduate and graduate degrees awarded* – This new undergraduate program will increase the number of graduates by recruiting new students to SDSU and increasing the number of undergraduate degrees awarded.
 - *Improve system first year retention rates* – This new program will increase first year and overall retention rates of current department students by more closely aligning students with their career goals. There currently are several students in both departments that are interested in careers in Conservation Planning and Park Management. The University anticipates 10 new and/or continuing students to enroll in this major annually.
 - *Expand educational access by:*
 - Encouraging campuses to create innovative programs to attract and retain SD students and attract more non-resident students. The proposed program will be one of only three bachelor degree programs in the Conservation Planning and Park Management across the country (University of Idaho, Upper Iowa and UC Davis). This would serve to recruit out-of-state students who could be retained in SD through employment with SD Department of Game, Fish and Parks (SDGFP), which anticipate filling between 7-8 new positions annually for the foreseeable future. Additionally, this program will train individuals for employment with federal agencies located in the state, and for SD tourism related to the private sector.
 - *Goal 3 – Research and Economic Development*
 - *Economic Development* – Contribute to the state's workforce and economic
-

development. The proposed program will contribute by keeping SDSU graduates in the state through employment with SD Department of Game, Fish and Parks (SDGFP) as well as federal agencies located in the state and region, tourism within the state and the resulting economic benefits.

3. Describe the workforce demand for graduates of the program, 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.*

According to the United States Department of Labor – Bureau of Labor Statistics, employment as Conservation Scientists and Foresters is expected to grow by 7% from 2014 to 2024. Expected employment growth (new jobs) is 2,700⁴. Overall job growth (replacement and new jobs) is 10,600.⁵

There are currently 269⁶ job openings nationwide in the Conservation Management and Planning (USA Jobs search “Conservation”) with the Department of Interior (205) and the Department of Agriculture (64).

South Dakota Department of Game, Fish and Parks has averaged eight open position per year during the last five years. They project similar trends for the next five years. Students graduating with the Park Administration and Management specialization will be well prepared for these positions.

4. How will the proposed program benefit students?

This program will provide students with training in an emerging field of Natural Resource Management. Conservation Management and Planning is an interdisciplinary science that trains students to develop conservation strategies at landscape scales. Success in this emerging field requires an integration of ecological, recreational, and economical principles. The proposed program builds on current strengths in these areas to create an interdisciplinary curriculum.

The proposed specialization in Park Administration and Management is essential to train students to meet the needs of stakeholders, primarily South Dakota Department of Game, Fish and Parks (SDGFP) (Parks Division). They are facing a large demand for qualified candidates in the next 5-10 years and will require students that are trained in this specialization.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale?⁷

⁴ Bureau of Labor Statistics, U.S. Department of Labor, *Employment Projection, Conservation scientists*, on the Internet at <https://data.bls.gov/projections/occupationProj> January 12, 2017).

⁵ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Conservation Scientists and Foresters, on the Internet at <https://www.bls.gov/ooh/life-physical-and-social-science/conservation-scientists.htm> (visited January 09, 2017).

⁶ USA jobs search for Federal Employment. Keyword conservation, agencies selected were Department of Interior and Department of Agriculture.

<https://www.usajobs.gov/Search/?keyword=conservation&Location=&AutoCompleteSelected=>

⁷ This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.

This is not a new degree. SDSU is already authorized to deliver a B.S. degree.

B. What is the rationale for the curriculum?

This curriculum resulted from a combination of stakeholder input (SDGFP) and modeling best practices from similar nationally successful programs (e.g., University of Idaho). The final structure of the curriculum was developed by the Conservation Planning and Park Management planning committee. The committee consisted of seven members from the Departments of Natural Resource Management and Health and Nutritional Sciences and nine members from SDGFP.

The curriculum is designed to provide students with a strong academic foundation that integrates Natural Resource Management (NRM) and Sports Recreation and Park Management. It includes two new courses specific to Conservation Planning and Park Management. The program will prepare students for employment opportunities with federal, state, and municipal natural resource agencies, as well as many opportunities in the private and non-profit sectors.

The specialization in Park Administration and Management was designed for students that want to pursue careers in Park Management, particularly state government managed facilities. The courses outlined in this specialization are designed to enhance the human management focus needed for this career track.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards. Complete the tables below and explain any unusual aspects of the proposed curriculum?

The proposed program is multi-disciplinary and seeks to build on existing synergies between Ecology and Environmental Science, Rangeland Ecology and Management, Wildlife and Fisheries Sciences, and Health and Nutritional Sciences. The existing framework of courses and faculty expertise will provide a strong foundation for student learning. Students graduating from this program will be well prepared to succeed in the emerging field of Conservation Management and Planning. Learning outcomes for this program are closely aligned with other undergraduate majors in NRM and developed by a diverse panel of teachers, scholars, and agency professionals. An advisory committee composed of representative professionals to help guide program development and assessment.

D. Summary of the degree program:

Conservation Planning and Park Management (B.S.)*	Credit Hours	Credit Hours	Percent
System General Education Requirements**	32		
Subtotal, Degree Requirements		32	27%
Major Requirements	62		
Major Electives	21		
Subtotal, Program Requirements		83	69%
Electives		5	4%
Degree Total		120	100%

New Program: Bachelor of Science in Conservation Planning and Park Management

*The program will be a Bachelor of Science in Biological Sciences from the College of Agriculture and Biological Sciences.

**Board Policy 2:7 requires all baccalaureate degree programs to include 30 credits of coursework. BIOL 151-151L and CHEM 106-106L each require four credits with the inclusion of a three credit lecture and one credit lab. This has increased the System General Education Requirement from 30 to 32 credits.

Conservation Planning and Park Management (B.S.) - Park Administration and Management Specialization	Credit Hours	Credit Hours	Percent
System General Education Requirements	32		
Subtotal, Degree Requirements		32	27%
Major Requirements	62		
Specialization Requirements	21		
Subtotal, Program Requirements		83	69%
Electives		5	4%
Degree Total		120	100%

System General Education Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ENGL	101	Composition I (SGR #1)	3	No
ENGL	201	Composition II (SGR #1)	3	No
SPCM	101	Fundamentals of Speech (SGR #2)	3	No
ECON	201	Principles of Microeconomics (SGR #3)	3	No
POLS	210	State and Local Government (SGR #3)	3	No
		Student Choice (SGR #4)	3	No
		Student Choice (SGR #4)	3	No
MATH	102	College Algebra (SGR #5)	3	No
BIOL	151-151L	General Biology I & Lab (SGR #6)	4	No
CHEM	106-106L	Chemistry Survey & Lab (SGR #6)	4	No
		Subtotal	32	

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ABS	475-475L	Integrated Natural Resource Management & Lab (<i>Conservation Planning and Park Management section</i>)	3	No
GEOG or GEOG	131-131L 132-132L	Physical Geography: Weather and Climate & Lab (4) Physical Geography: Natural Landscapes & Lab (4) (<i>recommended for PAM specialization</i>)	4	No
GEOG	365	Land Use Planning	3	No
GEOG	372-372L	Introduction to GIS & Lab	3	No
HO or BOT	339-339L 303-303L	Arboriculture and Urban Forestry (3) Forest Ecology and Management & Lab (3)	3	No
LEAD	435	Organizational Leadership and Team Development	3	No

New Program: Bachelor of Science in Conservation Planning and Park Management

NRM	110	Introduction to Natural Resource Management	3	No
NRM ⁸	119	Orientation to Natural Resource Management	3	Yes
NRM	221	Conservation Planning and Management I	3	Yes
NRM	230	Natural Resource Management Techniques	3	No
NRM	282-282L	Natural Resource Statistics & Lab	3	No
NRM	300	Laws and Policies in Natural Resource Management	3	No
NRM	311	Principles of Ecology	3	No
NRM	321	Park Interpretation	3	Yes
PS	213-213L	Soils & Lab	3	No
RANG	374-374L	Natural Resource Habitat Conservation, Management, and Restoration & Lab	4	No
RANG	321	Wildland Ecosystems	3	No
RECR	140	Introduction to Sport, Recreation, and Park Management	3	No
RECR ⁹	402	Outdoor Recreation Resource Management	3	Yes
WL	430-430L	Human Dimensions in Natural Resource Management and Discussion	3	No
Subtotal			62	

Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.

Select 21 credits from the following list:

Prefix	Number	Course Title	Credit Hours	New (yes, no)
BADM	360	Organization and Management	3	No
BADM ¹⁰	460	Human Resource Management	3	No
BOT	303-303L	Forest Ecology and Management & Lab	3	No
BOT	301-301L	Plant Systematics & Lab	3	No
BOT	405-405L	Grasses and Grasslike Plants & Lab	3	No
BOT	419-419L	Plant Ecology & Lab	3	No
CEE	434	Hydrology	3	No
EES	430-430L	Biological Invasions & Lab	3	No
GEOG	473-473L	GIS: Data Creation and Integration & Lab	3	No
GEOG	474-474L	GIS: Vector and Raster Modeling & Lab	3	No
GEOG	475-475L	GIS Applications & Lab	3	No
GEOG	484-484L	Remote Sensing & Lab	3	No
HO	339	Arboriculture and Urban Forestry	3	No
LA	331	Landscape Site Engineering	3	No
LA	341	Planning Public Grounds	3	No

⁸ NRM 119 Orientation to Natural Resource Management will also be required in the Ecology & Environmental Science (B.S.), Natural Resource Law Enforcement (B.S.), Rangeland Ecology & Management (B.S.), and Wildlife & Fisheries Sciences (B.S.).

⁹ RECR 402 Introduction to Sport, Recreation, and Park Management will also be required in the Sport, Recreation and Park Management (B.S.).

¹⁰ Currently BADM 460 Human Resource Management. Minor course modification will cross-list and equate the course to HRM prefix effective fall 2017.

New Program: Bachelor of Science in Conservation Planning and Park Management

LA	352	Planting Design Studio	3	No
MICR	310-310L	Environmental Microbiology & Lab	4	No
MICR	421-421L	Soil Microbiology & Lab	3	No
NRM	200-200L	Animal Diversity & Lab	3	No
NRM	450-450L	Freshwater Monitoring and Assessment & Lab	3	No
NRM	466-466L	Environmental Toxicology and Contaminants	3	No
NRM	482-482L	Natural Resource Management Biometry & Lab	3	No
PRAG ¹¹	340	Climate Risk Management with Precision Agriculture	3	No
PS	210-210L	Turf and Weed Management in Horticulture & Lab	3	No
RANG	210-210L	Range Plant Identification & Lab	2	No
RANG	425-425L	Rangeland Assessment and Monitoring & Lab	3	No
RANG	421	Grassland Fire Ecology	3	No
RECR	302	Commercial Recreation and Tourism	3	No
RECR	360	Sport, Recreation, and Park Programming	3	No
RECR	415	Recreation and Sport Facility Management	3	No
WL	302	Animal Behavior	3	No
WL	355-355L	Mammalogy & Lab	3	No
WL	363-363L	Ornithology & Lab	4	No
WL	367-367L	Ichthyology & Lab	3	No
WL	411-411L	Principles of Wildlife Management & Lab	3	No
WL	412-412L	Principles of Fisheries Management & Lab	3	No
WL	415-415L	Upland Game Ecology and Management & Lab	3	No
WL	417-417L	Large Mammal Ecology and Management & Lab	3	No
WL	419-419L	Waterfowl Ecology and Management & Lab	3	No
WL	425-425L	Wildlife Nutrition and Disease & Lab	3	No
WL	427-427L	Limnology & Lab	3	No
WL	431-431L	Advanced Fisheries Management & Lab	3	No
WL	434-434L	Herpetology & Lab	3	No

Park Administration and Management Specialization Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ACCT	210	Principles of Accounting I	3	No
BADM ¹² or BADM or BADM ¹³	350 360 460	Legal Environment of Business (3) Organization and Management (3) Human Resource Management (3)	9	No

¹¹ Currently offered as AST 340. Minor course modification pending approval of the PRAG prefix. Revised prefix is effective fall 2017.

¹² Currently BADM 350 Legal Environment of Business. Minor course modification will cross-list and equate the course to BLAW prefix effective fall 2017.

¹³ Currently BADM 460 Human Resource Management. Minor course modification will cross-list and equate the course to HRM prefix effective fall 2017.

or CM	216	Construction Methods and Material (3)		
BOT	301-301L	Plant Systematics & Lab (3)	3	No
or BOT	405-405L	Grasses and Grasslike Plants & Lab (3)		
or BOT	419-419L	Plant Ecology & Lab (3)		
RECR	302	Commercial Recreation and Tourism (3)	6	No
or RECR	360	Sport, Recreation, and Park Programming (3)		
or RECR	415	Sport and Recreation Facility Management (3)		

6. Student Outcomes and Demonstration of Individual Achievement

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. Complete Appendix A – Outcomes using the system form. Outcomes discussed below should be the same as those in Appendix A. The knowledge and competencies specific to the program must relate to the proposed assessments in B and C below.*

Conservation Planning and Park Management graduates will:

- 1) Demonstrate understanding of ecological and environmental principles required for management of natural resources for multiple-uses, including (but not limited to) wildlife habitat, water management, ecosystems services, recreation, and livestock production.
- 2) Describe how natural resource management fits into the context of society and how societal factors (e.g., economics, policy, laws, regulations, attitudes, behaviors, norms) influence natural resource management.
- 3) Lead and work with others as appropriate to successfully manage natural resources.
- 4) Demonstrate appropriate use of natural resource field & Lab techniques as well as contemporary technology.
- 5) Analyze and critically evaluate data and other information.
- 6) Effectively communicate (both written and orally) with both scientific and non-scientific audiences.
- 7) Demonstrate an understanding of the professional and ethical responsibility that is necessary for a natural resource manager.

See Appendix A for specific courses which meet these outcomes.

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

There is no national standard exam for this field.

C. How will individual students demonstrate mastery? Describe the specific

examinations and/or processes used, including any external measures.¹⁴ What are the consequences for students who do not demonstrate mastery?

Students in the Conservation Planning and Park Management program will be assessed continuously throughout their four-year degree program in accordance to the assessment plan for all Natural Resource Management programs.

The proposed program is multi-disciplinary and seeks to build on existing synergies between Ecology and Environmental Science, Rangeland Ecology and Management, Wildlife and Fisheries Sciences, and Health and Nutritional Sciences. The existing framework of courses and faculty expertise will provide a strong foundation for student learning. Students graduating from this program will be well prepared to succeed in the emerging field of Conservation Management and Planning. Learning outcomes for this program are closely aligned with other undergraduate majors in NRM and developed by a diverse panel of teachers, scholars, and agency professionals. The program will form an advisory committee composed of representative professionals to guide program development and assessment. The advisory committee will be modeled after a successful one being utilized to guide the Natural Resource Law Enforcement major.

Students failing to develop mastery of learning outcomes are unlikely to pass critical key core courses within the major and would then be forced to retake those courses. In addition, Natural Resource Management assessment tools are designed to provide feedback to the curriculum process and instructional approaches taken by faculty teaching assessment courses. While the department cannot guarantee that all students will be successful, mechanisms are in place to ensure quality control and feedback loops which will engage continual review and revision of programs and courses.

7. What instructional approaches and technologies will instructors use to teach courses in the program?

The following approaches and technologies will be utilized:

- Lecture/Lab/Discussion
- Active and/or experiential learning infused throughout the curriculum
- Case Studies
- Field Studies
- Desire 2 Learn classroom management software
- Remote conferencing technologies

8. Did the University engage any developmental consultants to assist with the development of the curriculum?¹⁵ Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

This curriculum resulted from a combination of stakeholder input (SDGFP) and modeling best practices from similar nationally successful programs (e.g., University of Idaho). The final structure

¹⁴ What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

¹⁵ Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

of the curriculum was developed by the Conservation Planning and Park Management planning committee. The committee consisted of seven members from the Departments of Natural Resource Management and Health and Nutritional Sciences and nine members from SDGFP.

9. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (replace “XX” in the table with the appropriate year).

It is expected that students for this new major will be both new to the university and redirected from other programs. Discussions with faculty advisors estimated approximately 20-30 current students interested in career paths targeted in Conservation Planning and Park Management. It is estimated that 10-15 of those current students would change majors. Estimates of students new to SDSU are based on enrollment trends from a similar new program in the Natural Resource Management Department, Natural Resource Law Enforcement. An 80% retention rate has been applied to the enrollment estimates.

<i>Estimates</i>	Fiscal Years*			
	1st	2nd	3rd	4th
	FY 17	FY 18	FY 19	FY 20
Students new to the university	5	10	13	12
Students from other university programs	10	5	0	0
Continuing students	0	12	22	30
=Total students in the program (fall)	15	27	35	40
Program credit hours (major courses)**	180	360	451	484
Graduates	0	0	2	5

*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.

10. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University’s plans concerning the accreditation of this program.

There is no program accreditation currently available for the proposed program.

11. Does the University request any exceptions to any Board policy for this program? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter “None.”

None.

12. On-line and Off-campus Delivery. ¹⁶

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program at any off-campus location (e.g., UC Sioux Falls, Capital University

¹⁶ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

Center, Black Hills State University-Rapid City, etc.) or seeks authorization to deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	If Yes, list location(s), including the physical address	Intended Start Date
Off-campus	No		

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

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		Click here to enter a date.
Delivery Method (if applicable)?			

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 major. Address off-campus or distance delivery separately. Complete Appendix B – Budget and briefly summarize to support Board staff analysis.

A program budget is provided in Appendix B. The University does not request new State resources or new or increased student fees. The program will be supported through redirection of existing resources, tuition, and program fee revenue.

This program also will be supported by the Parks Division of South Dakota Department of Game, Fish and Parks. They have verbally committed \$15,000 per year to support the proposed program.

14. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (place an “X” in the appropriate box)? If yes, explain.

- Yes No

Explanation (if applicable):

15. New Course Approval: New courses required to implement the new undergraduate degree program 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 5D.,*

- 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
Individual Student Outcomes and Program Courses

Individual Student Outcome	Program Courses that Address the Outcomes																					
	ABS 475	BOT 303	BOT 339	GEOG 131	GEOG 132	GEOG 365	GEOG 372	LEAD 435	NRM 110	NRM 119	NRM 221	NRM 230	NRM 282	NRM 311	NRM 321	PS 213	RANG 321	RANG 374	RECR 140	RECR 402	WL 430	
Students will demonstrate understanding of ecological and environmental principles required for management of natural resources for multiple-uses, including (but not limited to) wildlife habitat, water management, ecosystems services, recreation, and livestock production.		X	X	X	X	X			X		X			X		X	X	X				
Students will describe how natural resource management fits into the context of society and how societal factors (e.g., economics, policy, laws, regulations, attitudes, behaviors, norms) influence natural resource management.	X		X			X			X	X	X			X	X		X	X	X			X
Students will lead and work with others as appropriate to successfully manage natural resources.	X							X	X	X	X				X							
Students will demonstrate appropriate use of natural resource field & Lab techniques as well as contemporary technology.	X						X				X	X		X				X	X	X		
Students will analyze and critically evaluate data and other information.	X						X				X	X	X	X				X				
Students will effectively communicate (both written and orally) with both scientific and non-scientific audiences.	X														X			X		X	X	
Students will demonstrate an understanding of the professional and ethical responsibility that is necessary for a natural resource manager.									X	X					X							X

South Dakota State University
 New Program: Bachelor of Science in Conservation Planning and Park Management

Appendix B
Budget & Resources

South Dakota State University, B.S. in Conservation Planning and Park Management

		1st FY17	2nd FY18	3rd FY19	4th FY20
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		15	27	35	40
Program FY cr hrs, On-Campus		180	360	451	484
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE	See p. 3	0.50	1.00	1.00	1.00
Faculty Salary & Benefits, average	See p. 3	\$88,208	\$88,208	\$88,208	\$88,208
Faculty, Adjunct - number of courses	See p. 3	0	0	0	0
Faculty, Adjunct - per course	See p. 3	\$1,000	\$1,000	\$1,000	\$1,000
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$8,387	\$8,387	\$8,387	\$8,387
<i>Salary & Benefits</i>					
Faculty, Regular		\$44,104	\$88,208	\$88,208	\$88,208
Faculty, Adjunct (rate x number of courses)		\$0	\$0	\$0	\$0
Other FTE		\$0	\$0	\$0	\$0
S&B Subtotal		\$44,104	\$88,208	\$88,208	\$88,208
<i>Operating Expenses</i>					
Travel		\$0	\$0	\$0	\$0
Contractual Services		\$0	\$0	\$0	\$0
Supplies & materials		\$0	\$0	\$0	\$0
Capital equipment		\$0	\$0	\$0	\$0
OE Subtotal		\$0	\$0	\$0	\$0
Total		\$44,104	\$88,208	\$88,208	\$88,208
Off-campus support tuition/hr, net of HEF	UG	\$295.01	\$295.01	\$295.01	\$295.01
Off-campus tuition revenue	hrs x amt	\$0	\$0	\$0	\$0
On-campus support tuition/hr, net of HEFF	UG	\$211.07	\$211.07	\$211.07	\$211.07
On-campus tuition revenue	hrs x amt	\$37,993	\$75,986	\$95,194	\$102,159
Program fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0

South Dakota State University
 New Program: Bachelor of Science in Conservation Planning and Park Management

University redirections	\$0	\$0	\$0	\$0
Community/Employers	\$0	\$0	\$0	\$0
Grants/Donations/Other	\$15,000	\$15,000	\$15,000	\$15,000
Total Resources	\$52,993	\$90,986	\$110,194	\$117,159
	\$8,889	\$2,778	\$21,986	\$28,951

Estimated Salary & Benefits per FTE		Faculty	Other
Estimated salary (average) - explain below		\$70,000	\$0
University's variable benefits rate (see below)		0.1403	
Variable benefits		\$9,821	
Health insurance/FTE, FY17		\$8,387	\$8,387
<i>Average S&B</i>		\$88,208	\$8,387

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

The FY18 salaries of 1 person in the Natural Resource and Management department were averaged to represent the allocation of 1 FTE to the development of this new program.

Explain adjunct faculty costs used in table:

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

Summarize the operating expenses shown in the table:

Summarize resources available to support the new program (redirection, donations, grants, etc).

The program will be supported through redirection of existing resources, tuition, and program fee revenue. The Parks Division of South Dakota Department of Game, Fish and Parks has verbally committed \$15,000 per year to support the proposed program.

South Dakota State University
New Program: Bachelor of Science in Conservation Planning and Park Management

State-support: Change cell on page 1 to use the UG or GR net amount.

Off-Campus Tuition, HEFF & Net	FY17			
	Rate	HEFF	Net	
Undergraduate	\$333.35	\$38.34	\$295.01	<i>Change cell on page 1</i>
Graduate	\$442.05	\$50.84	\$391.21	
Externally Supported	\$40.00			

State-support: Change cell on page 1 to use the UG or GR net amount for your university.

On-Campus Tuition, HEFF & Net	FY17			
	Rate	HEFF	Net	
UG Resident - BHSU, DSU, NSU	\$232.80	\$26.77	\$206.03	<i>Change cell on page 1</i>
UG Resident - SDSU, USD	\$238.50	\$27.43	\$211.07	<i>to point to your net</i>
UG Resident SDSMT	\$244.80	\$28.15	\$216.65	
GR Resident - BHSU, DSU, NSU	\$304.60	\$35.03	\$269.57	<i>Change cell on page 1</i>
GR Resident - SDSU, USD	\$313.15	\$36.01	\$277.14	<i>to point to your net</i>
GR Resident - SDSMT	\$318.45	\$36.62	\$281.83	
UG Nonresident - BHSU, DSU, NSU	\$330.00	\$37.95	\$292.05	<i>Change cell on page 1</i>
UG Nonresident - SDSU, USD	\$346.20	\$39.81	\$306.39	<i>to point to your net</i>
UG Nonresident SDSMT	\$383.40	\$44.09	\$339.31	
GR Nonresident - BHSU, DSU, NSU	\$576.00	\$66.24	\$509.76	<i>Change cell on page 1</i>
GR Nonresident - SDSU, USD	\$602.05	\$69.24	\$532.81	<i>to point to your net</i>
GR Nonresident - SDSMT	\$639.15	\$73.50	\$565.65	
UG Sioux Falls Associate Degree	\$270.00	\$31.05	\$238.95	<i>Change cell on page 1</i>

Variable Benefits Rates

University	FY17	
BHSU	14.33%	<i>Change the benefits rate cell in the table on page 2 to point to the rate for your university.</i>
DSU	13.96%	
NSU	13.99%	
SDSM&T	13.86%	
SDSU	14.03%	
USD	13.99%	

Rates updated August 2016 (JP)

South Dakota State University
New Program: Bachelor of Science in Conservation Planning and Park Management

Appendix C

New Courses

NRM 119 Orientation to Natural Resource Management (2 cr.)

Orientation course designed to introduce first-year and transfer students to academic success strategies including the development of critical thinking and study skills, identification of campus resources, guidance in academic planning and engagement, time management, goal setting, and the land-grant mission of SDSU. In addition, this course is designed to expose students to the discipline-specific careers and their role in society. Students will investigate career opportunities, engage in professional development activities, and have the opportunity to interact with natural resource professionals.

NRM 221 Introduction to Conservation Planning and Management (3 cr.)

This course will introduce key concepts and accepted practices in conservation planning and management. Focus will be directed to understanding the necessary tools needed to develop ecosystem based conservation plans.

NRM 321 Park Interpretation (3 cr.)

This course will introduce principles and applications of environmental communication, education, and interpretation for managing natural resources.

RECR 402 Outdoor Recreation Resources Management (3 cr.)

The course provides students the scope of outdoor recreation resources (U.S. land, water and wildlife) and major activities; knowledge about outdoor recreation management agencies and their mandates; an understanding of outdoor recreation issues, impacts, and visitors' behavior; knowledge about appropriate management tools for addressing impacts; and an understanding of the contribution of planning to effective recreation resource management.