SOUTH DAKOTA BOARD OF REGENTS

Full Board

AGENDA ITEM: S

DATE: May 21-22, 2009

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SUBJECT: The University of South Dakota Student Organization Awards

At its May 21-22, 2009, meeting, the Board of Regents certified The University of South Dakota Student Organization Award Winners. The award winners are as follows.

Award for Academic Excellence: The USD Political Science League (PSL)

The USD Political Science League was selected for the USD Award for Academic Excellence. The Political Science League works to facilitate political discourse on campus by encouraging debate and discussion on a variety of topics.

The Political Science League (PSL) has succeeded in fostering student involvement in academic pursuits beyond the boundaries of the classroom. In May, PSL successfully planned and executed a study tour of Russia. As a result of the positive experience, the PSL began planning another trip for this year. The PSL has selected a study tour of France led by Professor Elizabeth Smith. The destination selection process is guided by the interests of members and allows students the opportunity to immerse themselves in the logistics of the trip planning with the faculty member. The PSL also hosts roundtable discussions with students and faculty members on current events and pressing political issues. The roundtables allow interaction in an informal setting and encourage the development of professional mentoring relationships between faculty and students. Recent roundtable discussions have focused on women in positions of power and President Obama's cabinet selections. Members of PSL excel in the classroom, and the group focuses on academic planning and career development. As an example, several members completed internships with the Congressional Delegates last summer. PLS students are also actively involved in other campus organizations. PSL fosters academic pursuits and contributes to the overall academic environment at USD.

Award for Community Service: USD Veterans Club

The USD Veterans Club was selected for the USD Community Service Award. The Veterans Club has been active in the USD and Vermillion community. The club held their 4th

(continued)

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RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

Information only.

Annual Community Supper, which fed over 300 veterans from local and surrounding communities, along with their families. The event also honored the Veterans and families for their service and sacrifice. The event was an evening of free music, food, and the opportunity to connect with other Veterans in the area. The Veterans Club was also selected this year to receive two grants, one from the Sioux Falls Stampede Hockey team and one from the Carter Academic Engagement Grant (CASE). The Stampede grant helped fund the community dinner and the CASE grant provided a speech and hearing clinic for Veterans, military and family members. The CASE grant was used on April 4th to provide speech and hearing services, in conjunction with the local Disabled American Veterans chapter 17, to veterans, military and their families. Lastly, in March the Vetaran's club placed over 5,000 flags on the grounds at USD in honor of those killed in action in Iraq and Afghanistan, for awareness of and in recognition of the personal sacrifices soldiers have made.

The purpose of the Veterans Club is to support students, faculty and staff Veterans and/or National Guard Reservists at USD.

Award for Organizational Leadership: The USD Entrepreneurship Team (E-Team)

The USD Entrepreneurship Team (E-Team) was selected for the USD Award for Organizational Leadership. The E-Team's purpose is to promote the advancement of entrepreneurship through network building, business and organization consulting, and club-related operations.

The E-Team embraces the slogan "Dream it. Plan it. Do it." The organization has taken their dreams, planned them out and turned them into reality, exemplifying the best of effective organizational leadership skills. The E-Team has worked on several projects which have demonstrated effective organization leadership over the past year. The first event was the judging of the Extraordinary Idea Competition. This competition reviewed 26 business concept papers that were submitted by USD students. The top five winners of the competition were offered cash prizes donated by Miles Beacom, after whom the USD School of Business is named. The awards were announced at the E-Evening Event held in January of 2008. The E-E-evening featured Todd Ferris, Miles Beacom's mentor, who inspired the entrepreneurial spirit in the students. The E-Evening in January 2009 featured Ryan Allis, the CEO and Co-Founder of iContact. Mr. Allis was named as one of the "Top 25 Entrepreneurs Under 25" by Business Week in 2005. The E-team also worked on a community service event called Rives for Riches, which was a 2008 CASE Grant of Merit Award winner. The event was a cash and food donation competition in support of the Vermillion Food Pantry. The students in the E-Team have also demonstrated organizational leadership through conducting a survey called "Connecting with the Students". The survey asked a series of questions to better help Vermillion businesses understand USD students' needs. The research project was awarded the Spirit of Entrepreneurship Award by the Vermillion Chamber of Commerce. It was also accepted by the National Conference of Undergraduate Research.

SOUTH DAKOTA BOARD OF REGENTS

Full Board

AGENDA ITEM: T - 1

DATE: May 21-22, 2009

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SUBJECT: New Program: SDSM&T, Minor in Geospatial Technology

South Dakota School of Mines & Technology requests authorization to offer a Minor in Geospatial Technology. The proposal is provided as Attachment I. The proposed minor is within the statutory (*SDCL 13-60-1*) and Board policy mission of the university *(Board Policy 1:10:3 South Dakota School of Mines & Technology).* The University does not request any new state resources to implement the minor. SDSM&T does not request any exceptions to Board policy. The Executive Director recommends approval.

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RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

Approve South Dakota School of Mines & Technology proposal for a Minor in Geospatial Technology as described in Attachment I.

Attachment I

South Dakota Board of Regents
New Baccalaureate Degree Minor

University:	SD School of Mines and Technology
Title of Proposed Minor:	Minor in Geospatial Technology
Degree(s) in which minor may be earned:	Geology Interdisciplinary Sciences Computer Science Applied and Computational Mathematics Geological Engineering Civil Engineering Mining Engineering Environmental Engineering
Existing related majors or minors:	None
Proposed Implementation (term):	Fall 2009
Proposed CIP Code:	450799 (Geographic Information Systems)

University Approval
To the Board 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

After approval by the President, a signed copy of the proposal should be transmitted to the Executive Director. Only after Executive Director review should the proposal be posted on the university web site and the Board staff and the other universities notified of the URL.

1. Do you have a major in this area? _____ Yes __X__ No

2. If you do not have a major in this area, explain how the proposed minor relates to your mission.

Geospatial technology skills are increasingly required for career preparation in many science and engineering disciplines. Having a strong geospatial background enhances career options for students in many fields. The geospatial field is part of the recognized STEM disciplines being promoted for workforce development in government and education. SDSM&T's mission to prepare students for science and engineering careers will be enhanced by providing training in this major growth industry, give our students more career options, and participate in the growth of geospatial-related science and engineering jobs in South Dakota and elsewhere.

3. How will the proposed minor benefit students?

Students will have access to a wider choice of geospatial course options and can provide the minor as evidence to potential employers that they have received substantial and systematic training in GIS, GPS, remote sensing, and other geospatial techniques. It will widen the choice

of potential careers available to Interdisciplinary Science graduates, and enhance the career skills of students in any of the participating majors.

4. Provide estimated enrollments and completions in the table below and explain how the estimates were developed.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY_11_	FY2 12_	FY3_13_	FY4_14
Students in the minor (fall)	15	32	48	65
Completions by graduates	0	12	12	13

* Do not include current year.

We assumed that 20% of students from the Geology, Geological Engineering, and Interdisciplinary Sciences majors, and 5% from the other target majors, will be interested in this minor. We used Fall 2008 enrollment numbers to predict the number of students choosing the minor, and assumed that the number will increase linearly each year for four years. Completion rate estimates assumed that the first group of students would be juniors who completed the requirements in two years, and that 80% of students selecting the minor would graduate.

Target Program	Percent	Fall 08	Minors
Geology	0.2	55	11
Geological Engineering	0.2	39	7.8
Interdisciplinary Sciences	0.2	130	26
Applied and Computational Mathematics	0.05	32	1.6
Computer Science	0.05	85	4.25
Civil Engineering	0.05	177	8.85
Environmental Engineering	0.05	32	1.6
Mining Engineering	0.05	73	3.65
Total			64.75

5. What is the rationale for the curriculum?

The curriculum is designed to provide the student with basic training in geospatial concepts, techniques, analysis, and field methods. The curriculum is similar to the training provided within a geography degree with a specialization in GI Science, as for example at SDSU. However, it is not a geography degree. It is designed to supplement a science or engineering degree with the specific skills and knowledge needed for entry level positions within geospatial application fields.

South Dakota School of Mines & Technology
New Minor: Geospatial Technology

6. Complete the tables below. Explain any exceptions to BOR policy being requested.

A. Distribution of Credit Hours

Minor in Geospatial Technology	Credit Hours	Percent
Requirements in Minor	12	67%
Electives in the Minor	6	33%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	New*	Hours
GEOL	416	Intro to GIS	N	3
GEOL	417	Geospatial Databases	N	3
GEOL	419	Advanced Geospatial Analysis	N	3
GEOL	420	Intro to Remote Sensing	N	3
		Subtotal, required		12

* New: Y= yes, N = no.

C. Elective Courses in the Minor: List courses that may be taken as electives in the minor. Indicate any new courses to be added specifically for the minor. *(If the list of existing courses is long, it may be provided as Appendix A.)*

ONE of these surveying courses may be applied to the minor:
CEE 206 Civil Engineering Practice and Engineering Surveys (4 cr)
MEM 201 Surveying for Mining Engineers (2 cr)

ONE of the following statistics courses may be applied to the minor:
ENVE 307 Environmental Geostatistics (2 cr)
MEM 307 Mineral Exploration and Geostatistics (3 cr)
MATH 281 Intro to Statistics (3 cr)
MATH 381 Probability and Statistics (3 cr)
MATH 441 Engineering Statistics (4 cr)

ONE of the following programming courses may be applied to the minor:
CHE 117 Professional Practices in Chemical Engineering (2 cr)
GEOE 211 Earth Systems Engineering Analysis (2 cr)
CEE 284 Digital Computation Applications in Civil Engineering (4 cr)
CSC 150 Computer Science I (3 cr)

Any of the following courses may be applied to the minor
GEOE 475 Ground Water Modeling (3 cr)
CEE 437 Watershed and Flood Plain Modeling (3 cr)
CSC 250 Computer Science II (3 cr)
CSC 284 Database Processing (3 cr)
GEOL 376 Geospatial Field Methods (3 cr) New course

7. What outcomes will be expected for all students who complete the minor? How will these outcomes be achieved?

1. Students will be able to locate, convert, create, collect, and manage geospatial data sets in a variety of different formats.
2. Students will understand the fundamental concepts of geospatial data including scale, data quality, coordinate systems, spatial analysis, and field techniques.
3. Students will know the basic ethical and best practice guidelines that pertain to the geospatial profession.
4. Students will be able to apply geospatial techniques to solve problems in their major degree field.

These outcomes will be achieved through lectures on concepts, ethics, and geospatial topics supplemented by lab experiences promoting applied skills with software and equipment.

8. What instructional technologies will be used to teach courses in the minor? *This refers to the instructional technologies used to teach the new courses in the minor and NOT the technology applications students are expected to learn.*

Standard instructional technologies will be used. The single new course will be taught as lab/field experience.

9. Is the University is requesting authorization to provide the minor to students at an off-campus location or by distance delivery? If yes, explain. *If off-campus or distance delivery authorization is not requested, enter "None."*

None

10. Costs, Budget & Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, instructional technology and software, other O&M, facilities, etc needed to implement the minor.

The minor requirements consist predominantly of courses that already exist and are being taught on a regular basis. Minor adjustments in teaching loads for the primary geospatial instructor will be required but will require no new personnel or funding. Some adjustment of content between the four core courses will be needed to ensure that all outcomes are achieved. This process has already started and can continue as each course is taught, although it could be expedited by providing summer support for the instructor. A GIS teaching lab with 15 computers and all the required software already exists on campus. The program will make extensive use of tablets in the classes once all levels of students are incorporated into the table program.

11. Additional Information *Additional information is optional. Use this space to provide information not requested above. Limit the number and length of additional appendices. Identify appendices with capital letters. Letters of support are not necessary and are rarely included with Board materials. This item may be deleted if it is not used.*

One goal of developing this program is to encourage collaborative work centered around geospatial technology that involves faculty from different departments, particularly Geology, Social Sciences, Atmospheric Science, and Civil and Environmental Engineering. We will also work to develop contacts with companies at the regional and national level to provide support and encourage career recruiting.

A student chapter of the American Society for Photogrammetry and Remote Sensing (ASPRS) will be initiated, and students will be encouraged to participate at conferences, carry out service projects, and use the provisional certification process.

The program will be designed to prepare students to qualify for provisional ASPRS certification as a Mapping Scientist GIS/LIS professional. Students passing the ASPRS examination at the conclusion of their studies achieve provisional certification, which becomes full certification when they have completed the necessary work experience requirement.

SOUTH DAKOTA BOARD OF REGENTS

Full Board

AGENDA ITEM: T - 2

DATE: May 21-22, 2009

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SUBJECT: New Program: USD, Minor in Art History

The University of South Dakota requests authorization to offer a Minor in Art History. The proposal is provided as Attachment I. The proposed minor is within the statutory (*SDCL 13-57-1*) and Board policy mission of the university *(Board Policy 1:10:1 The University of South Dakota).* The University does not request any new state resources to implement the minor. USD does not request any exceptions to Board policy. The Executive Director recommends approval.

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RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

Approve the University of South Dakota proposal for a Minor in Art History as described in Attachment I.

Attachment I

South Dakota Board of Regents
New Baccalaureate Degree Minor

University:	The University of South Dakota
Title of Proposed Minor:	Art History
Degree(s) in which minor may be earned:	All undergraduate programs
Existing related majors or minors:	ART, ARTE
Proposed Implementation (term):	Summer 2009
Proposed CIP Code:	ARTH

University Approval
To the Board 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.

James W. Abbott
President
The University of South Dakota

Date

1. Do you have a major in this area? _____ Yes ___X___ No

The University of South Dakota has a BFA degree with an art major, but does not have an art history major.

2. If you do not have a major in this area, explain how the proposed minor relates to your mission.

Policy 1:10:1 of the Board of Regents describes the mission of the University as follows:

> *The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1)*
>
> *The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university with the South Dakota System of Higher Education.*

The University of South Dakota
New Minor: Art History

3. How will the proposed minor benefit students?

The purpose of the art history minor will be to increase student abilities, perceptions and interpretations of visual content. Our current art history courses provide comprehensive studies from prehistory through modern art and focus on artists, movements, theories and styles in art. The advanced courses offer in-depth concentration of historical topics, theory, criticism and research methodology. These courses encourage critical thinking, observation skills and appreciation for cultural diversity. The art history minor will help students conduct art historical research and apply that information to their daily lives, professional development and future careers.

In many cases, students may pursue the minor out of a personal interest in art, its reflection of society and culture, and its contribution to a richer life.

A minor in art history will also help students prepare for a variety of career options in art history and related liberal art majors in such settings as museums, galleries, archives, arts management, libraries, and publishing as well as for graduate studies and other cultural/humanities programs.

4. Provide estimated enrollments and completions in the table below and explain how the estimates were developed.

	Fiscal Years			
	1st	2nd	3rd	4th
Estimates	FY10	FY11	FY12	FY13
Students in the minor (fall)	4	8	10	15
Completions by graduates				

The estimates are developed by a student interest poll taken during art advising and based on requests for the art minor via art office inquiries. The future estimates are based on an expectation that the minor will attract students from other academic units once the awareness of the program grows.

5. What is the rationale for the curriculum?

Art history examines the visual arts in relation to the time, place and culture in which the art was created, from prehistory to the present. Through examination of the visual arts and how they have shaped cultures, students will gain a fuller understanding of the world and its peoples.

The University of South Dakota
New Minor: Art History

6. Complete the tables below. Explain any exceptions to BOR policy being requested.

A. Distribution of Credit Hours

Art History Minor	Credit Hours	Percent
Requirements in Minor	9	50
Electives in the Minor	9	50
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	New	Hours
ARTH	211	History of World Art I	No	3
ARTH	212	History of World Art II	No	3
ARTH	251 or	American Indian Art History	No	
	402 or	Renaissance Art History	No	3
	403	American Art History	No	
		Subtotal, required		9

C. Elective Courses in the Minor: List courses that may be taken as electives in the minor. Indicate any new courses to be added specifically for the minor.

ARTH 251 American Indian Art History
ARTH 401 History of Women's Art
ARTH 402 Renaissance Art History
ARTH 403 American Art History
ARTH 404 Greek Art and Archaeology
ARTH 405 Roman Art and Archaeology
ARTH 406 Art, Literature and the American Land
ARTH 411 19th Century
ARTH 412 20th Century
ARTH 413 Aesthetics
ARTH 415 Gallery Management
ARTH 490 Seminar
ARTH 491 Independent Study
ARTH 492 Topics

BFA Art students may minor in art history, but must take an additional 18 credit hours in ARTH courses beyond their BFA art major requirements.

7. What outcomes will be expected for all students who complete the minor? How will these outcomes be achieved?

Art History minor students will:

- understand the history of the visual arts in social and cultural contexts
- analyze the relationships between styles, periods and artistic processes
- understand the historical development of symbols and meanings in art
- examine the contributions of individual artists

- involve the student with art historical research methods and bibliographic material, including art journals and magazines involve critical thinking in preparation of reports through collaborative process and oral or written presentation.

8. What instructional technologies will be used to teach courses in the minor?

The courses are offered in "smart" classrooms that have been enhanced with presentation technology. Smart classroom technology includes: a computer, LCD projector, DVD/VCR, and document camera. In addition to the classroom technology, Desire 2 Learn will also be used outside of the classroom.

New technology includes ArtStor (the premier digital library collection of art images), which has been purchased with the help of I.D. Weeks Library.

9. Is the University requesting authorization to provide the minor to students at an off-campus location or by distance delivery? If yes, explain.

The University seeks approval to offer the minor via distance and at University Center in Sioux Falls. The required courses, ARTH 211 and 212, are currently offered both on and off campus. The remaining electives can be obtained through a combination of online and on-site courses at University Center. The faculty will continue to expand the number of courses available online. In addition, the Department of Art offers international study tours that may count as electives as well.

10. Costs, Budget & Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, instructional technology and software, other O&M, facilities, etc needed to implement the minor.

The minor can be implemented immediately without additional resources.