BOARD OF REGENTS
MINUTES OF THE MEETING
August 4-5, 2020

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ADJOURN 1790
The South Dakota Board of Regents met on August 4th, 2020, at the RedRossa Hills/Highlands Ballroom in Pierre and via Zoom teleconference at 9:00 a.m. Central Time with the following members in attendance:

ROLL CALL:

Brock Brown – PRESENT
Pam Roberts, Secretary – PRESENT
Randy Schaefer – PRESENT
Kevin Schieffer – PRESENT
Barb Stork – PRESENT
Jim Thares – PRESENT
Joan Wink – PRESENT
Jim Morgan, Vice President – PRESENT
John Bastian, President – PRESENT

Also present during all or part of the meeting were Dr. Brian Maher, Executive Director and CEO; Jay Perry, System Vice President of Academic Affairs; Nathan Lukkes, Board of Regents General Counsel; Kayla Bastian, System Director of Human Resources; Heather Forney, System Vice President of Finance & Administration; Dr. Janelle Toman, System Director of Communications; Molly Weisgram; Executive Assistant to the CEO and Board; Barry Dunn, SDSU President; José-Marie Griffiths, DSU President; Laurie Nichols, BHSU President; Jim Rankin, SDSM&T President; Tim Downs, NSU President; Sheila Gestring, USD President; Dan Trefz, SDSBVI Superintendent; Kim Wadsworth, SDSD Superintendent; and other members of the Regental system, public and media.
TUESDAY, AUGUST 4, 2020

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

BOARD WORK

1-A Approval of the Agenda

IT WAS MOVED by Regent Wink, seconded by Regent Morgan, to approve the agenda with the request that item 7-E be taken in the following order: Program Productivity, Section Size Policy, and then Program Duplication.

ROLL CALL:

Brown – AYE
Roberts – AYE
Schaefer – AYE
Schieffer – AYE
Stork – AYE
Thares – AYE
Wink – AYE
Morgan – AYE
Bastian – AYE

Motion passed.

1-B Declaration of Conflicts

There were no declared conflicts.

1-C Approval of the Minutes – Meeting on June 24, 2020; July 22, 2020

IT WAS MOVED by Regent Thares, seconded by Regent Wink, to approve the minutes of the meeting on June 24, 2020 and July 22, 2020.

ROLL CALL:

Brown – AYE
Roberts – AYE
Schaefer – AYE
Schieffer – AYE
Stork – AYE
Thares – AYE
Wink – AYE
Morgan – AYE
Bastian – AYE

Motion passed.
1-D 2021 SDBOR Meeting Calendar

Molly Weisgram, Executive Assistant to the Executive Director and Board, explained that the proposed 2021 SDBOR meeting calendar uses the conventional schedule of the Board of Regents and includes a July teleconference meeting of the Board to finalize the Board’s budget recommendations as done in 2020.

The Board was comfortable with the proposed schedule.

A copy of the SDBOR Meeting Calendar can be found on pages 1794 to 1795 of the official minutes.

1-E Report from the SDBOR Executive Director

Dr. Brian L. Maher, Executive Director & CEO, explained that he has been in his position for one month. During that month, he has visited every regental campus and met with each president and superintendent. He is also getting to know the staff in Pierre and each regent. He is learning the history of the system through various conversations that have been very helpful. He noted the amount of talent in Pierre and the campuses. He is working to settle into the role and determining how best to add value to the system. He said he is very much looking forward to his continued work with the Board and system.

1-F Reports on Individual Regent Activities

Regent Brown said he has met with the Student Federation Executive Director and is looking forward to working with the group throughout his time on the Board.

IT WAS MOVED by Regent Roberts, seconded by Regent Schaefer, that the Board of Regents dissolve into executive session at 9:15 a.m. on Tuesday, August 4th, 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, and that it rise from Executive Session and reconvene in public session at 1:30 p.m. to resume the regular order of business and report its deliberations while in executive session and take any action it deems prudent as a result thereof.

ROLL CALL:

Brown – AYE
Roberts – AYE
Schaefer – AYE
Schieffer – AYE
Stork – AYE
Thares – AYE
Wink – AYE
Morgan – AYE
Bastian – AYE

Motion passed.

The Board dissolved into executive session.

The Board reassembled in public session at 1:30 p.m.

3-A Report and Actions of Executive Session

Regent Roberts said the Board dissolved into Executive Session at 9:15 a.m. on Tuesday, August 4th, 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 1:30 p.m. when the Board reconvened to resume the regular order of business.

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 Roberts, seconded by Regent Schieffer, to approve the recommended actions as set forth in the Secretary’s Report and that it publish said Report and official actions in the formal minutes of this meeting.

ROLL CALL:
Brown – AYE
Roberts – AYE
Schieffer – AYE
Schieffer – AYE
Stork – AYE
Thares – AYE
Wink – AYE
Morgan – AYE
Bastian – AYE

Motion passed.

A copy of the Secretary’s Report can be found on pages 1791 to 1793 of the official minutes.

3-B Public Comment Period

There were no public comments.

CONSENT AGENDA

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to approve consent agenda items 4-A through 4-K.
ROLL CALL:

Brown – AYE
Roberts – AYE
Schaefer – AYE
Schieffer – AYE
Stork – AYE
Thares – AYE
Wink – AYE
Morgan – AYE
Bastian – AYE

Motion passed.

Academic and Student Affairs

4-A Graduation Lists

Approve the attached BHSU, NSU, SDSU, and USD graduation lists contingent upon the students’ completion of all degree requirements.

A copy of the Graduation Lists can be found on pages 1796 to 1813 of the official minutes.

4-B (1) New Program Requests – DSU – Minor in Artificial Intelligence and Machine Learning

Authorize DSU to offer a minor in Artificial Intelligence and Machine Learning, as presented.

A copy of the New Program Requests – DSU – Minor in Artificial Intelligence and Machine Learning can be found on pages 1814 to 1828 of the official minutes.

4-B (2) New Program Requests – DSU – Minor in International Business

Authorize DSU to offer a minor in International Business, as presented.

A copy of the New Program Requests – DSU – Minor in International Business can be found on pages 1829 to 1835 of the official minutes.

4-B (3) New Program Requests – DSU – Minor in Marketing

Authorize DSU to offer a minor in Marketing, as presented.

A copy of the New Program Requests – DSU – Minor in Marketing can be found on pages 1836 to 1841 of the official minutes.
4-B (4) New Program Requests – DSU – Minor in Project Management

Authorize DSU to offer a minor in Project Management, as presented.

A copy of the New Program Requests – DSU – Minor in Project Management can be found on pages 1842 to 1848 of the official minutes.

4-B (5) New Program Requests – SDSMT – Minor in Science, Technology, and Society

Authorize SDSMT to offer a minor in Science, Technology, and Society, as presented.
A copy of the New Program Requests – SDSMT – Minor in Science, Technology, and Society can be found on pages 1849 to 1858 of the official minutes.

4-B (6) New Program Requests – USD – Minor in Organizational Communication

Approve USD’s new program proposal for a minor in Organizational Communication on campus, online, and at CCSF.

A copy of the New Program Requests – USD – Minor in Organizational Communication can be found on pages 1859 to 1865 of the official minutes.

4-B (7) New Program Requests – BHSU – BAS in Leadership

Authorize BHSU to offer the BAS in Leadership on campus and at BHSU-Rapid City.

A copy of the New Program Requests – BHSU – BAS in Leadership can be found on pages 1866 to 1880 of the official minutes.

4-C (1) New Certificate Requests – DSU – Project Management (Undergrad)

Authorize DSU to offer an undergraduate certificate in Project Management, as presented.

A copy of the New Certificate Requests – DSU – Project Management (Undergrad) can be found on pages 1881 to 1885 of the official minutes.

4-C (2) New Certificate Requests – USD – Organizational Communications (Undergrad)

Authorize USD to offer the new undergraduate certificate in Organizational Communication on campus, online, and at CCSF.

A copy of the New Certificate Requests – USD – Organizational Communications (Undergrad) can be found on pages 1886 to 1891 of the official minutes.

4-C (3) New Certificate Requests – USD – Artificial Intelligence (Undergrad)

Authorize USD to offer the new undergraduate certificate in Artificial Intelligence.
A copy of the New Certificate Requests – USD – Artificial Intelligence (Undergrad) can be found on pages 1892 to 1903 of the official minutes.

**4-C (4) New Certificate Requests – USD – Artificial Intelligence (Graduate)**

Authorize USD to offer the new graduate certificate in Artificial Intelligence.

A copy of the New Certificate Requests – USD – Artificial Intelligence (Graduate) can be found on pages 1904 to 1911 of the official minutes.

**4-C (5) New Certificate Requests – USD – Disaster Response (Undergrad)**

Authorize USD to offer the new undergraduate certificate in Disaster Response.

A copy of the New Certificate Requests – USD – Disaster Response (Undergrad) can be found on pages 1912 to 1916 of the official minutes.

**4-C (6) New Certificate Requests – USD – Leadership in Public Management (Graduate)**

Authorize USD to offer the new graduate certificate in Leadership in Public Management.

A copy of the New Certificate Requests – USD – Leadership in Public Management (Graduate) can be found on pages 1917 to 1924 of the official minutes.

**4-C (7) New Certificate Requests – USD – Techniques in Public Policy (Graduate)**

Authorize USD to offer the new graduate certificate in Techniques for Public Policy.

A copy of the New Certificate Requests – USD – Techniques in Public Policy (Graduate) can be found on pages 1925 to 1932 of the official minutes.

**4-C (8) New Certificate Requests – BHSU – Science Communication (Undergrad)**

Authorize BHSU to offer an undergraduate certificate in Science Communication, as presented.

A copy of the New Certificate Requests – USD – Science Communication (Undergrad) can be found on pages 1933 to 1940 of the official minutes.

**4-D (1) New Specialization Requests – DSU – English Education (BS in English)**

Authorize DSU to offer the English Education specialization in the B.S. in English.

A copy of the New Certificate Requests – DSU – English Education (BS in English) can be found on pages 1941 to 1944 of the official minutes.
4-D (2) New Specialization Requests – DSU – English for New Media (BS in English)

Authorize DSU to offer the English New Media specialization in the B.S. in English.

A copy of the New Certificate Requests – DSU – English for New Media (BS in English) can be found on pages 1945 to 1948 of the official minutes.

4-D (3) New Specialization Requests – SDSMT – Biochemistry (BS in Chemistry)

Authorize South Dakota School of Mines & Technology (SDSMT) to offer the specialization in Biochemistry in the B.S. Chemistry degree program as presented.

A copy of the New Certificate Requests – DSU – Biochemistry (BS in Chemistry) can be found on pages 1949 to 1953 of the official minutes.

4-D (4) New Specialization Requests – USD – Artificial Intelligence (BA/BS in Computer Science)

Authorize USD to offer a specialization in Artificial Intelligence for the BA/BS Computer Science degree.

A copy of the New Certificate Requests – DSU – Artificial Intelligence (BA/BS in Computer Science) can be found on pages 1954 to 1961 of the official minutes.

4-D (5) New Specialization Requests – USD – Artificial Intelligence (MS in Computer Science)

Authorize USD to offer a specialization in Artificial Intelligence for the MS Computer Science degree.

A copy of the New Certificate Requests – DSU – Artificial Intelligence (MS in Computer Science) can be found on pages 1962 to 1970 of the official minutes.

4-D (6) New Specialization Requests – USD – Human Dynamics (BS in Biology)

Authorize USD to offer the specialization in Human Dynamics in the B.S. in Biology as presented.

A copy of the New Certificate Requests – USD – Human Dynamics (BS in Biology) can be found on pages 1971 to 1974 of the official minutes.

4-E (1) New Site Request – DSU – BBA in Finance (online)

Approve DSU’s new site proposal to offer its BBA in Finance online.
A copy of the New Site Request – DSU – BBA in Finance (online) can be found on pages 1975 to 1979 of the official minutes.

### 4-E (2) New Site Request – USD – Minor in Psychology (online)

Approve USD’s new site proposal to offer the Psychology minor online.

A copy of the New Site Request – USD – Minor in Psychology (online) can be found on pages 1980 to 1983 of the official minutes.

### 4-E (3) New Site Request – USD – BA/BS/Minor in Psychology (CCSF)

Approve USD’s new site proposal to offer the BA/BS in Psychology and minor in Psychology at the Community College for Sioux Falls.

A copy of the New Site Request – USD – BA/BS/Minor in Psychology (CCSF) can be found on pages 1984 to 1987 of the official minutes.

### 4-E (4) New Site Request – USD – MA in Elementary and Secondary Education with specialization in Culturally & Linguistically Diverse Learners

Approve USD’s proposal to offer the MA in Elementary-Secondary Education with Specialization in Culturally & Linguistically Diverse Learners programs online.

A copy of the New Site Request – USD – MA in Elementary and Secondary Education with specialization in Culturally & Linguistically Diverse Learners can be found on pages 1988 to 1991 of the official minutes.

### 4-E (5) New Site Request – USD – MA in Elementary Education with specialization in Reading Specialist/Literacy Coach

Approve USD’s proposal to offer the MA in Elementary Education with Specialization in Reading Specialist/Literacy Coach online.

A copy of the New Site Request – USD – MA in Elementary Education with specialization in Reading Specialist/Literacy Coach can be found on pages 1992 to 1996 of the official minutes.

### 4-E (6) New Site Request – USD – MA in Elementary and Secondary Education with specialization in Science/Technology/Math

Approve USD’s proposal to offer the MA in Elementary-Secondary Education with Specialization in Science, Technology, and Math online.

A copy of the New Site Request – USD – MA in Elementary and Secondary Education with specialization in Science/Technology/Math can be found on pages 1997 to 2001 of the official minutes.
4-F AAC Guideline 7.1 – Dual/Concurrent Credit Administration Guidelines

Approve the updated version of AAC Guideline 7.1 – Dual / Concurrent Credit Administration Guidelines, as presented in Attachment I.

A copy of the AAC Guideline 7.1 – Dual/Concurrent Credit Administration Guidelines can be found on pages 2002 to 2028 of the official minutes.

4-G (1) Articulation Agreements – Dakota State University

Approve Dakota State University’s articulation agreement with Minnesota West Community and Technical College, as presented.

A copy of the Articulation Agreements – Dakota State University can be found on pages 2029 to 2035 of the official minutes.

4-G (2) Articulation Agreements – University of South Dakota

Approve the University of South Dakota’s articulation agreements with Northeast Community College, the Sanford Medical Center, and Avera McKennan, as presented.

A copy of the Articulation Agreements – University of South Dakota can be found on pages 2036 to 2065 of the official minutes.

4-H Inactive Status and Program Termination Requests – USD

Approve USD’s requests to inactivate the BSED in Physical Education; Latin Minor; and the PhD in Biological Sciences – Bioinformatics Specialization, as presented.

A copy of the Inactive Status and Program Termination Requests – USD can be found on pages 2066 to 2070 of the official minutes.

4-I Revisions to Terminal Degrees Table – SDSU

Approve the proposed revisions to AAC Guideline 6.2 – Terminal Degrees Table as provided in Attachment I.

A copy of the Revisions to Terminal Degrees Table – SDSU can be found on pages 2071 to 2080 of the official minutes.

4-J (1) Joint Powers Agreements – Extension Forestry Joint Powers Agreement – SDSU & SD Department of Agriculture

Approve the Joint Powers Agreement set forth in Attachment I.
A copy of the Joint Powers Agreements – Extension Forestry Joint Powers Agreement – SDSU & SD Department of Agriculture can be found on pages 2081 to 2089 of the official minutes.

4-J (2) Joint Powers Agreements – Herbicide Injury Study Joint Powers Agreement – SDSU & SD Department of Agriculture

Approve the Joint Powers Agreement set forth in Attachment I.

A copy of the Joint Powers Agreements – Herbicide Injury Study Joint Powers Agreement – SDSU & SD Department of Agriculture can be found on pages 2090 to 2095 of the official minutes.

4-J (3) High School Dual Credit Program Joint Powers Agreement – BOR & DOE

Approve the Joint Powers Agreement between the South Dakota Board of Regents and the Department of Education for the High School Dual Credit program as set forth in Attachment I.

A copy of the High School Dual Credit Program Joint Powers Agreement – BOR & DOE can be found on pages 2096 to 2102 of the official minutes.

4-K Naming Request – USD – Department of Health Sciences

Approve USD’s request to rename the Department of Health Sciences to the Department of Public Health and Health Sciences.

A copy of the Naming Request – USD – Department of Health Sciences can be found on pages 2103 to 2104 of the official minutes.

CONSENT AGENDA – INFORMATIONAL ITEMS – NO BOARD ACTION NECESSARY

4-L Interim Actions

A copy of the Interim Actions can be found on pages 2105 to 2107 of the official minutes.

4-M Capital Projects List

A copy of the Capital Projects List can be found on pages 2108 to 2112 of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

5-A (1) BOR Policy Revisions – BOR Policy 4:10, 4:11, 4:13 and 4:38 (Second Reading)

Dr. Jay Perry, System Vice President of Academic Affairs, explained that as a result of the elimination of collective bargaining after the passage of Senate Bill 147 during the 2020 Legislative Session, BOR Policies 4:10, 4:11, 4:13 and 4:38 are being revised to reflect changes
needed since the university faculty collective bargaining agreement with the Council of Higher Education was set to expire at the end of June.

The proposed policies have undergone extensive review since the first reading at the June Board meeting. Board staff received feedback from institutional administrators, faculty senates, individual faculty members, and representatives from COHE who participated in the last collective bargaining sessions. The system Academic Affairs Council received all such feedback for further review and discussion. He said while it is recommended that the Board approve the policies today because the system needs to have these policies in place immediately due to the end of the collective bargaining agreement, it is anticipated that these policies will undergo additional review.

Dr. Perry provided a high level summary of the changes since the first readings.

IT WAS MOVED by Regent Wink, seconded by Regent Brown, to approve the second and final readings of the BOR Policy Revisions – BOR Policy 4:10, 4:11, 4:13 and 4:38 (Second Reading) as shown in the attachments of the agenda item.

ROLL CALL:

Brown – AYE
Roberts – AYE
Schaefer – AYE
Schieffer – AYE
Stork – AYE
Thares – AYE
Wink – AYE
Morgan – AYE
Bastian – AYE

Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 4:10, 4:11, 4:13 and 4:38 (Second Reading) can be found on pages 2113 to 2156 of the official minutes.

5-A (2) BOR Policy Revisions – Title IX Policy Revisions

Nathan Lukkes, Board of Regents General Counsel, explained that the Board previously approved the first reading of the new Title IX policy at its June meeting, which stemmed from the Department of Education's release of the final Title IX rule. As a reminder, he provided a high level description of the key provisions of the new regulations.

General Counsel Lukkes explained that the proposed policy changes will ensure compliance with the new Title IX rules, which become effective on August 14th. Additionally, he explained that the procedures afforded therein will provide enhanced due process at the institutional level to all involved, with the hearing conducted, and a proposed decision drafted, by a legally trained neutral party.
IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to approve the second and final reading of the new BOR Policy 1:17 set forth in Attachment I, and the first and final reading of the proposed revisions to BOR Policies 3:4, 1:18 and 1:17.1, all of which shall be effective on August 14th.

ROLL CALL:

Brown – AYE
Roberts – AYE
Schaefer – AYE
Schieffer – AYE
Stork – AYE
Thares – AYE
Wink – AYE
Morgan – AYE
Bastian – AYE

Motion passed.

A copy of the BOR Policy Revisions – Title IX Policy Revisions can be found on pages 2157 to 2222 of the official minutes.

5-B Research Park Reports/USD Discovery District Annual Meeting

Nathan Lukkes, Board of Regents General Counsel, explained that the Board’s August meeting serves as the time and place for the USD Research Park, Inc. (dba USD Discovery District) annual meeting. Dwaine Chapel provided an overview of happenings at the Research Park at SDSU. Mitch Nachtigall shared updates from Ascent Innovation. Mark Brown provided current status of operations at the USD Discovery District.

General Counsel Lukkes said the annual meeting is the time and place for the Board to appoint directors to the Board of Directors of the USD Discovery District. The current makeup of the Board of Directors is set forth in Attachment I of the agenda item. He noted that there are three terms set to expire in 2020, which are currently occupied by Bob Sutton, Dave Kapaska, and Deb Peters, all of which are seeking reappointment for their second 3-year term. As such, there are three appointments pending before the Board at its meeting, which would become effective upon approval.

Additionally, he explained that the USD Discovery District is requesting that the Board approve the bylaw amendments set forth in Attachment II of the agenda item, which would have the effect of allowing the Board of Directors to consist of between ten and fifteen members instead of the current fixed membership of eleven.

IT WAS MOVED by Regent Wink, seconded by Regent Morgan, to approve the Bylaws amendments set forth in Attachment II and to reappoint Bob Sutton, Dave Kapaska and Deb Peters
and appoint Jim Abbott to serve three-year terms on the Board of Directors of the USD Discovery District.

**ROLL CALL:**

Brown – AYE  
Roberts – AYE  
Schaefer – NAY  
Schieffer – AYE  
Stork – AYE  
Thares – AYE  
Wink – AYE  
Morgan – AYE  
Bastian – AYE

Motion passed.

A copy of the Research Park Reports/USD Discovery District Annual Meeting can be found on pages 2223 to 2236 of the official minutes.

**5-C COVID-19 Resolution Extension/Fall Semester Planning Placeholder**

Nathan Lukkes, Board of Regents General Counsel, explained that the Board previously discussed and approved a resolution at its April meeting authorizing certain emergency exceptions/waivers of Board Policy to accommodate the necessary adjustments resulting from the COVID-19 pandemic, with the approval of the applicable Board committee, to allow the system and its institutions to address and accommodate the current situation in a timely manner without running afoul of Board Policy. At the Board’s May meeting the foregoing authorization was extended to run through the Board’s regularly scheduled August meeting. Given the fluid and unpredictable nature of the COVID-19 pandemic, and out of an abundance of caution, the system desires to extend the aforementioned authorization through the Board’s regularly scheduled December meeting. The foregoing will provide maximum flexibility in the event the COVID-19 pandemic necessitates unanticipated action during the fall semester which would otherwise conflict with established policy.

General Counsel Lukkes explained that the proposed resolution would extend the granting of emergency exceptions/waivers to BOR Policy between now and the Board’s regularly scheduled December meeting, with the approval of the applicable Board committee, to allow the system and its institutions to respond to and address unforeseen circumstances which could result from the COVID-19 pandemic this fall without running afoul of BOR Policy.

Furthermore, he referenced the revised COVID-19 Face Covering Protocol in Attachment II of the agenda item which came as a result of the follow-on conversations after the July meeting with the presidents and others regarding necessary adjustments to allow for effective implementation in various settings.
Regent Wink agreed that the resolution was appropriate as it gave the institutions more flexibility to react to what might occur during the fall semester.

Regent Stork explained that the Board has been notified by parents that more courses are moving online than previously articulated to them.

President Gestring said USD has 1,142 courses that will remain traditional face-to-face; 340 courses will be made hybrid, which mean at minimum 25% face-to-face; and 4.5% were transitioned to online only due to space limitation. The number of classes moved online due to medical accommodations is less than 15.

President Dunn said SDSU has 3,214 sections of classes, and of those 225 moved online mostly due to the size of the class and facility availability. SDSU is also using the hybrid model that USD is using to keep face-to-face connection but also utilize the facilities with the recommended spacing.

In response to a question by Regent Brown, President Dunn said that certain programs may be more effected than others because they had larger class sizes. President Dunn said the COPS team is looking at a way to mitigate the cost differential between the in-person and online courses. The differential is about $120/course. The presidents are working with their foundations to cover that cost differential.

SDSU Provost Hedge indicated that because there hasn’t been a great way through the Banner system to communicate hybrid courses to students, they are asking faculty members teaching the courses to reach out to them.

Provost Hedge described the hybrid experience per the request of regents. He said cohorts or platoons of students would be assigned a certain day in the classroom and then a portion of the learning would be taught online with interactive assignments, etc.

President Downs confirmed that 30 courses (4.5% of total offerings) have been converted to online at NSU.

Regent Roberts reiterated that there have been concerns from students and parents that too many courses are going online. She said when the Board agreed per the urging of the presidents that the universities would reopen in the fall, they expect the universities to provide face-to-face classes in order to fulfill the promise.

Regent Schieffer summarized by saying the universities should not convert courses to online instruction on a whim. These change needs to be a necessity. He proposed that the executive director look into this issue, use judgement to ensure that that theme is being followed, and to the extent possible that there is reasonable consistency in making these decisions. In addition, Regent Stork said the requests to convert a course online based on medical need of the faculty member must be scrutinized rather than subjectively granted. As important, these requests need to be granted consistently across the system.
IT WAS MOVED by Regent Wink, seconded by Regent Schieffer, to approve the resolution set forth in Attachment I and the revisions as proposed to the face coverings protocol in Attachment II.

ROLL CALL:

Brown – AYE
Roberts – AYE
Schaefer – AYE
Schieffer – AYE
Stork – AYE
Thares – AYE
Wink – AYE
Morgan – AYE
Bastian – AYE

Motion passed.

A copy of the COVID-19 Resolution Extension/Fall Semester Planning Placeholder can be found on pages 2237 to 2244 of the official minutes.

**BUDGET AND FINANCE**

**6-A (1) BOR Policy Revisions – BOR Policy 4:1 – General Terms and Appointments (Second Reading)**

Kayla Bastian, System Human Resources Director, explained that due to the elimination of collective bargaining for university faculty, effective July 1, 2020, there are certain elements of the COHE agreement that now need to be implemented into BOR policy. She explained that the proposed policy revisions to BOR Policy 4:1 address faculty contracts that are currently addressed in the COHE agreement. She described the substantive changes in the draft policy.

HR Director Bastian explained that the only revision since the first reading in June modifies Section 3.6 to provide the ability of the university to require faculty to provide course materials for online courses up to 30 days prior to the first day of classes to ensure compliance with institutional quality assurance review process. The former language limited this only to new faculty in their first term, however, the quality assurance process would apply to all online courses so the language needs to be expanded to ensure compliance.

IT WAS MOVED by Regent Roberts, seconded by Regent Thares, to approve the second and final reading of the proposed revisions to BOR Policy 4:1.

ROLL CALL:

Brown – AYE
Roberts – AYE
Schaefer – AYE
A copy of the BOR Policy Revisions – BOR Policy 4:1 – General Terms and Appointments (Second Reading) can be found on pages 2245 to 2253 of the official minutes.

6-A (2) BOR Policy Revisions – BOR Policy 4:5 – Faculty Compensation (First Reading)

Kayla Bastian, System Human Resources Director, explained that due to the elimination of collective bargaining for university faculty, effective July 1, 2020, there is now a need to include faculty compensation provisions in Board policy. This policy establishes the overarching guidance for faculty compensation administration, and seeks to provide a framework that gives flexibility to the universities and Board in the administration of the compensation plan. She described the substantive changes in the draft policy.

IT WAS MOVED by Regent Roberts, seconded by Regent Brown, approve the first reading of the proposed BOR Policy 4:5 – Faculty Compensation.

ROLL CALL:

Brown – AYE
Roberts – AYE
Schaefer – AYE
Schieffer – AYE
Stork – AYE
Thares – AYE
Wink – AYE
Morgan – AYE
Bastian – AYE

Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 4:5 – Faculty Compensation (First Reading) can be found on pages 2254 to 2259 of the official minutes.

6-B SDSU Airport Hangar Preliminary Facility Statement

Mike Holbeck, Interim SDSU Vice President for Finance & Administration, explained that SDSU is submitting its Preliminary Facility Statement for the design and construction of a new Airport Hangar. SDSU requests a building committee be formed to assess and retain a build team to
provide project design, cost projections, construction documentation, and construction services for the Airport Hangar. The Aviation program currently occupies a hangar at the Brookings Municipal Airport, which is owned and operated by the University. The existing hangar has the capacity to store six aircraft. Due to the growth of the program and fleet of aircraft, the program requires additional aircraft storage space.

Interim VP Holbeck said the new facility would allow all aircraft to be stored in a University owned hangar. Added storage space would reduce stacking, which would reduce potential for aircraft damage resulting from excessive aircraft moving. The improved access to aircraft would decrease the time required to move aircraft in and out of storage. The current hangar configuration requires moving multiple aircraft to access an aircraft stored at the rear of the hangar. A new facility would be designed to house two aircraft per hangar bay to alleviate the crowding of fleet.

Regent Stork summarized by saying the proposed project estimates $1.8 million which would subtract the annual lease paid to house three additional aircrafts in the SDSU hangar which could provide an opportunity to alleviate the time to move aircrafts and possible damage to the aircrafts in moving them. She suggested that other options be explored, such as a $1 million project for an additional hangar that would house five planes.

President Dunn said the request is to give SDSU permission to plan, which would be the opportunity to explore all of these options. He said this also gives time to better understand the impact of the COVID pandemic on the demand for pilots.

In response to a question by Regent Schieffer, Interim VP Holbeck indicated that the net gain from the program demand has increased by $200,000 to $300,000 per year.

Heather Forney, System Vice President of Finance & Administration, said since this would add square footage to campus it would eventually require legislation.

IT WAS MOVED by Regent Roberts, seconded by Regent Stork, to approve SDSU’s Preliminary Facility Statement for design and construction of a new airplane hangar for their Aviation Program.

ROLL CALL:

Brown – AYE
Roberts – AYE
Schaefer – NAY
Schieffer – AYE
Stork – AYE
Thares – AYE
Wink – AYE
Morgan – AYE
Bastian – AYE

Motion passed.

A copy of the SDSU Airport Hangar Preliminary Facility Statement can be found on pages 2260 to 2264 of the official minutes.
WEDNESDAY, AUGUST 5, 2020

Regent Bastian reconvened the meeting of the Board of Regents at 9:00 a.m.

PLANNING SESSION

7-A System Governance

Dr. Brian L Maher, Board of Regents Executive Director, suggested that the coupling of system governance with the tuition and academic governance agenda items will make for a more productive conversation and will limit any redundancy of topics. So with the permission of the Board, he would like to move past this item. The Board agreed.

A copy of the System Governance agenda item can be found on pages 2265 to 2268 of the official minutes.

7-B Proposed Process Outline for Senate Bill 55

Dr. Brian L. Maher, Board of Regents Executive Director & CEO, said during South Dakota’s 2020 Legislative Session, Senate Bill 55, a bill requiring the Board of Regents to assemble a task force to study the operations and functions of the institutions of higher education under the board's authority, was passed into law.

He explained that he has been working to create structure for how to address Senate Bill 55, and in doing so first met with the four appropriators on the task force: Senator Ryan Maher, Senator Reynold Nesiba, Representative Hugh Bartels, and Representative Chris Karr. He visited with them at a high-level on how to address the issues in Senate Bill 55 and is planning to meet with them each individually as well.

Dr. Maher said Senate Bill 55 presents many opportunities to address questions about how the system operates, dive into the question of whether it is doing the best it can, and whether it is as efficient as it should be. Furthermore, he said the Senate Bill 55 process presents an opportunity to tell the system’s stories as it really is doing incredible things.

As a former member of the Blue Ribbon Task Force, he said he has been thinking about possible parallels between the work required by Senate Bill 55 and the work of the Blue Ribbon Task Force. He said while the Blue Ribbon Task Force was “owned” by the governor and shepherded by two legislators, Senate Bill 55 would be chaired by him as the executive director of the Board of Regents.

Because the bill outlines nine specific tasks, he explained that he’d like to group these into three areas: Administration, Infrastructure, and Academic Programs. He said grouping the tasks into these areas helped to clarify who else would serve on the task force. Because this work should include regents, he said the task force will include Regent Thares, who will chair the Administration subcommittee; Regent Wink who will chair the Academic Programs
subcommittee; and Regent Stork who will chair the Infrastructure and Auxiliary Programs subcommittee. He said the Presidents also need to be involved and engaged, so he asked President Gestring to join the Administration subcommittee; President Nichols to join Academic Programs subcommittee; and President Dunn to join the Infrastructure subcommittee.

Dr. Maher said there are at least three more available positions on the task force, which could be filled out by other legislators, business and industry members, or other citizens of South Dakota.

Regent Schieffer suggested that in addition to the nine issues outlined in the bill, the task force should also look at the issue of consolidating institutions. He said it’s a difficult issue but one that continues to be raised from time to time so may be appropriate in the scope of the task force.

Regent Stork urged that the future of higher education be considered as this is an opportunity to consider some creative solutions for the different and future modeling of education. Both scrutinizing the details of the system as well as considering the big picture of higher education is important for positioning the system for the maximum effectiveness and efficiency.

Dr. Maher said the first meeting of the task force will take place on October 7-8 in Rapid City. This meeting would be held in conjunction with the next Board meeting, and it will provide historical context as well as a broad look at the future of higher education. The subcommittee work will be launched during the second meeting, proposed for November. After November, the task force will break with the possibility of subcommittees meeting between November and April, recognizing these are also the months of the 2021 Legislative Session. He said the third meeting would take place in April, fourth meeting in May, and the last meeting would be held in June.

Regent Stork said she would like the regents’ suggestions on other possible members of the task force. Dr. Maher agreed and said it would be helpful if the regents would send recommendations directly to him and he will work with subcommittee chairs to determine the membership. He would like to finalize the membership within two weeks.

Regent Schaefer recognized the immense amount of work scheduled to be done with an aggressive and condensed timeline.

President Dunn asked about the activities for the subcommittees and how many times the subcommittees might need to meet between the task force meetings. In response, Dr. Maher said he wants the subcommittees to drive the issues, but he doesn’t have a clear picture of how many meetings would be required to do so.

Regent Wink said the Chronical of Higher Education had a recent article about the pros and cons of consolidation and asked that Dr. Jay Perry or Dr. Janelle Toman share this article with the regents.

Regent Stork said the size of the Board central office continues to be a topic of discussion as well. She said it is important to address the issue, and the findings might show the office is either too big or too small. Regent Bastian agreed and pointed out that the central office is specifically addressed in numbers 2 and 3 of the bill.
Regent Schaefer emphasized the need to address the concern around duplication of programs within the task force.

President Downs suggested it may be helpful to have someone on the task force from K-12.

A copy of the Proposed Process Outline for Senate Bill 55 can be found on pages 2269 to 2274 of the official minutes.

7-C (1) SDBOR Strategic Plan – Concluding Current Strategic Plan

Dr. Brian L. Maher, Board of Regents Executive Director, said the Board’s strategic plan has run its course, so the system finds itself in transition from the current strategic plan to the next strategic plan. As a conclusion to the current strategic plan, he asked Dr. Jay Perry, System Vice President of Academic Affairs, to provide a brief summary of the system’s success in meeting the goals established in the strategic plan.

To that end, Dr. Perry presented results of the strategic plan that was written in 2014 to run through 2020. He said the regents, universities, and special schools met five goals, were headed in the right direction on 10 that weren’t yet reached, and stayed the same or went backward on five.

During a discussion that revolved around the system’s retention rates, Regent Thares asked how South Dakota’s retention rates compared to those of neighboring states. Dr. Perry said he could gather the information share with the Board.

A copy of the SDBOR Strategic Plan – Concluding Current Strategic Plan can be found on pages 2275 to 2277 of the official minutes.

7-C (2) SDBOR Strategic Plan – Considerations for New Strategic Plan

Dr. Brian L. Maher, Board of Regents Executive Director & CEO, explained that he wants the Board of Regents to be a mission-driven (not just goal-driven) organization and feels that the next strategic plan should set a vision for the system.

He explained that the work of the Senate Bill 55 task force will aid the strategic planning process. Considering the anticipated timing of the Senate Bill 55 report isn’t until next summer, he suggested the Board consider holding on the next strategic plan until that report is available.

The Board was comfortable waiting on the next strategic plan. Regents said in addition to the Senate Bill 55 report, waiting would afford Dr. Maher the time he needed to thoroughly learn the system.

A copy of the SDBOR Strategic Plan – Considerations for New Strategic Plan can be found on page 2278 of the official minutes.
7-D Tuition Landscape – Differentiated Rates

Heather Forney, System Vice President of Finance & Administration, said with the impact of COVID-19 and an increased appetite for courses offered via hybrid and distance methods, now is a good opportunity for the Board of Regents to discuss and review pricing differentials that have been established within the Board of Regents system. To that end, she provided an overview of the current differentiated rates and an explanation for why these differentials exist as well as the advantages and disadvantages of these rates. Additionally, she pointed out the main drivers of tuition increases each year.

Regent Thares asked that the Board get regional and national comparisons to understand if South Dakota’s tuition trends are similar or different than other states. Vice President Forney said she would gather this information.

Regent Roberts said we need a deeper dive into our tuition structure with recommendations for simplification and transparency. She said someone from each campus needs to be involved in the study as each institution is different.

Regent Wink asked if students who have had a change from in-person to online courses due to COVID will have to pay more. Vice President Forney said that because a current statute requires that off-campus courses cost more than on-campus courses, their education will cost more.

It was noted, however, that the campuses have found a way for the foundations to scholarship these students the difference so the change in instructional method should be cost neutral to them.

Regent Schieffer said we need to have transparent conversations with legislators now in order to explain this unintended consequence of the statute and the way the institutions are rectifying it during this COVID scenario. He said at the time Dr. Maher should also explain that the Board is considering pursuing a change to the statute come January as the market demand is changing. He said interest in changing statute needs to be explained now so legislators are not surprised come the start of the 2021 legislative session.

Regent Roberts said this statute is something the Board has been struggling with for years. COVID just tipped the scale in terms of highlighting the need for a statute change.

Regents agreed that the realities of higher education have evolved so much that the statute is no longer helpful.

In a discussion about whether online courses need to be considered “off campus” courses, General Counsel Lukkes said that although the statute doesn’t address it specifically, it is clear that even in recent conversations with the legislature’s Government Operations and Audit Committee and the Joint Committee on Appropriations, the intent of the statute clearly includes in the “off campus” definition any instructional method that is not the traditional face-to-face format.

In conclusion, Vice President Forney said she will work with Dr. Maher to develop the appropriate membership and charge of the committee to examine the tuition structure.
A copy of the Tuition Landscape – Differentiated Rates can be found on pages 2279 to 2293 of the official minutes.

7-E (1) Academic Governance – Program Duplication

Dr. Jay Perry, System Vice President of Academic Affairs, explained that program duplication within the university system continues to emerge as an issue of concern for legislators, regents, and institutions. He said program duplication continues to be an issue of internal debate as institutions want to expand programming to entice students to their campuses, yet other institutions want to protect their turf. The good news is that three fourths of the system’s programs are unduplicated, so it is not a rampant problem and when there is duplication there is most often a good reason for it.

Historically, the Board of Regents has authorized program duplication after weighing whether such duplication is necessary or unnecessary. The program approval process (including both the intent to plan and new program request stage) requires institutions to provide evidence to the Board in support of why duplication of programming is necessary.

The Board has approved duplicative programming in areas where the volume of demand from students and the workforce exceeds the capacity of a single institution. Nursing provides the most obvious example of this. The undergraduate nursing major exists at both SDSU and USD. Nursing is the most popular major within the university system in terms of undergraduate graduates – nursing graduates represented 10% of the entire university system’s bachelor’s degrees awarded in FY19, equal to the number of graduates in the next three most popular majors (elementary education, psychology, and mechanical engineering).

State statutes explicitly provide authorization for institutions to duplicate programming in certain fields. As a few examples, state statutes authorize education programming (e.g., teacher preparation programs) at BHSU, DSU, NSU, SDSU, and USD. SDSMT and SDSU both have statutory authority to offer engineering programs. SDSU, USD, and SDSMT are authorized to offer programming in the sciences or natural sciences. The authorizing statutes for all six institutions have language that allows programs not specifically stated in statute as authorized by the Board of Regents.

Dr. Perry said the major issue with duplication is that we don’t have clear parameters of what is duplication and what isn’t. Rather, we are identifying duplication through the “know it when we see it” method. He thinks the time has come when we should revisit the curriculum aspects of institutional missions so we have better guidance internally for when and where there is not duplication within the system. The conflict comes in where there isn’t anything formal to help guide.

In response to a question by Regent Stork, Dr. Perry acknowledged that some of the turf boundaries historically have been developed through handshake deals. He said handshake deals do not continue to define the boundaries especially since programs are ultimately approved by the Board.
Regent Schaefer said this is an issue that needs to be flushed out internally and handled by the executive director and staff.

The Board members confirmed that unnecessary duplication does concern the Board and this should be handled. They also agreed that there are some justifiable duplications, so criticism may be from those who haven’t reviewed it closely. This issue may fall into the area of needing to do a better job of telling our story.

President Dunn said data science and computer science are emerging fields, which might look like duplication. However, the market trend and the world’s way of functioning is leaning toward technology. We need to consider economic changes and the developing needs of society when considering whether duplicative courses and programs are appropriate.

Recognizing this as Dr. Perry’s last meeting as the System Vice President of Academic Affairs with the Board of Regents, Regents Bastian and Wink as well as Dr. Maher recognized his important and incredible contributions to the work of the South Dakota Board of Regents system.

A copy of the Academic Governance – Program Duplication can be found on pages 2294 to 2310 of the official minutes.

7-E (2) Academic Governance – Section Size Policy

Dr. Jay Perry, System Vice President of Academic Affairs, explained the current Section Size policy, which is intended to require institutions to use instructional resources efficiently and limits the number of low enrolled courses that an institution may offer annually.

He said that between 2014 and 2019, the percentage of system sections exceeding the section size policy limitations remained steady, averaging between 2.9% and 3.9%. For FY2020, this percentage increased to 4.1%. The increase is likely due to temporary reporting disruptions related to the student information system conversion (i.e., Colleague to Banner). Given these challenges, the increase in the 2020 is reasonable. Over the last five years, section size policy compliance has generally remained consistent.

He noted that the COVID-19 crisis greatly altered standard planning options for delivering face-to-face coursework for the FY21 academic year. Social distancing requirements demanded new approaches, resulting in the Board’s authorization of a Temporary Suspension of the Section Size Policy for FY21.

Dr. Perry described current policy issues: no enforcement mechanism exists within the policy; the policy does not apply to one-third of the eligible course sections; and institutional requests for new or revised courses often include requests for instructional method designations that are outside the section size policy with insufficient justification for why.

Because 4,000 out of the 13,000 total course sections are not subject to the section size policy currently, Regent Wink said the Committee on Academic Affairs and Senate Bill 55 will have to take a close look at this.
President Nichols offered an observation. She said at the beginning of this policy’s life, the guidelines were strictly followed. Over the years, though, this has become much looser and there have been many exceptions. She agreed that whether through Senate Bill 55 or Committee on Academic and Student Affairs, this has to be handled.

Regent Schieffer thanked President Nichols for her thoughts and asked the presidents to handle this before it gets to the Committee on Academic and Students Affairs and keep that which must be wrestled to a minimum. He said the work is in the field.

A copy of the Academic Governance – Section Size Policy can be found on pages 2311 to 2319 of the official minutes.

7-E (3) Academic Governance – Program Productivity

Dr. Jay Perry, System Vice President of Academic Affairs, explained that the Board reviewed the 2020 Program Productivity Report at June 2020 meeting. During that meeting, the Board agreed to delay a decision on approving continuation plans for academic programs that failed to meet program productivity thresholds pending additional information from institutions. That documentation will come to the Board for further review at the October Board meeting.

He said as the Board prepares to undertake a study of the university system in compliance with SB 55 from the 2020 legislative session, program productivity policies and enforcement will be part of those discussions. One of the nine specific items addressed in SB 55 is a “review of the academic majors with low enrollments and low numbers of graduates.”

He summarized the minimum levels for the number of graduates in academic degree programs established in BOR Policy 2:23. The minimum graduate production thresholds are:

- 5 associate degrees/year or 25 during the five-year period reported
- 7 bachelor’s degrees/year or 35 during the five-year period reported
- 4 master’s degrees/year or 20 during the five-year period reported
- 1 professional and doctoral degree/year or 5 during the five-year period reported

By policy, academic degree programs that do not meet the established minimum number of graduates will be inactivated unless the Board of Regents approves a continuation plan. Collaborative programs between two or more institutions may combine their total number of graduates (e.g., 6 graduates at SDSU and 8 graduates at USD are considered 14 graduates in the program) provided there is detailed explanation of the collaboration (e.g., sharing of required courses, shared faculty, etc.). Programs flagged through the program productivity review process require a formal review at the institutional level. Following the review, the institution assigns one of five designations to the program for Board consideration: 1) Retain Due to Critical Need; 2) Retain with Further Review Required; 3) Consolidate with Another Program on Campus; 4) Consolidate with Another Program within the System; 5) Terminate.
Dr. Perry identified a number of current policy issues: the lack of an in-depth analysis to retain programs due to critical need or to retain programs with further review; the lack of a methodology for analyzing the cost of continuing a program; the lack including the specializations within majors, minors or certificates; the insufficient evidence and methodology for projecting enrollment and graduates from programs in new program proposals; and the current tuition model’s limits to the effectiveness of promoting collaborative programs as they are potentially more expensive for students.

Regent Bastian asked for further explanation of how the tuition issue meets the program productivity issue. Dr. Perry said collaborative programs between institutions are negatively impacted from a tuition perspective because they need to be online and thus are more expensive for students based on the current tuition model.

Dr. Perry said we need to do more to encourage collaborative programs as it is an advantage for South Dakota as no other state’s system is structured like ours.

Regent Stork asked Dr. Perry to comment on what he things are priority considerations for improving the process. Dr. Perry said he thinks the following are priority:

1. Establish consistent methodology for determining the cost of maintaining programs that do not meet program productivity standards.
2. Establish policies that include specializations within majors, minors, and certificates in the program productivity process.
3. Establish formal guidelines related to encouraging collaborative opportunities.

The regents discussed whether there is an issue with the policy or if the problem lies in the fact that it hasn’t been enforced. Dr. Perry said the policy is good, we just haven’t had the appropriate rationale to make good decisions on when a program should be terminated or when the justification is valid.

In fact, Dr. Perry said while the Board will review more thorough justification for those programs on the underproductive list at its October meeting, he still doesn’t think the information will be as drilled down as necessary specifically because of the lack of sophisticated data systems needed to make good decisions.

Regent Schieffer said this is an issue the Board office and institutions need to work out. The only thing the Board needs to hear is if there is major disagreement or the policy isn’t being followed.

Regent Wink recommended that graduate numbers shouldn’t be the only thing that justifies a program, it should also have a fiscal metric and community-need metric.

Regent Bastian recommended that the deeper dive fall under the purview of the Board’s Committee on Academic and Student Affairs.
Regent Wink said money can be saved through this program review, and it will be a critical effort for both Committee on Academics as well as the Academic Programs subcommittee on the Senate Bill 55 task force.

A copy of the Academic Governance – Program Productivity can be found on pages 2320 to 2322 of the official minutes.

**ADJOURNMENT**

IT WAS MOVED by Regent Schieffer, seconded by Regent Stork, to adjourn the meeting.

**ROLL CALL:**

Brown – AYE
Roberts – AYE
Schaefer – AYE
Schieffer – AYE
Stork – AYE
Thares – AYE
Wink – AYE
Morgan – AYE
Bastian – AYE

Motion passed.

The meeting adjourned at 11:30 a.m.
The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on Tuesday, August 4, 2020, in accordance with SDCL 1-25-2 to discuss matters authorized therein. Following executive session, the Board will meet in open session to discuss and take official action on the matters set forth below, all other matters discussed were consistent with the requirements of SDCL 1-25-2, but no official action on them is being proposed at this time.

Recommended Actions:

2-C – Authorize the General Counsel to proceed with the legal matter(s) within the parameters discussed.

2-D – Authorize settlement in the stated matter upon terms and conditions substantively similar to those set forth in Attachment I of Item 2-D, subject to final review and approval of the Executive Director and the General Counsel, and to authorize any action(s) necessary and appropriate to effectuate the same.

2-E – Recommend that the Board approve the contract extension and terms of the addendum to the employment contract for USD Men’s Basketball Coach, Todd Lee.

2-F (1) – Approve the salary adjustments and appointments as outlined in Attachment I of the Secretary’s Report.

2-F (2) – Award one (1) year of prior service credit toward tenure and one (1) year of prior service credit toward promotion for Dr. Joshua Stroschein (DSU).

2-F (3) – Adopt the recommendation of the executive director and deny SDSU Faculty Grievance No. 2020-1.

2-G – Authorize settlement in the stated matter upon terms and conditions substantively similar to those set forth in Attachment I of Item 2-G, subject to final review and approval of the Executive Director and General Counsel, and to authorize any action(s) necessary and appropriate to effectuate the same.
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<td>$135,046.00</td>
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<td>Jennifer Vander Wal</td>
<td>Assistant Director</td>
<td>5/22/2020</td>
<td>Reclassification</td>
<td>$71,250.00</td>
<td>$64,773.00</td>
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**APPOINTMENTS REPORTING TO THE PRESIDENT, SUPERINTENDENT or EXECUTIVE DIRECTOR**

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<tr>
<th>NAME</th>
<th>TITLE</th>
<th>EFFECTIVE DATE</th>
<th>SALARY</th>
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<tbody>
<tr>
<td>Sean Blackburn</td>
<td>Dean of Students</td>
<td>8/3/2020</td>
<td>$105,000.00</td>
<td>NSU</td>
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<tr>
<td>Sharon Jones</td>
<td>Outreach Consultant</td>
<td>8/3/2020</td>
<td>$42,000.00</td>
<td>SDSD</td>
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<td>Title</td>
<td>Effective Date</td>
<td>Job Change Reason</td>
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<tr>
<td>Eric Nelson</td>
<td>Asst Department Head/Distinguished Professor</td>
<td>5/22/2020</td>
<td>Change Salary Rate/Pay Grade</td>
<td>$148,549.50</td>
</tr>
<tr>
<td>Jennifer Vander Wal</td>
<td>Assistant Director</td>
<td>5/22/2020</td>
<td>Reclassification</td>
<td>$71,250.00</td>
</tr>
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**APPOINTMENTS REPORTING TO THE PRESIDENT, SUPERINTENDENT or EXECUTIVE DIRECTOR**

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<th>TITLE</th>
<th>EFFECTIVE DATE</th>
<th>SALARY</th>
<th>INSTITUTION</th>
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<tbody>
<tr>
<td>Sean Blackburn</td>
<td>Dean of Students</td>
<td>8/3/2020</td>
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<td>NSU</td>
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<tr>
<td>Sharon Jones</td>
<td>Outreach Consultant</td>
<td>8/3/2020</td>
<td>$42,000.00</td>
<td>SDSD</td>
</tr>
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</table>
SOUTH DAKOTA BOARD OF REGENTS

REVISED
AGENDA ITEM: 1 – D
DATE: August 4-5, 2020

*****************************************************************************

SUBJECT
2021 SDBOR Meeting Calendar

CONTROLLING STATUTE, RULE, OR POLICY
Board of Regents’ By-Laws, Section 5.0

BACKGROUND / DISCUSSION
Per the Board By-Laws, an annual schedule of meetings shall be prepared in advance by the Board.

IMPACT AND RECOMMENDATIONS
The proposed calendar of 2021 Board of Regents meeting dates can be found in Attachment I. The meeting locations are the same as those originally prepared for the 2020 slate of meetings but were not used since the majority of these meetings were held via teleconference due to COVID-19. The meeting dates/locations shown will be subject to change depending on the host communities’ circumstances in regard to the ongoing pandemic.

ATTACHMENTS
Attachment I – Calendar of 2021 Dates and Locations

*****************************************************************************

DRAFT MOTION 20200804_1-D:
I move to accept the dates and locations proposed on the 2021 Board of Regents Meeting Calendar in Attachment I.

1794
# 2021 SDBOR Meeting Calendar

<table>
<thead>
<tr>
<th>BOR ITEMS DUE (from campus)</th>
<th>COPS TOPICS DUE (from COPS)</th>
<th>COPS MAILOUT</th>
<th>COPS MEETING</th>
<th>BOR INTERNAL POSTING</th>
<th>BOR MAILOUT</th>
<th>BOR MEETINGS</th>
<th>BOR MEETING LOCATION</th>
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<tr>
<td>March 1</td>
<td>March 4</td>
<td>March 9</td>
<td>March 16</td>
<td>March 18</td>
<td>March 23</td>
<td>March 30-31, 2021 (Tues-Wed)</td>
<td>NSU, Aberdeen</td>
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<td>April 12</td>
<td>April 15</td>
<td>April 20</td>
<td>April 27</td>
<td>April 29</td>
<td>May 4</td>
<td>May 11, 2021 (Tues)</td>
<td>Teleconference</td>
</tr>
<tr>
<td>May 24</td>
<td>May 27</td>
<td>June 1</td>
<td>June 8</td>
<td>June 10</td>
<td>June 15</td>
<td>June 23-24, 2021 (Wed-Thurs)</td>
<td>DSU, Madison</td>
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<td></td>
<td></td>
<td></td>
<td>July 15</td>
<td>July 21, 2021 (Wed)</td>
<td>Teleconference</td>
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<tr>
<td>July 6</td>
<td>July 8</td>
<td>July 13</td>
<td>July 20</td>
<td>July 22</td>
<td>July 27</td>
<td>August 3-5, 2021 (Tues-Thurs)</td>
<td>Pierre</td>
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<td>Sept. 8</td>
<td>Sept. 9</td>
<td>Sept. 14</td>
<td>Sept. 21</td>
<td>Sept. 23</td>
<td>Sept. 28</td>
<td>Oct. 6-7, 2021 (Wed-Thurs)</td>
<td>SDSMT, Rapid City</td>
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<tr>
<td>Nov. 3</td>
<td>Nov. 5</td>
<td>Nov. 9</td>
<td>Nov. 16</td>
<td>Nov. 23</td>
<td>Nov. 30</td>
<td>Dec. 8-9, 2021 (Wed-Thurs)</td>
<td>SDSU, Brookings</td>
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</tbody>
</table>
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – A
DATE: August 4-5, 2020

SUBJECT
Graduation Lists

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:17 – Awarding of Degrees, Graduation Dates, and Catalog of Graduation

BACKGROUND / DISCUSSION
Board of Regents Policy 2:17 specifies that the Board “approves the awarding of academic degrees after receiving the university president's recommendation on behalf of the university,” following each academic term. Once submitted on behalf of the institution, the President certifies that all candidates have successfully completed degree or program requirements as approved by the Board, and that no degree requirements were waived for any individual student. Black Hills State University, Northern State University, South Dakota State University, and University of South Dakota request approval of the attached graduation lists for Summer 2020. Dakota State University and South Dakota School of Mines and Technology recognize their summer graduates at May commencement.

IMPACT AND RECOMMENDATION
Board staff recommends approval.

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

DRAFT MOTION 20200804_4-A:
I move to approve the attached BHSU, NSU, SDSU, and USD graduation lists contingent upon the students’ completion of all degree requirements.
Black Hills State University
Graduation List – August 2020

ASSOCIATE OF SCIENCE

Akers, Anita
Bad Wound, Cheryl
Major, Maranike
Ritter, Courtnie Marie
Whirlwind Horse, Jennah

BACHELOR OF FINE ARTS

Concha, Tiffany
Hudson, Taylee

BACHELOR OF GENERAL STUDIES

Charnholm, Ethan
Torness, Margaret

BACHELOR OF SCIENCE

Archer, Zachary
Bettcher, Macallie
Borchert, Daniel
Chaney, Juanita
Ciccariello, Anne
DeHaan, Marcella
Derwin, Alexandra
Dill, Bailie
Dunn, Nicholas
Dyson, Nicholas
Goergen, Sierra
Golden, Melissa
Gossard, Adrienne
Gross, Lynsey
Heaney, Conor
Hepp, Taylor
Huseby, Danielle
Jakowicz, Alexy
Kinslow, Sadie
Lewis, Chantal
Lewis, Randy
Manning, Jason
McCourt, Nicole
Mehalick, Ryan
Mehmen, Noah
Mueller, Jacob
Munoz, Orlando
Neyen, Connor
Oltmanns, Alyssa
Ortiz, Andreana
Dominique
Parr-Paul, Hanah
Ramos, SaraAnn
Raymond, Jaleece
Scott, David
Slama, Lynn
Springer, Karen
Stotts, Sydney

BACHELOR OF SCIENCE IN EDUCATION

Fish, Abraham
Hagen, Austin
Harris, Destiny

MASTER OF BUSINESS ADMINISTRATION

Derr, Haley
Black Hills State University  
Graduation List – August 2020

**MASTER OF EDUCATION**

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
<th>Name</th>
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<tbody>
<tr>
<td>Chapman, Sarah</td>
<td>Griffin, Rebecca</td>
<td>Story, LeeVi</td>
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<td>Feininger, Jalynn</td>
<td>Merrill, Christina</td>
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<tr>
<td>Fitzgerald, Linnette</td>
<td>Pfeifle, Emily</td>
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**MASTER OF SCIENCE**

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Boettcher, Jamie</td>
<td>Lawson, Kyle</td>
<td>Watkins, Raynell</td>
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<td>Gross, Kylie</td>
<td>Lockwood, Sarah</td>
<td>Young, Meagan</td>
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<tr>
<td>Harris, Stephanie</td>
<td>Mehlhaff, Lila</td>
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<tr>
<td>Kopeck, Raquel</td>
<td>Pulscher, Sarah</td>
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**CERTIFICATES**

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</thead>
<tbody>
<tr>
<td>Scott, David</td>
</tr>
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</table>
NORTHERN STATE UNIVERSITY
APPLICANTS FOR SUMMER GRADUATION
(Diplomas will be issued. No commencement ceremony held.)
August 21, 2020

CANDIDATES FOR THE MASTER'S DEGREES

MASTER OF MUSIC EDUCATION
Andrea Elizabeth Arnold
Elizabeth Rae Ennenga
Alison Astra Seeger
Elizabeth Catherine Werness

MASTER OF SCIENCE
Brenna J. Ackerman
Lauren Patricia Markle
Trevor Austin Penner

MASTER OF SCIENCE IN EDUCATION
Sadie Lynn Bossert
Cassandra A. Bottum
Abigail Geraldine Burgard
Kathia Danahi Dirksen
Tiffanie Marie Dubaj
Sydney Lyn Erickson
Rachael Lynn Foster
Andrea Dnae Garlick
Lindsay Jo Haider
Sara Joyce Harmon
Megan Marie Hildebrandt
Desha Kay Hoellein
Jesse Donelle Hohwieler
Myranda Kaye Holtrop
Schuyler Keith Holtrop
Michelle Leigh Hotchkiss
Kuniko Ichikawa
Jeri Lynn Ingemansen
Kathy Dee Kulm
Tamara Lee Luce
Joel Russel McNeely
Carrie Ann Nostrant
Eric Ryan Peterson
Tyler J. Robel
Mackenzie Ann Ames Rose
Audrey A. Steele
Amber Lauren Thomas
Angela May Thomas
Matthew Scott Thorson
Emily Dawn VanGerpen
Melayna L. Waisanen
David Christopher Westby
Stacey Jo Westby
Tara K. White
Tori Lynn White
Eric Z. Williams

CANDIDATES FOR THE BACCALAUREATE DEGREES

BACHELOR OF ARTS
Cheng Chen
Evangelina Farias
Bushra Hulmani
Carleigh Jeen Klein
Makaela Marie Moser
Itagia Samala Poumele
Carly Teresa Wheeting

BACHELOR OF GENERAL STUDIES
Eric Richard Kovach
Victoria J. Moeller

BACHELOR OF MUSIC EDUCATION
Taylor Lynn Brekke
BACHELOR OF SCIENCE

Desiree Dore  Pe Pet Hlaing  Betser Roney
Ashley Ann Eggleston  Riley Austin Lura  Parker Rossow
Isaac John Groft  Bryce D. Malsam  Tyson Elton Serr
Taylor Nicole Hagen  Tasnim Mayasir  Kaitlyn K. Tracy-King
Kelsea Heintzman  Kue Moo  Victoria Win
Chad Allen Hinkle  Dylan Prusha

CANDIDATES FOR THE ASSOCIATE DEGREES

ASSOCIATE OF SCIENCE

Dylan Prusha

CANDIDATES FOR CERTIFICATES

Brandon Lee Barrett  Evangelina Farias  Pe Pet Hlaing
South Dakota State University
Summer 2020 Candidates

DOCTOR OF PHILOSOPHY

Alahakoon Achchillage  
Dilmini Alahakoon  
Mustafa Aljadi  
Saad Alshehri  
Christina Bakker  
Shraddha Basu  
Fernando Bereta Dos Reis  
Alexandra Cordell  
Heather Deter  
Khalid Emshadi  
Maryam Enteshari  
Hanxiao Feng  
Seth Fopma  
Obed Gyamfi  
Miran Hama Salh  
Amanda Hyett  
Lingqi Kong  
MD Tawabur Rahman  
Jerica Rich  
Jasdeep Singh  
Navdeep Singh  
Yaqoob Thurston  
Jianmin Wang

DOCTOR OF NURSING PRACTICE

Amy Clay  
Ruth Hernandez  
Hannah Johnson

MASTER OF ARTS

Kiersten Koehler  
Shelby Pattison  
Sofiya Zymbaylova

MASTER OF EDUCATION

Laura Ackerwold  
Emily Little  
Dustin Manzey

MASTER OF ENGINEERING

Benjamin Meyer  
Pranesh Vernekar

MASTER OF MASS COMMUNICATION

Suzanne Albers  
Jennie Hegge  
Michael Schulte  
Lucilla Harrell  
Lura Roti  
Jason Tracey

MASTER OF PUBLIC HEALTH

Tia Preece

MASTER OF SCIENCE

Nicole Ager  
Patra Akaya  
Eugene Allyn  
Zyad Alsaedi  
Ibin Amatya  
Sunny Arbogast  
Seth Arhin Donkor  
Edem Avemegah  
Prameela Awale
Amina Baniya
Heidi Becker
Shaurav Bhattarai
Turner Blasius
Benjamin Brockmueller
Ellen Bubak
Audrey Bunge
Darren Clausen
Seth Courtney
Isaac Crentsil
Peyton Dejong
Alier Deng
Kailie Drescher
Austin Egolf
Heather Enos
Spencer Fish
Shelby Fritz
Austin Galinat
Dominque Gunn
Marcus Haselhoff
Dan Hattum
Lily Hernandez
Sarah Herzog
Riham Hussien
Kevin Jerez Bogota
Christine Jeske
Ryan Kasdorf
Kanbi Knippling
Maggie Kringen
Emma Landstrom
Md Ashiqur Rahman
Kaj Lynoe
Clancy Lytle
Rachel MacDowell
Beatrice Manu
Logan Megard
Nur Islamiah Mohamad
Fuad
Brittney Morse
Collette Nyuydze
Jacob Olson
Domelaar Ouattara
Ashlyn Pearson
Teresa Pierson
Sarah Potthoff
Sheikh Ifatur Rahman
Mohammad Jahir Raihan
Toni Rasmussen
Anne Salazar
Philip Sam
Christopher Santini
Hannah Scriver
Gagan Singla
Michael Sundall
Jeffrey Surbeck
Jacob Tandoh
Courtney Trapp
Kara Vostad
Nicole Wagner
Max Weaver
Jessica Wendt
Austin Wieseler
Joseph Wollbrink
Most Farzana Yesmin
Basnewende Brice
Zoungran

BACHELOR OF SCIENCE IN NURSING

Josey Aasby
Mallory Anglin
Aveen Aware
Bianna Benjamin
Jamie Bresnahan
Caitlin Brumbaugh
Kaylee Burmeister
Drake Burnison
Yekaterina Cherednik
Jessa Christensen
Ericka Cockburn
Erin Denning
Ivan Diaz
Haley Dorschner
Marquelle Edlund
Allison Fink
Marisa Folley
Kimberly Fraze
Alan Garcia De Alba
Lindsey Girtz
Maria Glover
Lottie Grimshaw
Tammy Hall
Heide Hammer
Britta Harberts
Elizabeth Huver
Mariah Jameyson
Angela Jensen
Hayley Johnson
Kelsey Johnson
Carlee Johnston
Rohit Kaderiya
LiLian Knudsen
Rachel Konrad
Gracee Krall
Arin Krogman
Maggie Kruse
Katherine LeBrun
Ashley Liang
Seth Lohr
Ellen Longtin
Kiley Luke
Cathleen Mathis
Terra McDowell
Desiree Mercer
Brooklyne Miller  Jakob Poppens  Jessica Silva
Jacquelyn Montreal  Shawnda Rausch  Jennifer Smith
Kevin Natukunda  Jordon Redmond  Allison Torrance
Margaret O'Brien  Katie Rodig  Bailey Van Zee
Faith Olivier  Katie Rosenstengel  Stephanie Warnke
Jessica Oye  Addison Sannes  Hannah Willson
Ashley Patterson  Jaden Schefers  Elizabeth Winter
Tayler Pennell  Carolyn Schmieg  Anna Zentner
Jonathan Petersen  Morgan Selland Barden  Sydney Zimmerman
Samantha Peterson  Meaghan Sievers  Courtney Zins

BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Samer Alkiswani  Carter Reber

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Viraj Samson

BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT

Raed Al Sari  Chase Porter

BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING TECHNOLOGY

Salman Alqahtani  Jerod DeSmet

BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

Levi Kent

BACHELOR OF SCIENCE IN OPERATIONS MANAGEMENT

Madeline Hartz  Chelsey Vimr

ASSOCIATE OF SCIENCE IN CONSTRUCTION TECHNOLOGY

Brady McDonald
BACHELOR OF SCIENCE IN AGRICULTURE,
FOOD & ENVIRONMENTAL SCIENCES

Jaydn Broughton  Spencer Lewis  Victoria Vosler
Grady Carley  Hannah Marti  Garrett Wagner
Andrew DeJong  Mitchell Moritz  Erin Whitehouse
Jacob Gelderman  Spencer Olmer  Miranda Wilkinson
Tyler Hannaman  Haley Ruesch  Kayla Wolles
Bryce Harris  Mary Sarah Sauber  Taichi Yokote
Robert Jordan  Logan Schentzel  McKenzie Zuzek
Ellyse Knaak  Kennedy Vander Windt

ASSOCIATE OF SCIENCE IN AGRICULTURE,
FOOD & ENVIRONMENTAL SCIENCES

Avery Gilchrist  Noah Nelson  Sydney Swanson

BACHELOR OF SCIENCE IN NATURAL SCIENCES

Caroline Al-Azzeh  Libby Groen  Jennifer Molitor
Dylan Blomme  Aavrie Kielty  Shaylee Tobin
Bryanna Chipley  Jaden Marks

BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES

Kylie Horstman

BACHELOR OF SCIENCE IN MEDICAL LABORATORY SCIENCE

Tessa Anderson  Ryan Hall  Laiken Nelson
Megan Ball  Blair Hansen  Emily Quaal
Elizabeth Barrow  Allison Hieb  Courtney Remick
Shelby Benson  Allyssa Hoeksema  Tessa Roemen
Jamie Bergwick  Alexandria Johns  Tiadra Simmermon
Daniel Bockenstedt  Sahil Kalia  Emily Spates
Kaid Bruce  Kristin Lamb  Mikaela Stanley
Ashley Bush  Lauren Libbesmeier  Angelica Topete
Carly Dahl  Destinee Mercer

BACHELOR OF SCIENCE IN EDUCATION AD HUMAN SCIENCES

Awal Abdela  Erica Anderson  Samantha Bartelt

ATTACHMENT III 9
Mikayla Beckman  
Erin Benz  
Dominique Bilbo  
Charlie Bleifus  
Chelsey Borkhuis  
Chelsey Bultje  
Emma Carbonneau  
Taylor Carpenter  
Tyson Crosby  
Olivia Derouin  
Dawson Duchesneau  
Joshua Fox  
Madisen Grieme  
Loren Gros  
Madison Grove  
Kayla Gullickson  
Lillian Hansen  
Connor Hickman  
Danielle Himley  
Jacklyn Hulshof  
Justin Hunt  
Morgan Hunter-Bratland  
Amanda Husted  
Hunter Jamison  
Tessa Jarvi  
Theresa Johnson  
Derek Kocer  
Matthew Krambeck  
Korey Kuhlmann  
Hannah Lage  
Aryca Lothrop  
John Mamer  
Karlie McEnelly  
Paul McKnelly  
Aryn Minor  
Martin Mueller  
Marissa Nelson  
Madeline Penland  
Erica Pietz  
Katherine Rude  
Vanesa Salas  
Kennedy Sammons  
Taylor Thompson  
Joseph Vannelli  
Katelyn Vizecky  
Sara Weber  
Kyrsten Williams  
Jessa Ziegeldorf

BACHELOR OF ARTS IN ARTS, HUMANITIES & SOCIAL SCIENCES

Alexis Dooley  
Libby Groen  
Quincy Hanzen  
Anthony Hoekman  
Andrew Horst  
Alicia Johnson  
Kathryn Plank  
Daniel Spangler  
Evan Sutherland  
Anders Svensen  
Sydney Swenson

BACHELOR OF FINE ARTS

Michael Borman  
Danielle Brule  
Rosendo Gonzalez  
Suhyeon Han  
Sydney Hausmann  
Kassidy Kann  
Joshua Kutzke  
Shelbie Nath  
Martin Popowski  
Lance Rasmussen  
Shanley Wheeler

BACHELOR OF GENERAL STUDIES

Maryam Almotari  
Heather Branton  
Justin Hunt  
Kristopher Kindl  
Joshua Najacht  
Morgan Schonebaum  
Elliot VanWell

BACHELOR OF SCIENCE IN ARTS, HUMANITIES & SOCIAL SCIENCES

Nicholas Ahlbrecht  
Ragina Ajack  
Kara Allard  
Michael Anderson  
Akeah Aschmeller  
Anthony Bachmeier  
Tessa Baldwin Cremer  
Anna Eggers  
William Glisky
Quincy Hanzen          Shelby Meier          Bailey Sprinkel
Suzanna Hardin        Jessica Morrison       Alexander Stengel
Sydney Hoffman        Eliana Nordin         Emma Stevens
Cody Horlyk           Excel Obi-Okoro       Kara Thorstenson
Elizabeth Huckins     Pierce Plucker         Keegan Tran
Alicia Johnson        Cassandra Rawden      Sean Trottman
Miranda Justice       Quinn Reimers          Connor Whitney
Abby Kwasniewski      Kayla Rounds           
April Laubenthal       Anthony Rudich        
Madeline LaVictoire   Nidhi Shah            
Lauren Loofe          Miranda Smith          

ASSOCIATE OF ARTS IN GENERAL STUDIES

Brandy Biggins        Alexandra Rote
Rylan Molinaro        Kyle Woodall
The University of South Dakota
Summer 2020 Candidates for Degree

Doctor of Philosophy

Traci A. Barnable
Andrew W. Beck
Levenae M. Buggs
Kira M. Clark
Pramod Dhungana
Justin Q. Fang
Ratnha Garigipati
Jennifer B. Jones
Siyu Mao

Russell M. Marks
Shahzahan Mia
Rachel J. Nelson
Tanya M. Ochsner
Joshua L. Rudnik
Eric S. Sandhurst
Balaranjan Selvaratnam
Renata J. Surette
Jason B. Wyenberg

Doctor of Education

Amanda G. Barton
Tammy L. Meyer

Tamara M. Powers

Specialist in Education

Renee E. Anderson
Sheryl D. Burkhart
Shana B. Davis

Christine Higgins
Diedra R. Nissen

Master of Arts

Joseph H. Bartlett
Victoria A. Botten
Tamara D. Carns

Hannah J. Davis
Kara A. DeBerg
Brookney J. Delgado
Master of Business Administration

Rachel T. Barclay
Rachel J. Bucholz
Cole C. Cheeseman
Brad W. Cody
Jacob M. Colvin
Julie S. Davis
Kathleen Davis
Carter A. Dykstra
Morgan K. Engelkes
Chad C. Hauf
Karlie I. Hinton
Derek S. Johnson
Barbora Kollarova
Zachary M. Lundquist

Rabin J. Marcelinfranklin
Rush T. Milne
Maxwell J. Morris
Brock T. Mueller
Jill M. Nelsen
Katie L. Paulson
Alayna R. Pederson
Hailey L. Rusch
Joseph A. Sandoval
Erin A. Smith
Brianna M. Sparks
Andrew C. Stover
Tess R. Thurston
Sean C. Turgeon
Chase M. Watson  
Alexandra C. Weber

Ann M. Wilken

Master of Professional Accountancy

Robert Brown  
Nicholas N. Buchmann  
Jaicee L. Frank  
Kyle R. Hauenstein

Dariolis Holzmann  
Nicole J. Ludens  
Brady J. Mudder  
Natalie D. Nulle

Executive Master of Public Administration

Ian M. Kokot  
Mark Layman

Scott E. Sauer

Master of Public Administration

Sadie K. Hansen

Master of Public Health

Nassib O. Aden  
Steven T. Beekman  
Cori J. Jacobson

Ndaya J. Kisongo  
Robert N. Mogire

Master of Science

Tania Akter  
Kathryn B. Alexander  
Tyson D. Allen  
Karmela L. Bachman

Clay D. Barton  
Valerie A. Belding  
Jocelyn R. Bergh  
Rinarani Bhowmick
Sarah C. Campbell  
John Chan  
Amit Chowdhury  
Shrijana DC  
Rachel M. Drown  
Emily C. Fedders  
Samuel A. Fosu  
Brandon L. Frick  
Shankar Gairhe  
Paul M. Granaas  
Lucia S. Guatney  
Heidi M. Hassler  
Katherine M. Haverly  
Amanda M. Hegg  
Yuqi Jiang  
Amy J. Johnson  
Alicia A. Khatt  
Kara R. Koth  
Cristina R. Lammers  
Hanying Li  
Jeniffer D. MacHuca  
Joseph S. Mammo  
Alex J. Mayer  
Chelsea M. McCrone  
Danielle Monuma  
Raisa Nusrat  
Audra A. Panek  
Kaci J. Park  
Alyssa D. Peterson  
Ben A. Pinkerman  
Lexis M. Ricke  
Shelby L. Rockafellow  
David A. Salyers  
Kristie J. Schmidt  
Laurie A. Schweitzberger  
Mitchell Sebranek  
Omar Sharif  
Emily L. Spanier  
Victoria L. Voight  
Nisitha L. Wellala Wijewantha  
Amy C. West  
Abigail V. Willis

Master of Social Work

Benson K. Lang’at  
Nicolle R. Nichols  
Shelby M. Vissia

Bachelor of Arts

Alison A. Boysen  
Keagan P. Clarke  
Morgan K. Dickinson  
Rachel R. Ehlers  
Amber C. Ellison  
John E. Guagliardo  
Kayla M. Hoff  
Krista M. Honomichl  
Belma Husakovic  
Habibou Jallow  
Kathleen M. Jenkins  
Erik Larson  
Pedro J. Martinez  
Lauren S. Nustad  
Logan A. O’Toole  
Samuel G. Sanderson  
Joshua D. Soodsma  
Brady J. Van Loan
Bachelor of Business Administration

Jalal A. Alhajjaj
Autumn J. Baumann
Gray M. Determan
Tyler J. Erck
Morgan F. Finken
Miguel A. Galindo Imboden
Morgan M. Haugen
Alexis A. Hullinger
Ezekiel Klosterman
Lexus R. MacDannald
Bailey McBride
Stoen J. Mollman
Brock T. Mueller

Brianna N. Olson
Carson L. Ortmeier
Presley M. Pasco
Tulsi Patel
Aleksi Roesler
Deni Sahuric
Megan Sims
Shaye D. Slaughter
Tess R. Thurston
Roma R. Trivedi
Ethan J. Walker
Colt J. Wennlund

Bachelor of Fine Arts

Matthew K. Arends
Madison Frevert

Gloria E. Kelly
Brianna N. Olson

Bachelor of General Studies

Olivia G. Goettsch
Taylor R. Goettsch
Bakhari T. Goodson
Taylor M. Hartnett
Paul M. King
Kaitlyn N. Labahn

Justin J. Livermore
Christopher W. McCoy
Alyssa Record
Casey G. Roy
Madison L. Stahl

Bachelor of Musical Arts

Kevin J. Huizenga
Bachelor of Science

Anna L. Adam  
Ryan C. Bailey  
Hannah Beckwith  
Allison M. Behrendt  
Haley K. Bialas  
Daniel J. Brue  
Arleny A. Campillo  
Conor L. Collins  
Cassidy J. Cross  
Evelyn D. Dosoo  
Trystn D. Ducker  
Karyssa M. Duitsman  
Kaitlyn Erdmann  
Jaden Ernst  
Megan Evans  
Sharlene Torres Garcia  
Mallory D. Gauer  
Jennifer J. Gillaspie  
Dalton V. Godfrey  
Alyssa Golla  
Samantha T. Greene  
Michael J. Holsing  
Jong-Ihl Jeong  
Stephanie A. Jones  
Tasha Joseph  
Colewyn D. Knoblich  
Sage K. Knudsen  
Laura N. Krom  
Lauren A. Lavin  
Michael R. Lochner  
Brittany K. Lund  
Abby M. Marten  
Jamie L. Martinez-Donis  
Kyleigh B. Melstad  
Taylor B. Miedema  
Katie K. Mills  
Caitlin M. Morben  
Jared L. Mouw  
Jade D. Muller-Smit  
Kailyn M. Mutsch  
Christopher S. Natz  
Chris Nilsen  
Logan L. Otis  
Conor W. Penington  
Venkat Pratti  
Bailey R. Quinn  
Renee L. Roemer  
Isela Sanchez-Espinoza  
Triston I. Simpson  
Emily J. Smith  
Andrea M. Sokolowski  
Peyton S. Stearns  
Paige J. Thoelke  
Logan Tucker-Nelson  
Ashley M. Vearrier  
Vinh T. Vu  
Elizabeth K. Williams  
Morgan J. Wiseman  
Kate M. Yetter

Bachelor of Science in Education

Lucas S. Bonham  
Katherine M. Gjerdrum
Bachelor of Science in Nursing

Rebecca L. Bergeson
Chad A. Berry
Stacy M. Clites
Ciara D. Hoogendoorn
Amanda K. Jans
Emerson F. Rodas

Taylor F. Schettler
Abbagail C. Skjoldal
Megan M. Stahl
Kalika R. Thompson
Billie J. Wainman
Sarah L. Yellow Boy

Associate of Arts

Emebet Y. Abreha
Cristian Yanez Hernandez
Rebekah L. Howard

Lyndsey K. Kleinschmit
Erika L. Lehan
Cassidy L. Stiles
AGENDA ITEM: 4 – B (1)
DATE: August 4-5, 2020

SUBJECT
New Program: DSU Minor in Artificial Intelligence and Machine Learning

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
Dakota State University (DSU) requests authorization to offer a minor in Artificial Intelligence and Machine Learning on campus and online.

Machine Learning is the learning in which a machine can learn by its own without being explicitly programmed. It is an application of Artificial Intelligence that provides the system the ability to automatically learn and improve from experience. Artificial Intelligence is the theory and development of computer systems able to perform tasks that normally require human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages.

IMPACT AND RECOMMENDATION
Two new courses are needed to offer the minor. DSU requests no additional resources.

Board staff recommends approval.

ATTACHMENTS
Attachment I – New Program Request Form: DSU – Minor in Artificial Intelligence and Machine Learning

DRAFT MOTION 20200804_4-B(1):
I move to authorize DSU to offer a minor in Artificial Intelligence and Machine Learning, as presented.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>DSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF PROPOSED MINOR:</td>
<td>Artificial Intelligence and Machine Learning</td>
</tr>
<tr>
<td>DEGREE(S) IN WHICH MINOR MAY BE EARNED:</td>
<td>Computer Science</td>
</tr>
<tr>
<td>EXISTING RELATED MAJORS OR MINORS:</td>
<td>None</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>11.0102</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>DCSC</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>The Beacom College of Computer and Cyber Sciences</td>
</tr>
</tbody>
</table>

☒ 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.

[Signature]

President of the University

4/16/2020
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
   DSU has four majors in this “field”: Computer Science, Cyber Operations, Network Security and Administration, and Computer Game Design. This proposed minor stands up as a technical variant within the broader discipline.

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.

DSU: SDCL § 13-59, BOR Policy 1:10:5
Board of Regents Strategic Plan 2014-2020

The proposed minor in Artificial Intelligence is closely related to Computer Science and has important implications for Cybersecurity and Network Security and Administration majors.

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.**

   Machine Learning is the learning in which a machine can learn by its own without being explicitly programmed. It is an application of Artificial Intelligence that provides the system the ability to automatically learn and improve from experience. Artificial Intelligence is the theory and development of computer systems able to perform tasks that normally require human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages.

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

   Artificial Intelligence (AI) and Machine Learning (ML) are expanding rapidly because of the substantial need to translate data into meaningful form used in business applications and decision making in society. Artificial Intelligence, in general, is aimed at building machines and computers that can enhance logical operations. AI systems execute tasks naturally associated with human intelligence, like speech recognition, decision-making, visual perception, and translating languages. Based on the need to have “smart” devices, machine learning provides algorithms which can be trained to perform a task. Students benefit from studying AI and ML because of the modern trend to have excessively huge amounts of data that need to be shaped and made functional. Students also benefit because machine learning has changed the way different industries work and how people function in those environments, e.g., healthcare, transportation, communication, retail, and entertainment.

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.**

   Workforce demand for Computer and Information Research Scientists, e.g., Computer Science major with minor in Artificial Intelligence, is projected to grow 19 percent from 2016 to 2026, much faster than the average for all occupations. The median annual wage for computer and information research scientists was $118,370 in May 2018. Computer scientists are likely to enjoy excellent job prospects, because many companies report difficulties finding these highly skilled workers. Workforce demand for Software Developers, e.g., Computer Science major with minor in Artificial Intelligence, show a median annual wage at $110,000 in May 2018. Employment of software developers is projected to grow 24 percent from 2016 to 2026, much faster than the average for all occupations. Software developers will be needed to respond to an increased demand for computer software. A third example of workforce demand for graduates is a Computer and Information Systems Manager. Employment of computer and information systems managers is projected to grow 12 percent

---

from 2016 to 2026, faster than the average for all occupations. Demand for computer and information systems managers will grow as firms increasingly expand their business to digital platforms. The median annual wage for computer and information systems managers was $142,530 in May 2018.³

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).

<table>
<thead>
<tr>
<th>Fiscal Years*</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enrolled in the minor (fall)</td>
<td>FY 21</td>
<td>FY 22</td>
<td>FY 23</td>
<td>FY 24</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Completions by graduates</td>
<td>5</td>
<td>15</td>
<td>25</td>
<td>35</td>
</tr>
</tbody>
</table>

*Do not include current fiscal year.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards. There are many studies showing the rapid increase in computer-data systems-machine learning applications across society. We offer a few examples from a survey publication⁴ showing the complexity and dynamicity in the marketplace. Components of a rationale:

a. Products and services are increasingly complex, endowing them with a significant information component;

b. There is a need to manage increasing complexity in all societal elements;

c. In a network, multiparty cooperative relationships and high degrees of flexibility are the keys. Control of the processes must be flexible enough to account both for the dynamicity of the market, and for perturbations to the process and even major disruptions;

d. Market places are increasingly competitive, and the rate of innovation is rising. We will continue to see the advancement of ML and AI-related technologies in 2019 and beyond. Companies such as Amazon, Apple, Facebook, Google, IBM and Microsoft are investing in research and development of AI, which will benefit the ecosystem in bringing AI closer to consumers. More Specifically, there are critically important trends requiring well-trained graduates in machine learning and artificial intelligence:⁵

1. The rise of AI enabled chips
2. Convergence of the Internet of Things with Artificial Intelligence
3. Developing neural networks requires common models across multiple frameworks
4. Automated machine learning is rapidly gaining prominence
5. As machine learning models are applied to the huge data sets being developed, IT operations transform from being reactive to predictive.

The proposed curriculum is critically important to the education and training of modern graduates in computer and cyber 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, 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

<table>
<thead>
<tr>
<th>[Insert title of proposed minor]</th>
<th>Credit Hours</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements in minor</td>
<td>9</td>
<td>50%</td>
</tr>
<tr>
<td>Electives in minor</td>
<td>9</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

B. Required Courses in the Minor

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title (add or delete rows as needed)</th>
<th>Prerequisites for Course Include credits for prerequisites in subtotal below.</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC</td>
<td>383</td>
<td>Machine Learning Fundamentals</td>
<td>CSC 250</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>447</td>
<td>Artificial Intelligence</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>402</td>
<td>Mathematical Foundations for AI</td>
<td>CSC 250, MATH 123 and MATH 281</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

Subtotal 9 No

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title (add or delete rows as needed)</th>
<th>Prerequisites for Course Include credits for prerequisites in subtotal below.</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS</td>
<td>368</td>
<td>Predictive Analytics</td>
<td>CSC 150 and BADM 220 or MATH 281</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CIS</td>
<td>372</td>
<td>Programming for Analytics</td>
<td>CSC 150</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>457</td>
<td>Generative Deep Learning</td>
<td>CSC 383</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>CSC</td>
<td>458</td>
<td>Reinforcement Learning</td>
<td>CSC 383</td>
<td>3</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Subtotal 9
10. 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.

<table>
<thead>
<tr>
<th>Year 1 Fall Semester</th>
<th>Year 1 Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 150</td>
<td>CSC 250</td>
</tr>
<tr>
<td>MATH 114</td>
<td>Math 115 or 120</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2 Fall Semester</th>
<th>Year 2 Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 300</td>
<td>CSC 483</td>
</tr>
<tr>
<td>MATH 123</td>
<td>CSC 402</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3 Fall Semester</th>
<th>Year 3 Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 447</td>
<td>Generative Deep Learning &amp;/or Computer Vision</td>
</tr>
<tr>
<td>Reinforcement Learning &amp;/or Ntrl Lang Process</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4 Fall Semester</th>
<th>Year 4 Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforcement Learning &amp;/or Ntrl Lang Process</td>
<td>Generative Deep Learning &amp;/or Computer Vision</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*Required course</th>
<th>Individual Student Outcome</th>
<th>Prefix &amp; Number</th>
<th>Prefix &amp; Number</th>
<th>Prefix &amp; Number</th>
<th>Prefix &amp; Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Same as in the text of the proposal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate competency programming in languages such as Prolog or LISP, understand knowledge representation and how to construct search algorithms.</td>
<td>CSC 447*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will understand the fundamentals of machine learning, e.g., decision trees, artificial neural networks, Bayesian learning, genetic algorithms, support vector systems, and case-based learning</td>
<td>CSC 383*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will master fundamental mathematical and computational objectives and knowledge units necessary for a student to successfully study artificial intelligence and machine learning, including partial derivatives, optimization, probability theory, linear algebra, principal component analysis, Markov chains, information theory, Bayes theory, iterative techniques, and Monte Carlo simulations</td>
<td>CSC 402*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students will understand the fundamentals of knowledge representation (logic-based, frame-based, semantic nets), inference and theorem proving</td>
<td>CSC 383*</td>
<td>CSC 457</td>
<td></td>
<td>CIS 372</td>
</tr>
</tbody>
</table>
Students will develop the ability to apply knowledge representation, reasoning, and machine learning techniques to real-world problems

<table>
<thead>
<tr>
<th>Course</th>
<th>CSC 447*</th>
<th>CSC 383*</th>
<th>CSC 402*</th>
<th>CIS 368</th>
</tr>
</thead>
</table>

Students will develop the ability to carry out independent (or in a small group) research and communicate it effectively in a seminar setting

<table>
<thead>
<tr>
<th>Course</th>
<th>CSC 447*</th>
<th>CSC 383*</th>
<th>CSC 402*</th>
</tr>
</thead>
</table>

Students will demonstrate working knowledge of reasoning in the presence of incomplete and/or uncertain information

<table>
<thead>
<tr>
<th>Course</th>
<th>CSC 447*</th>
<th>CSC 383*</th>
<th>CSC 402*</th>
<th>CSC 457</th>
</tr>
</thead>
</table>

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

11. 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.

Lectures and readings will be used to highlight course content. Online quizzing is used to prepare students for section tests. Key points will be emphasized via cases, discussions, and assignments that incorporate technology. Student will utilize the internet and Library database for research. Projects require students to apply concepts from the course, solving relevant project management problems.

12. 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 program through distance technology (e.g., as an online program)?

<table>
<thead>
<tr>
<th>On campus</th>
<th>Yes</th>
<th>Fall</th>
<th>2020</th>
</tr>
</thead>
</table>

| Off campus | Choose an item. | | Choose an item. | Choose an item. |

<table>
<thead>
<tr>
<th>Distance Delivery (online/other distance delivery methods)</th>
<th>Yes</th>
<th></th>
<th>Fall</th>
<th>2020</th>
</tr>
</thead>
</table>

| Does another BOR institution already have authorization to offer the program online? | No | If yes, identify institutions: | |

AAC Form 2.8 – New Baccalaureate Degree Minor
(Last Revised 05/2019)
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.

<table>
<thead>
<tr>
<th>Distance Delivery (online/other distance delivery methods)</th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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

No

14. 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.*

Two new courses are part of this minor, however, those courses are being added to the BS in Computer Science major. These two courses will not add costs to this program.

15. 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.*
Appendix C New Courses

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

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

DSU
Institution

The Beacom College of Computer and Cyber Sciences
Division/Department

Institutional Approval Signature

4/1/2020
Date

Section 1. Course Title and Description
If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system database in Colleague and the Course Inventory Report including pre-requisites, co-requisites, and registration restrictions.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 457/557</td>
<td>Generative Deep Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Course Description
Desc: This course aims to discover how to re-create some of the most impressive examples of generative deep learning models, such as variational auto-encoders, generative adversarial networks (GANs), encoder-decoder models, and world models. It also aims to explore GANs to study important real-world applications, including image/video manipulation and generation, offense attacks and countermeasures, risk and recovery in healthcare and pharmacology, and so on.

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

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

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 383</td>
<td>Machine Learning Fundamentals</td>
<td>Prereq</td>
</tr>
</tbody>
</table>
Registration Restrictions

None

Section 2. Review of Course

2.1. Was the course first offered as an experimental course (place an “X” in the appropriate box)?

☐ Yes (if yes, provide the course information below) ☒ No

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

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system Course Inventory Report to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☒ Unique Course

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 449/549</td>
<td>Advanced Topics in Artificial Intelligence (SDSMT)</td>
<td>3</td>
</tr>
<tr>
<td>CSC 448/548</td>
<td>Machine Learning (SDSMT)</td>
<td>3</td>
</tr>
</tbody>
</table>

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

The proposed CSC 457 course builds on the broad foundation of CSC 447, which is a common course. The CSC 449 class is a broad course with various possible topics that will differ each offering. The proposed course is designed with a specific purpose, which is to introduce the generative learning, a novel and emerging topic in deep learning. While SDSMT’s CSC 449 offer multiple topics (below) in AI. DSU’s CSC 457 mainly introduces 1) variational autoencoders can change facial expressions in photos, 2) practical GAN examples for image and video creation and manipulation, 3) recurrent generative models for text generation. In sum, CSC 457 presents the most recent achievements in AI, and it plays a necessary role in a collection of courses.

The CSC 448 class more closely relates to the DSU course CSC 483 and addresses a different facet of the field.

CSC 449: This course will cover advanced topics in artificial intelligence, such as: pattern recognition, neural networks, computational neuroscience, evolutionary computing, immunocomputing, swarm intelligence, machine learning, Markov decision processes, reinforcement learning, probabilistic reasoning, fuzzy logic, expert systems, and intelligent agents. Prereq: MATH 225(CalcIII) and CSC 315(Data Structures)

CSC 448: A systematic study of the theory and algorithms that constitute machine learning. It covers learning based on examples including genetic algorithms, case-based reasoning, decision trees, and Bayesian methods. Prereq: CSC 315 (Data Structures)
☐ Common Course   Indicate universities that are proposing this common course:
☐ BHSU   ☐ DSU   ☐ NSU   ☐ SDSMT   ☐ SDSU   ☐ USD

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?
☐ No. Replacement of (course prefix, course number, name of course, credits)
*Attach course deletion form

Effective date of deletion: Click here to enter a date.
☒ No. Schedule Management, explain below:
Faculty on staff (O’Brien, Xu, Abassi) will cover the courses on a rotation with other courses.
☐ Yes. Specify below:

3.2. Existing program(s) in which course will be offered: BS in Computer Science; MS in Computer Science.

3.3. Proposed instructional method by university: Lecture

3.4. Proposed delivery method by university: 001, 015, 018

3.5. Term change will be effective: Fall 2020

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:   25   ☐ 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
If yes, indicate the course(s) to which the course will equate (add lines as needed):

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

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 Code: DCSC

4.2. Proposed CIP Code: 11.0201

If no, provide a brief justification below:

Is this a new CIP code for the university? Yes ☒ No
NEW COURSE REQUEST FORM

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

DSU Institution

The Beacom College of Computer and Cyber Sciences Division/Department

Institutional Approval Signature 4/16/2020 Date

Section 1. Course Title and Description
If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system database in Colleague and the Course Inventory Report including pre-requisites, co-requisites, and registration restrictions.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 458/558</td>
<td>Reinforcement Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Course Description
This course will cover the topic of Reinforcement Learning with a focus on application and projects. Students will review the different algorithms and applicable data structures available in this field. Following the review, a wide range of scenarios where Reinforcement Learning can be applied will be explored and analyzed in order to give students the ability identify these situations in the real world and apply their knowledge.

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

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

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 383</td>
<td>Machine Learning Fundamentals</td>
<td>Prereq</td>
</tr>
<tr>
<td>CSC 402</td>
<td>Mathematical Foundations of AI</td>
<td>Prereq</td>
</tr>
</tbody>
</table>

Registration Restrictions
None
Section 2. Review of Course

2.3. Was the course first offered as an experimental course (place an “X” in the appropriate box)?

☐ Yes (if yes, provide the course information below) ☒ No

2.4. Will this be a unique or common course (place an “X” in the appropriate box)?

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system Course Inventory Report to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☒ Unique Course

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 449/549</td>
<td>Advanced Topics in Artificial Intelligence (SDSMT)</td>
<td>3</td>
</tr>
<tr>
<td>CSC 448/548</td>
<td>Machine Learning (SDSMT)</td>
<td>3</td>
</tr>
</tbody>
</table>

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

The proposed CSC 458 course builds on the broad foundation of CSC 447, which is a common course. The CSC 449 class is a broad course with various possible topics that will differ each offering. The proposed course is designed with a specific purpose and plays a necessary role in a collection of courses.

The CSC 448 class more closely relates to the DSU course CSC 483 and addresses a different facet of the field.

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CSC 448: A systematic study of the theory and algorithms that constitute machine learning. It covers learning based on examples including genetic algorithms, case-based reasoning, decision trees, and Bayesian methods. Prereq: CSC 315 (Data Structures)

☐ Common Course

Indicate universities that are proposing this common course:

☐ BHSU ☐ DSU ☐ NSU ☐ SDSMT ☐ SDSU ☐ USD

Section 3. Other Course Information

3.11. Are there instructional staffing impacts?

☐ No. Replacement of (course prefix, course number, name of course, credits)
*Attach course deletion form

Effective date of deletion:  Click here to enter a date.
☒ No.  Schedule Management, explain below:
Faculty on staff ( O’Brien, Xu, Abassi ) will cover the courses.
☐ Yes.  Specify below:

3.12. Existing program(s) in which course will be offered: BS in Computer Science; MS in Computer Science.

3.13. Proposed instructional method by university: Lecture


3.15. Term change will be effective: Fall 2020

3.16. Can students repeat the course for additional credit?
☐ Yes, total credit limit: __________  ☒ No

3.17. Will grade for this course be limited to S/U (pass/fail)?
☐ Yes  ☒ No

3.18. Will section enrollment be capped?
☒ Yes, max per section: 25  ☐ No

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

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

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

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

*If no, provide a brief justification below:

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

4.3. University Department Code:  DCSC
4.4. Proposed CIP Code:  11.0201

*Is this a new CIP code for the university?  ☒ Yes  ☐ No
SUBJECT
New Program: DSU Minor in International Business

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
Dakota State University (DSU) requests authorization to offer a minor in International Business on campus and online.

The International Business minor takes advantage of global studies courses available at DSU in various colleges, combining the courses for a focus on International issues within the business world. Dakota State University’s mission is to provide programs promoting the knowledge and understanding of business, information systems and education degrees.

The proposed minor is designed for students who want to add an international dimension to a degree in another area. Students will acquire a basic knowledge of the field international business, economics, and culture – increasing their business and global literacy.

IMPACT AND RECOMMENDATION
The International Business Minor will enhance the careers of business and non-business students, as it introduces the cultural, political, institutional and regulatory structures involved in an increasingly interconnected world, preparing students for working in cross-national settings. It will also equip students to manage the challenges inherent when people from different cultures work together. DSU’s BS in Cyber Leadership and Intelligence students who want to focus on international business will benefit from taking this minor.

DSU requests no new resources and needs no new courses to offer the minor.

Board staff recommends approval.

ATTACHMENTS
Attachment I – New Program Request Form: DSU – Minor in International Business

DRAFT MOTION 20200804_4-B(2):
I move to authorize DSU to offer a minor in International Business, as presented.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>DSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF PROPOSED MINOR:</td>
<td>International Business</td>
</tr>
<tr>
<td>DEGREE(S) IN WHICH MINOR MAY BE EARNED:</td>
<td>All degrees</td>
</tr>
<tr>
<td>EXISTING RELATED MAJORS OR MINORS:</td>
<td>BBA, Management</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>52.0201</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>College of BIS</td>
</tr>
<tr>
<td>BANNER DEPARTMENT CODE:</td>
<td>DBUS</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>BIS</td>
</tr>
<tr>
<td>BANNER DIVISION CODE:</td>
<td></td>
</tr>
</tbody>
</table>

[X] 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.

[Signature] 4/6/2020
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  [X] No

DSU offers a BBA, Management Major that includes several international courses. DSU does not currently have an International Management major.
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.

   DSU: SDCL § 13-599   BOR Policy 1:10:5
   Board of Regents Strategic Plan 2014-2020

The International Business minor takes advantage of global studies courses available at DSU in various colleges, combining the courses for a focus on International issues within the business world. Dakota State University’s mission is to provide programs promoting the knowledge and understanding of business, information systems and education degrees. As our current institutional adopted mission statement reads, “DSU provides learning that integrates technology and innovation to develop graduates ready to contribute to local, national, and global prosperity.” This degree is in direct support of this mission.

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 is designed for students who want to add an international dimension to a degree in another area. Students will acquire a basic knowledge of the field international business, economics, and culture – increasing their business and global literacy.

4. How will the proposed minor benefit students?

The International Business Minor will enhance the careers of business and non-business students, as it introduces the cultural, political, institutional and regulatory structures involved in an increasingly interconnected world, preparing students for working in cross-national settings. It will also equip students to manage the challenges inherent when people from different cultures work together. DSU’s BS in Cyber Leadership and Intelligence students would benefit from taking this minor if they want to focus on international business.

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.

According to the US Bureau of Labor Statistics[^1], a fundamental knowledge of international structure is required for a variety of occupations, including but not limited to: logisticians, economists, lawyers, marketing and human resource managers, analysts, reporters, and professionals in the social and human services field.

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).

<table>
<thead>
<tr>
<th>Fiscal Years*</th>
<th>1(^{st})</th>
<th>2(^{nd})</th>
<th>3(^{rd})</th>
<th>4(^{th})</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimates</strong></td>
<td>FY 21</td>
<td>FY 22</td>
<td>FY 23</td>
<td>FY 24</td>
</tr>
<tr>
<td>Students enrolled in the minor (fall)</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Completions by graduates</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

*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.

This minor is offered by various private and public institutions, including The Ohio State University; U of Illinois, Chicago; USD; Northern U.; and BHSU (Int’l Studies).

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

<table>
<thead>
<tr>
<th>[Insert title of proposed minor]</th>
<th>Credit Hours</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements in minor</td>
<td>12</td>
<td>80%</td>
</tr>
<tr>
<td>Electives in minor</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Required Courses in the Minor

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Prerequisites for Course</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON</td>
<td>202</td>
<td>Principles of Macroeconomics</td>
<td>Include credits for prerequisites in subtotal below.</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>BADM</td>
<td>360</td>
<td>Organization and Management</td>
<td></td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>POLS</td>
<td>350</td>
<td>International Relations</td>
<td></td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>BADM</td>
<td>468</td>
<td>International Management</td>
<td>BADM 360</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Prerequisites for Course</th>
<th>Credit</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(add or delete rows as needed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Include credits for prerequisites in subtotal below.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose 6 credits from the following courses:
- BADM 494 Internship/Experiential Studies 3 No
- SPCM 470 Intercultural Communication 3 No
- SOC 370 People and their Cultures 3 No
- POLS 440 Comparative Government 3 No

Subtotal 6

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.

<table>
<thead>
<tr>
<th>Individual Student Outcome (Same as in the text of the proposal)</th>
<th>Program Courses that Address the Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translate management concepts to an international context, applying the social, cultural, legal and economic differences inherent in the global environment.</td>
<td>BADM 468 X POLS 350 X</td>
</tr>
<tr>
<td>Demonstrate an understanding of how and why nations/states behave in their relations with each other.</td>
<td></td>
</tr>
<tr>
<td>Increase their awareness and appreciation of inter-cultural activities.</td>
<td></td>
</tr>
</tbody>
</table>

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.

Lectures and readings will be used to highlight course content. Online quizzing is used to prepare students for section tests. Key points will be emphasized via cases, discussions, and assignments that incorporate technology. Students will utilize the internet and Library database for research. Projects require students to apply concepts from the course, solving relevant business problem.
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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>No</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>Yes</td>
<td>015 Internet Asynchronous – Term Based Instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If yes, identify institutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does another BOR institution already have authorization to offer the program online?</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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

None

13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Address off-campus or distance delivery separately.
The International Business Minor takes advantage of courses already offered at DSU. No additional resources are requested for this minor.

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.
DRAFT MOTION 20200804_4-B(3):
I move to authorize DSU to offer a minor in Marketing, as presented.
# New Baccalaureate Degree Minor

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>DSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF PROPOSED MINOR:</td>
<td>Marketing Minor</td>
</tr>
<tr>
<td>DEGREE(S) IN WHICH MINOR MAY BE EARNED:</td>
<td>All degrees except Bachelor Business Administration</td>
</tr>
<tr>
<td>EXISTING RELATED MAJORS OR MINORS:</td>
<td>Marketing Major, Marketing Education Minor</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>52.1401</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>BIS</td>
</tr>
<tr>
<td>BANNER DEPARTMENT CODE:</td>
<td>DBUS</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>Business</td>
</tr>
<tr>
<td>BANNER DIVISION CODE:</td>
<td></td>
</tr>
</tbody>
</table>

☑ 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.

[Signature]

President of the University  
4/6/2020

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.

*DSU: SDCL § 13-59*  
BOR Policy 1:10:5  
Board of Regents Strategic Plan 2014-2020

DSU offers a BBA, Marketing major. Dakota State University’s mission is to provide programs promoting the knowledge and understanding of business, information systems and education degrees. As our current institutional adopted mission statement reads, “DSU provides learning that integrates technology and innovation to develop graduates ready to contribute to local, national, and global prosperity.” This degree is in direct support of this mission.

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 Marketing Minor complements various non-business majors by expanding students’ understanding of Marketing and the business world. Students will obtain a broad perspective of the Marketing field and explore specialty areas such as Advertising, Sales, and Marketing Technology.

4. How will the proposed minor benefit students?

A minor in Marketing provides students from non-business programs with an advantage over their respective peers in the marketplace as they will develop an understanding of the theories, concepts and practices that are commonly used in professional settings.

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 growth rate for the Marketing profession is projected to grow at a rate of 8%, 3 points higher than the average. This minor better prepares careers in areas such as Art Directors, Graphic Designers, Freelance Writers and other positions that incorporate organizational 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).

<table>
<thead>
<tr>
<th>Fiscal Years*</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimates</td>
<td>FY 21</td>
<td>FY 22</td>
<td>FY 23</td>
<td>FY 24</td>
</tr>
<tr>
<td>Students enrolled in the minor (fall)</td>
<td>8</td>
<td>10</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Completions by graduates</td>
<td></td>
<td>8</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>


2 https://work.chron.com/kind-jobs-accept-minor-marketing-23606.html
7. **What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.**
Similar Marketing minors are offered public and private institutions, including the University of Omaha – Nebraska, Providence College (RI), Loyola University (Chicago), SDSU and BHSU.

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

<table>
<thead>
<tr>
<th>Marketing Minor</th>
<th>Credit Hours</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements in minor</td>
<td>18</td>
<td>100%</td>
</tr>
<tr>
<td>Electives in minor</td>
<td></td>
<td>%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### B. Required Courses in the Minor

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title (add or delete rows as needed)</th>
<th>Prerequisites for Course Include credits for prerequisites in subtotal below.</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON</td>
<td>201</td>
<td>ECON 201 Microeconomics</td>
<td></td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>BADM</td>
<td>370</td>
<td>BADM 370 Marketing</td>
<td>ECON 201</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>BADM</td>
<td>472</td>
<td>Marketing Technology</td>
<td>BADM 370</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>BADM</td>
<td>474</td>
<td>Personal Selling</td>
<td>BADM 370</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>BADM</td>
<td>475</td>
<td>Consumer Behavior</td>
<td>BADM 370</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>BADM</td>
<td>481</td>
<td>Promotional Management</td>
<td>BADM 370 (co-requisite)</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

**Subtotal 18**

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title (add or delete rows as needed)</th>
<th>Prerequisites for Course Include credits for prerequisites in subtotal below.</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Choose an item.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subtotal**
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.

<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>BADM 370</th>
<th>BADM 472</th>
<th>BADM 474</th>
<th>BADM 475</th>
<th>BADM 481</th>
<th>ECON 201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use promotional theories, strategies and tools to create a promotional plan that integrates current technology-enabled advertising techniques</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Prepare and present a technology-enhanced sales presentation by visually, verbally, and nonverbally communicating information utilizing best-practice sales techniques</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply technology concepts in enhancing/furthering business strategy</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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.

Lectures and readings will be used to highlight course content. Online quizzing is used to prepare students for section tests. Key points will be emphasized via cases, discussions, and assignments that incorporate technology. Students will utilize the internet and Library database for research. Projects require students to apply concepts from the course, solving relevant business problem.

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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>No</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Distance Delivery (online/other distance delivery methods)</th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes: 015 Internet Asynchronous – Term Based Instruction</td>
<td></td>
<td></td>
<td>Fall 2020</td>
</tr>
</tbody>
</table>

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

None

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

The Marketing Minor takes advantage of courses already offered at DSU. No additional resources are requested for this minor.

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.
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – B (4)
DATE: August 4-5, 2020

***********************

SUBJECT
New Program: DSU Minor in Project Management

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
Dakota State University (DSU) requests authorization to offer a minor in Project Management on campus and online. DSU offers a Project Management specialization within the BS in Computer Information Systems. The current enrollment in that specialization is 28. Offering this minor will allow students in other majors like Business Administration, Computer Science and Network and Security Administration to minor in Project Management.

The minor will prepare students to be managers of projects which include planning, development, budgeting and use of project management software. They will also gain knowledge, skills, and techniques for completing projects on time and within budget and evaluate and propose solutions to problems they encounter in project management. The proposed minor will prepare students to manage complex projects and coordinate project management teams within any organization. The minor will enhance and enrich the business and technical major degree programs at the university.

IMPACT AND RECOMMENDATION
DSU requests no new resources.

The courses in this minor are already part of the Project Management Specialization in the BS in Computer Information Systems and are on a rotation schedule, so no new courses are needed to offer the minor.

Board staff recommends approval.

ATTACHMENTS
Attachment I – New Program Request Form: DSU – Minor in Project Management

***********************

DRAFT MOTION 20200804_4-B(4):
I move to authorize DSU to offer a minor in Project Management, as presented.
# New Baccalaureate Degree Minor

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>DSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF PROPOSED MINOR:</td>
<td>Project Management</td>
</tr>
<tr>
<td>DEGREE(S) IN WHICH MINOR MAY BE EARNED:</td>
<td></td>
</tr>
<tr>
<td>EXISTING RELATED MAJORS OR MINORS:</td>
<td>B.S. Computer Information Systems, Project Management Specialization</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>11.0401</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>Information Systems</td>
</tr>
<tr>
<td>BANNER DEPARTMENT CODE:</td>
<td>DBIS</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>College of BIS</td>
</tr>
<tr>
<td>BANNER DIVISION CODE:</td>
<td></td>
</tr>
</tbody>
</table>

☑️ **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.*

3/4/2020

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.**
DSU offers a Project Management specialization within the B.S. in Computer Information Systems. The current enrollment in that specialization is 28. Offering this minor will allow students in other majors like Business Administration, Computer Science and Network and Security Administration to minor in Project Management.

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

The minor will prepare students to be managers of projects which include planning, development, budgeting and use of project management software. They will also gain knowledge, skills, and techniques for completing projects on time and within budget and evaluate and propose solutions to problems they encounter in project management.

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

The proposed minor will prepare students to manage complex projects and coordinate project management teams within any organization. The minor will enhance and enrich the business and technical major degree programs at the university.

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 Bureau of Labor statistics projects that management occupations should grow by a rate of approximately 6 percent by the 2024. Different industries will often demand that project managers have a certain level of specialized familiarity with its unique requirements, and certain responsibilities that are generally seen across the board for project managers in all areas. This minor provides project managers with broad topics that would be useful in any business and/or industry.

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).**

<table>
<thead>
<tr>
<th>Fiscal Years*</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students enrolled in the minor (fall)</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Completions by graduates</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

*Do not include current fiscal year.

---

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

**DSU:**  
SDCL § 13-59  
BOR Policy 1:10:5  
Board of Regents Strategic Plan 2014-2020
7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

DSU has developed the curriculum for this minor using the Project Management Institute (PMI) guidelines which meet certain education and experience criteria. Students who complete this minor may take a comprehensive exam to become a certified associate in project 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, 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

<table>
<thead>
<tr>
<th>[Insert title of proposed minor]</th>
<th>Credit Hours</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements in minor</td>
<td>12</td>
<td>83%</td>
</tr>
<tr>
<td>Electives in minor</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100%</td>
</tr>
</tbody>
</table>

B. Required Courses in the Minor

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title (add or delete rows as needed)</th>
<th>Prerequisites for Course</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Include credits for prerequisites in subtotal below.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BADM</td>
<td>360</td>
<td>Organization and Management</td>
<td></td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CIS</td>
<td>332</td>
<td>Structured Systems Analysis and Design</td>
<td>CIS 130 or CIS 123 or CSC 150*</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CIS</td>
<td>338</td>
<td>Project Management</td>
<td></td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CIS</td>
<td>438</td>
<td>Advanced Project Management</td>
<td>CIS 338</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

*Subtotal 12

*All DSU students take one of these three courses.

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title (add or delete rows as needed)</th>
<th>Prerequisites for Course</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Include credits for prerequisites in subtotal below.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BADM</td>
<td>460</td>
<td>Human Resource Management</td>
<td>BADM 360</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CIS</td>
<td>325</td>
<td>Management Info Systems</td>
<td></td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CIS</td>
<td>384</td>
<td>Decision Support Systems</td>
<td>CIS 325</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>BADM 360</th>
<th>CIS 332</th>
<th>CIS 338</th>
<th>CIS 438</th>
<th>BADM 460</th>
<th>CIS 325</th>
<th>CIS 384</th>
<th>CIS 424</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand the application of information technology in an organization.</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>understand the role of managers in the planning, development, and use of information systems.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use project management software.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>apply knowledge, skills, tools, and techniques for completing a project on time and within budget.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understand and propose solutions to problems encountered in project management.</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Lectures and readings will be used to highlight course content. Online quizzing is used to prepare students for section tests. Key points will be emphasized via cases, discussions, and assignments that incorporate technology. Student will utilize the internet and Library database for research. Projects require students to apply concepts from the course, solving relevant project management problems.

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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?
### Intended Start Date

<table>
<thead>
<tr>
<th>On campus</th>
<th>Yes</th>
<th>Fall 2020</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Off campus</th>
<th>No</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Distance Delivery (online/other distance delivery methods)</th>
<th>Yes</th>
<th>018 - Internet Synchronous 015 – Internet Asynchronous</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does another BOR institution already have authorization to offer the program online?</td>
<td>No</td>
<td>If yes, identify institutions:</td>
<td></td>
</tr>
</tbody>
</table>

**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.

| 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.”*

No.

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

The courses in this minor are already part of the Project Management Specialization in the B.S., Computer Information Systems and are on a rotation schedule. No additional resources are requested for this minor.

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.
SUBJECT
New Program: SDSMT – Minor in Science, Technology, and Society

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a minor in Science, Technology, and Society on campus. Science, Technology, and Society (STS) is an interdisciplinary field of study that seeks to examine and assess the many ways that science and technology shape culture, values, institutions, and environment, and how those factors shape science and technology. It combines rigorous coursework in the natural sciences with a firm grounding in the Social Sciences and Humanities.

The addition of a minor in Science, Technology, and Society will enable students majoring in any degree program on the SDSMT campus, whether it be in the sciences or engineering, to supplement their scientific and technical training with interdisciplinary coursework designed to teach students to think about scientific knowledge and its applications in a systematic, critical way. By emphasizing the cultural, ethical, societal implications of scientific and technological innovation, students will develop an interdisciplinary perspective on contemporary issues, as well as a heightened ethical awareness and sense of public responsibility.

IMPACT AND RECOMMENDATION
SDSMT does not require any additional resources to offer this minor.

Board office staff recommends approval of the program.

ATTACHMENTS
Attachment I – New Program Request Form: SDSMT – Minor in Science, Technology, and Society

DRAFT MOTION 20200804_4-B(5):
I move to authorize SDSMT to offer a minor in Science, Technology, and Society, as presented.
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.

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>SDSM&amp;T</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF PROPOSED MINOR:</td>
<td>Science, Technology, and Society</td>
</tr>
<tr>
<td>DEGREE(S) IN WHICH MINOR MAY BE EARNED:</td>
<td>All baccalaureate degrees</td>
</tr>
<tr>
<td>EXISTING RELATED MAJORS OR MINORS:</td>
<td>B.S. in Science, Technology, and Society</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>30.15</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>BANNER DEPARTMENT CODE:</td>
<td>MSOS</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td></td>
</tr>
<tr>
<td>BANNER DIVISION CODE:</td>
<td></td>
</tr>
</tbody>
</table>

- 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.

<table>
<thead>
<tr>
<th>President of the University</th>
<th>Date</th>
</tr>
</thead>
</table>

AAC Form 2.8 – New Baccalaureate Degree Minor
(Last Revised 05/2019)
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*

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.

   Science, Technology, and Society (STS) is an interdisciplinary field of study that seeks to examine and assess the many ways that science and technology shape culture, values, institutions, and environment, and how those factors shape science and technology. It combines rigorous coursework in the natural sciences with a firm grounding in the Social Sciences and Humanities. It offers students the opportunity to build on the strength of SD Mines’ science and engineering programs while simultaneously developing a contextual understanding of the human and societal dimensions of scientific change provided by coursework in the Humanities and Social Sciences.

   The addition of a minor in Science, Technology, and Society will enable students majoring in any degree program on the SD Mines campus, whether it be in the sciences or engineering, to supplement their scientific and technical training with interdisciplinary coursework designed to teach students to think about scientific knowledge and its applications in a systematic, critical way. By emphasizing the cultural, ethical, societal implications of scientific and technological innovation, students will develop an interdisciplinary perspective on contemporary issues, as well as a heightened ethical awareness and sense of public responsibility.
4. How will the proposed minor benefit students?

The minor in STS will foster a critical community engaged in understanding science and its relation to society, and promote contact among students across different fields. It will encourage SD Mines students to examine the social and cultural implications of new technologies, cross disciplinary boundaries, engage with industry partners and with public policymakers, and require students to think critically about how to manage and articulate the meaning of scientific and technological change in a democratic society.

Students will learn to connect scientific and technological innovations to real-world problems and analyze the societal impact of those innovations. A minor in STS will teach students to distinguish between sound and unsound interpretations of scientific information, employ cogent reasoning and ethical considerations in examining scientific issues of historical and contemporary concern, and effectively communicate the ways in which science and technology shape cultures, values, and institutions, and vice versa.

Confronting issues from climate change to biodiversity loss involves not only continual scientific adaptation, it demands an understanding of the historical origins of current developments and the limits of current knowledge, communication across cultures, and an examination of the ethical implications of our choices. As such, the STS curriculum provides essential training for STEM students. The STS minor achieves these objectives through a flexible yet rigorous course of study. It builds on the strengths of our existing faculty and curriculum and encourages collaboration across multiple departments and initiatives such as Mines Advantage and EPICS.

The STS minor furthers the SD Mines commitment to bring interdisciplinarity, collaboration, and respect for the human dimensions of technological innovation to its students as they prepare to address the scientific and engineering challenges of the 21st century. Identified by the National Academy of Engineering as the “Grand Challenges for Engineering,” an international consortium of leading scientists and technological innovators has grouped these 21st century issues into four categories: sustainability, health, security, and joy of living. In every case, the multi-dimensional skills of STS students will be an essential component in addressing the global implications these complex challenges present to humanity.

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.
Nationally, the U.S. Department of Labor, Bureau of Labor Statistics provides the following projections for growth in likely occupational paths for STS graduates:

**Table 1: US Dept. of Labor, Bureau of Labor Statistics 2016-2026 Projections**

**Employment by detailed occupation, 2016 and projected 2026**

Likely occupations in the fields of Science, Technology, and Society

(Numbers in thousands)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number</strong></td>
<td><strong>Percent</strong></td>
<td><strong>Number</strong></td>
<td><strong>Percent</strong></td>
<td><strong>Number</strong></td>
<td><strong>Percent</strong></td>
<td></td>
</tr>
<tr>
<td>Art, design, entertainment, sports, and media occupations</td>
<td>2,772.9</td>
<td>2,941.0</td>
<td>1.8</td>
<td>1.8</td>
<td>168.1</td>
<td>6.1</td>
</tr>
<tr>
<td>Community and social service occupations</td>
<td>2,570.7</td>
<td>2,942.6</td>
<td>1.6</td>
<td>1.8</td>
<td>371.9</td>
<td>14.5</td>
</tr>
<tr>
<td>Conservation Scientists</td>
<td>22.3</td>
<td>23.7</td>
<td>0.0</td>
<td>0.0</td>
<td>1.4</td>
<td>6.3</td>
</tr>
<tr>
<td>Education, training, and library occupations</td>
<td>9,426.5</td>
<td>10,315.4</td>
<td>6.0</td>
<td>6.2</td>
<td>888.9</td>
<td>9.4</td>
</tr>
<tr>
<td>Environmental science and protection technicians, including health</td>
<td>34.6</td>
<td>38.8</td>
<td>0.0</td>
<td>0.0</td>
<td>4.2</td>
<td>12.1</td>
</tr>
<tr>
<td>Environmental scientists and specialists, including health</td>
<td>89.5</td>
<td>99.4</td>
<td>0.1</td>
<td>0.1</td>
<td>9.9</td>
<td>11.1</td>
</tr>
<tr>
<td>• Including environmental analyst</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law enforcement workers</td>
<td>1,285.0</td>
<td>1,300.1</td>
<td>0.8</td>
<td>0.8</td>
<td>15.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Legal occupations</td>
<td>1,283.3</td>
<td>1,399.5</td>
<td>0.8</td>
<td>0.8</td>
<td>116.2</td>
<td>9.1</td>
</tr>
<tr>
<td>Management occupations</td>
<td>9,533.1</td>
<td>10,340.4</td>
<td>6.1</td>
<td>6.2</td>
<td>807.3</td>
<td>8.5</td>
</tr>
<tr>
<td>Miscellaneous life, physical, and social science technicians</td>
<td>159.3</td>
<td>174.8</td>
<td>0.1</td>
<td>0.1</td>
<td>15.4</td>
<td>9.7</td>
</tr>
<tr>
<td>Public relations specialists</td>
<td>259.6</td>
<td>282.6</td>
<td>0.2</td>
<td>0.2</td>
<td>22.9</td>
<td>8.8</td>
</tr>
<tr>
<td>• Including environmental communications specialist, public affairs officer, and management, scientific, and technical consulting services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SD Mines recently secured consulting services from Ruffalo Noel-Levitz (RNL) in an effort to identify relevant data regarding program demand among students interested in STEM degrees. Figure 2 below provides data generated in October 2018 by RNL. Within the category “communications,” 65 prospective students (or 23% of those who identified communications as an area of interest) cited Science, Technology, and Society as the academic program of greatest interest. The other areas of student interest listed (including science policy, science communication, environmental resources management, and technical writing/communication) are also career paths commonly chosen by STS graduates. An STS minor will provide students with foundational coursework in multiple disciplines and thus ensure familiarity with the knowledge, concepts, and practices that sustain this field of study.

<table>
<thead>
<tr>
<th>Communications: Which of these specific programs are you most interested in?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, Technology, &amp; Society</td>
<td>65</td>
<td>23%</td>
</tr>
<tr>
<td>Digital Media</td>
<td>60</td>
<td>22%</td>
</tr>
<tr>
<td>Science Policy (Energy and Environmental Policy, Regulation, Law)</td>
<td>39</td>
<td>14%</td>
</tr>
<tr>
<td>Engineering Management and Leadership</td>
<td>34</td>
<td>12%</td>
</tr>
<tr>
<td>Engineering/Science Communication</td>
<td>26</td>
<td>9%</td>
</tr>
<tr>
<td>Environmental Resources Management</td>
<td>21</td>
<td>8%</td>
</tr>
<tr>
<td>Technical Writing/Communication</td>
<td>20</td>
<td>7%</td>
</tr>
</tbody>
</table>

Figure 2: Results of 2018 RNL research on student interest in “communications” among those intending to pursue a STEM degree.

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).

<table>
<thead>
<tr>
<th>Fiscal Years*</th>
<th>Students enrolled in the minor (fall)</th>
<th>Completions by graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>FY 21</td>
<td>3</td>
</tr>
<tr>
<td>2nd</td>
<td>FY 22</td>
<td>6</td>
</tr>
<tr>
<td>3rd</td>
<td>FY 23</td>
<td>9</td>
</tr>
<tr>
<td>4th</td>
<td>FY 24</td>
<td>12</td>
</tr>
</tbody>
</table>

*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.

As SD Mines continues to meet the demand for rigorous STEM education, it must also meet the pursuant demand from students for the professional skills to guide tomorrow’s technology policy toward the public’s best interests. Since the 1970s, universities throughout the country have responded to this need by creating Science, Technology, and Society (STS) programs.
While there are no national standards established for Science, Technology, and Society academic credentials, STS constitutes a well-established academic field as indicated by the fact that at least 66 prominent institutions of higher education in the U.S. offer major or minor programs in the field, including:

- Brown University
- Cornell University
- Georgia Institute of Technology
- New Jersey Institute of Technology
- Polytechnic Institute of New York University
- Rensselaer Polytechnic Institute
- Rochester Institute of Technology
- Stanford University
- Stevens Institute of Technology
- University of Texas at Austin
- University of Virginia
- Missouri University of Science and Technology

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**

<table>
<thead>
<tr>
<th>[Insert title of proposed minor]</th>
<th>Credit Hours</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements in minor</td>
<td>6</td>
<td>33%</td>
</tr>
<tr>
<td>Electives in minor</td>
<td>12</td>
<td>66%</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

**B. Required Courses in the Minor**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title (add or delete rows as needed)</th>
<th>Prerequisites for Course Include credits for prerequisites in subtotal below</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS</td>
<td>201</td>
<td>Introduction to Science, Technology, and Society</td>
<td>No</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>HUM</td>
<td>200</td>
<td>Connections: Humanities and Technology</td>
<td>No</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Subtotal</strong></td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
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 must complete twelve credits from the following. Select 1 course from four of the following categories:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Prerequisites for Course</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM</td>
<td>375</td>
<td>Computers in Society</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ENGL</td>
<td>300</td>
<td>Environmental Literature and Culture (previously: Literary Experience of Nature)</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>POLS or HIST</td>
<td>407</td>
<td>Environmental Law and Policy</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>379</td>
<td>Environmental History of the US</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC or PSYC</td>
<td>451</td>
<td>Psychology of Abnormal Behavior</td>
<td>PSYC 101</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>461</td>
<td>Theories of Personality</td>
<td>PSYC 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC or SOC</td>
<td>351</td>
<td>Criminology</td>
<td>SOC 100 or 150</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>411</td>
<td>Licit and Illicit Drugs</td>
<td>SOC 100 or 150 or PSYC 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Subtotal</td>
<td>12</td>
</tr>
</tbody>
</table>

NOTE: In only two of the five categories of elective courses for the minor are there prerequisites: PSYC and SOC. The three prerequisite courses in question (PSYC 101; SOC 100 or 150) are generally part of a student’s general education coursework and will thus have minimal impact on students’ time to degree. Moreover, by completing PSYC 101, students will have fulfilled all the prerequisites necessary to complete the STS minor.

- PSYC 451 (PSYC 101)
- PSYC 461 (PSYC 101)
- SOC 351 (SOC 100 or 150)
- SOC 411 (SOC 100 or 150 or PSYC 101)

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.
<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>Program Courses that Address the Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate professional written and oral communication skills.</td>
<td>IS 201*  HUM* 200  HUM 375  POLS 407 or HIST 379  ENGL 300  SOC 351 or 461  PSYC 451 or 461</td>
</tr>
<tr>
<td>Students will understand and appreciate the connections between science, technology and real-world problems.</td>
<td>X  X  X  X  X  X  X</td>
</tr>
<tr>
<td>Students will understand scientific applications in societal context.</td>
<td>X  X  X  X  X  X  X</td>
</tr>
<tr>
<td>Students will demonstrate leadership skills and the ability to work both independently and in teams.</td>
<td>X  X  X  X  X  X  X</td>
</tr>
<tr>
<td>Students will demonstrate interest in and ability to contribute expertise in their workplaces and in their communities.</td>
<td>X  X  X  X  X  X  X</td>
</tr>
</tbody>
</table>

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

Students will achieve these learning outcomes through consistent class participation, informal writing, short essays, team projects (both oral and written), case studies, and final projects. Specifically, students will gain an understanding of the environmental impact of scientific and engineering initiatives over time; be exposed to multiple perspectives on contemporary and historical issues through interdisciplinary approaches; examine the relationship between humans, the natural environment, and scientific innovation and thought; learn how to relate scientific information to general audiences in both oral and written form; and develop a deeper knowledge, skills, values, and sense of agency about their responsibility to the larger society.

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.

Standard instructional approaches and technologies will be used to teach the courses in this minor.

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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>No</td>
<td>Choose an item. Choose an item.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Distance Delivery (online/other distance delivery methods)</th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td></td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

If yes, identify institutions:

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.

SDSMT does not require any additional resources to offer this minor.

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.
SUBJECT
New Program: USD Minor in Organizational Communication

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
The University of South Dakota (USD) requests permission to offer a minor in Organizational Communication, on campus, online, and at the Community College for Sioux Falls (CCSF).

The proposed minor will prepare students to communicate effectively across disciplines, industries, and organizations, to effect organizational and technological change, and to understand individuals and cultures, career advancement in a variety of fields (e.g., business, media, nonprofits, arts and entertainment, government, human resources, customer service, sports, hospitality, and travel.)

Learning outcomes associated with this program are directly applicable to workforce needs and opportunities for advancement through the state and region, and within an increasingly diverse and globally connected environment.

IMPACT AND RECOMMENDATION
Students majoring in Criminal Justice or Sociology online or at CCSF are required to complete a minor. The proposed minor will provide a flexible option to fulfill this need.

No new courses are needed to offer the minor, and USD requests no new resources.

Board staff recommends approval.

ATTACHMENTS
 Attachment I – New Program Request Form: USD – Minor in Organizational Communication

DRAFT MOTION 20200804_4-B(6):
I move to approve USD’s new program proposal for a minor in Organizational Communication on campus, online, and at CCSF.
UNIVERSITY:  USD

TITLE OF PROPOSED MINOR:  Organizational Communication


EXISTING RELATED MAJORS OR MINORS:  Communication Studies, English, Media & Journalism

INTENDED DATE OF IMPLEMENTATION:  Fall 2020

PROPOSED CIP CODE:  09.0901

UNIVERSITY DEPARTMENT:  Arts & Sciences-UASG

UNIVERSITY DIVISION:  2A-Arts & Sciences

☒ 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.

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? ☐ 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 statutory mission of the University of South Dakota is provided in SDCL § 13-57: Designated as South Dakota’s liberal arts university, the University of South Dakota, established and located at Vermillion, in Clay County, 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 business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.

The mission is provided in BOR Policy 1:10:1, University of South Dakota Mission Statement:
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 within the South Dakota System of Higher Education.

Both the statutory mission and Board of Regents mission statement for the University of South Dakota designate the institution as the liberal arts university for the State of South Dakota and as the location of the state’s only law school. As such, USD is ideally suited to offer an interdisciplinary minor in organizational communication, which draws upon the disciplinary strengths of existing academic expertise across the liberal arts disciplines. As a program in the College of Arts & Sciences, the minor will complement existing major programs across the university. The proposed program thus strongly supports the statutory mission and Board of Regents approved mission for the University of South Dakota.

The proposed minor in Organizational Communication will support the SD Board of Regents’ strategic plan, and directly addresses two of the goals:

1. Student Success – Grow degree production to 7,450 per year by 2020: Given increased demand for bachelor’s degree-trained professionals with an understanding of communication issues, the addition of this minor will encourage degree completion and the acquisition of skills essential for the workplace.

2. Academic Quality and Performance – Document that academic programs are of the highest quality: As the designated liberal arts university, USD has a strong foundation to support an interdisciplinary program in Organizational Communication. Moreover, the breadth and depth of USD’s liberal arts curriculum allows for the inclusion of disciplines necessary for interdisciplinary breadth.

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 prepares students to communicate effectively across disciplines, industries, and organizations, to effect organizational and technological change, and to understand individuals and cultures. Students graduating with a minor in Organizational Communication will be well prepared for career advancement in a variety of fields, including business, media, nonprofit organizations, arts and entertainment, government, human resources and labor relations, customer service, and sports, hospitality, and travel organizations.

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

   This minor will complement all existing majors at USD, and courses will be available across multiple locations and modalities, including Vermillion campus, the Community College for Sioux Falls, and online. The learning outcomes associated with this program are directly applicable to workforce needs and opportunities for advancement through the state and region, and within an increasingly diverse and globally connected environment. It is worth noting that students completing a major in Criminal Justice or Sociology online or at CCSF, all of whom
are required to complete a minor, currently have limited options, so this program will provide a flexible option to fulfill this need.

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 learning outcomes for this minor closely align with the skills repeatedly identified as essential by employers. According to respondents to a 2016 report by the Pew Research Center, “interpersonal skills, critical thinking, and good writing and communications skills are the most important skills for doing their jobs. And the share of adults ages 25 and older with a bachelor’s degree or higher level of education increased from 17% in 1980 to 33% in 2015. Most of these workers are engaged in jobs requiring higher-level social or analytical skills.” The U.S. Bureau of Labor Statistics reports that the job outlook for 2018-28 is as follows for fields most closely connected to this program: Technical Writers, 8% (faster than average); Human Resources Managers, 7% (faster than average); Social and Community Service Managers, 13% (much faster than average); Public Relations Specialists, 6% (as fast as average). The South Dakota Department of Labor projects that “Professional, scientific and professional services,” an industry that is heavily reliant on the skills emphasized by this program, will be among the top ten growth industries in South Dakota, at 12.05% from 2016-2026.

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).**

<table>
<thead>
<tr>
<th>Fiscal Years*</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students enrolled in the minor (fall)</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Completions by graduates</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

*Do not include current fiscal year.

Estimated enrollments and completions are based on current enrollment in the core required courses for the minor, each of which is offered every semester in multiple locations and modalities, and which fulfill different system general education requirements. Many of these students will have the opportunity to complete this minor simply by taking three elective courses.

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

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1. Pew Research Center, October, 2016, “The State of American Jobs: How the shifting economic landscape is reshaping work and society and affecting the way people think about the skills and training they need to get ahead.” [https://www.pewsocialtrends.org/2016/10/06/1-changes-in-the-american-workplace/](https://www.pewsocialtrends.org/2016/10/06/1-changes-in-the-american-workplace/)
The curriculum was developed by the collaborative efforts of the academic departments offering these courses, based on current offerings, enrollment patterns, and existing course outcomes, and in response to demand for enhanced communication skills in the workplace, as expressed by published research and employer survey data. See, for example, the Society for Human Resource Management’s 2016 report, “SHRM/Mercer Entry-Level Applicant Job Skills,” among other sources cited below.\(^7\)

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

A. Distribution of Credit Hours

<table>
<thead>
<tr>
<th>Organizational Communication</th>
<th>Credit Hours</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements in minor</td>
<td>9</td>
<td>50%</td>
</tr>
<tr>
<td>Electives in minor</td>
<td>9</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

B. Required Courses in the Minor

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Prerequisites for Course</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>205</td>
<td>Business Writing</td>
<td>ENGL 101 or UHON 110 (required for all undergraduate students)</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>SPCM</td>
<td>201</td>
<td>Interpersonal Communication</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MCOM</td>
<td>151</td>
<td>Introduction to Mass Communication</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

Subtotal: 9

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Prerequisites for Course</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>379</td>
<td>Technical Communication</td>
<td>ENGL 201, ENGL 205, ENGL 277, ENGL 283, or ENGL 284.</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ENGL</td>
<td>486</td>
<td>Rhetorical Theory &amp; Practice</td>
<td>ENGL 101</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MCOM</td>
<td>241</td>
<td>Social Media Marketing</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MCOM</td>
<td>243</td>
<td>Public Relations Principles</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MCOM</td>
<td>341</td>
<td>Public Relations Writing</td>
<td>MCOM 210 and MCOM 243</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MCOM</td>
<td>370</td>
<td>Advertising Principles</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>SPCM</td>
<td>210</td>
<td>Interpersonal Communication for Business and Professionals</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>SPCM</td>
<td>410</td>
<td>Organizational Communication</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>SPCM</td>
<td>475</td>
<td>Human Resource Training and Development</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>SPCM</td>
<td>487</td>
<td>Teambuilding and Group Decision Making</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

Subtotal: 9

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

<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>Program Courses that Address the Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>ENGL 205* SPCM 201* MCOM 151* Electives</td>
</tr>
<tr>
<td>Demonstrate effective oral and written communication skills.</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate interpersonal communication skills appropriate to different organizations.</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate an understanding of the theory and practice of communication within diverse cultural and organizational contexts.</td>
<td>X</td>
</tr>
</tbody>
</table>

10. What instructional approaches and technologies will instructors use to teach courses in the minor?
   Oral and written assignments will be closely integrated with lectures and discussion-based approaches.

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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes Fall 2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>Yes CCSF Fall 2020</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>Yes 015 Internet Asynchronous – Term Based Instruction Fall 2020</td>
<td></td>
</tr>
</tbody>
</table>

   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.

<table>
<thead>
<tr>
<th>Distance Delivery (online/other distance delivery methods)</th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>015 Internet Asynchronous – Term Based Instruction</td>
<td>Fall 2020</td>
</tr>
</tbody>
</table>

12. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy.

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.

On-campus: none (all courses are already delivered on campus)
Off-campus: none (online development of courses completed or in-progress)

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.
DRAFT MOTION 20200804_4-B(7):
I move to authorize BHSU to offer the BAS in Leadership on campus and at BHSU-Rapid City.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

Use this form to propose a new undergraduate degree program. An undergraduate degree program includes a new major, a new degree, or both. 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 Undergraduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

| UNIVERSITY: | BHSU |
| MAJOR: | Leadership |
| EXISTING OR NEW MAJOR(S): | |
| DEGREE: | Bachelor of Applied Science |
| EXISTING OR NEW DEGREE(S): | |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2020 |
| PROPOSED CIP CODE: | 24.0101 |
| SPECIALIZATIONS: | |
| Note: If the new proposed 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 approval. |
| IS A SPECIALIZATION REQUIRED (Y/N): | No |
| DATE OF INTENT TO PLAN APPROVAL: | Click here to enter a date. |
| UNIVERSITY DEPARTMENT: | School of Arts and Humanities |
| BANNER DEPARTMENT CODE: | BSAH |
| UNIVERSITY DIVISION: | College of Liberal Arts |
| BANNER DIVISION CODE: | 6A |

Please check this box to confirm that:
- The individual preparing this request has read AAC Guideline 2.9, which pertains to new undergraduate degree program 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 6/17/2020

AAC Form 2.9 – New Undergraduate Degree Program
(Last Revised 05/2019)
1. What is the nature/purpose of the proposed program? Please include a brief (1-2 sentence) description of the academic field in this program.

A Bachelor of Applied Science degree program in Leadership (BAS) is intended for those students who possess an Associate of Applied Science (AAS) degree, have completed past community college or technical school coursework, or have occupational/career credits. The degree program will be a complement to the students’ previous coursework and will prepare them for leadership roles in their chosen field. Graduates will take coursework in “soft skills” areas, like leadership, team building, strategic planning, and organizational communication. In addition, the Bachelor of Applied Science degree program is designed to equip current BHSU students with many of the soft skills employers report and research indicates are needed to obtain employment, advance within a profession, and/or assume a managerial or leadership position within an organization.

A survey of 318 employers—conducted by Hart Research Associates on behalf of the Association of American Colleges and Universities—found that 93% were more interested in general skills than in a candidate’s major. In particular, they looked for candidates who could “demonstrate capacity to think critically, communicate clearly, and solve complex problems.” These are skills honed in a baccalaureate program.¹ This finding is echoed in other respected sources outside academia. For example, Susan Adams of Forbes Magazine, citing research from the National Association of Colleges and Employers (NACE), asserts that the top skills most desired by employers (for 2015) were related to teamwork, problem solving, and communication.²

South Dakota is ranked fourth in the national for the percentage of workers who are self-employed (14.2%). Self-employed workers in particular need the broad, problem-solving and communication skills in addition to applied skills such as leadership, management, and social media.³

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?

The statutory mission of Black Hills State University is provided in SDCL13-59-1⁴:

The primary purpose Black Hills State University is the preparation of elementary and secondary teachers, and a secondary purpose is to offer pre-professional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents.

The mission of Black Hills State University as provided in Board of Regents Policy 1:10:4 is⁵:

⁵http://bhsu.edu/Portals/0/facultystaff/policy/StrategicPlan.pdf

AAC Form 2.9 – New Undergraduate Degree Program
(Last Revised 03/2019)
Black Hills State University is a master’s level University that promotes excellence in teaching and learning; supports research, creative and scholarly activities and provides service to the state, region, nation and global community. BHSU provides innovative, high-quality undergraduate (associate and baccalaureate) programs in the arts, humanities, education, behavioral sciences, mathematics, social sciences, natural sciences, business and technology as well as selected disciplines of strength at the graduate level. Black Hills State University is the only comprehensive University in western South Dakota.

The proposed degree program supports the goals stated in the South Dakota Board of Regents Strategic Plan 2014-2020:

- **Goal 1: Student Success**
  - Increase the total undergraduate degrees awarded

- **Goal 2: Academic Quality and Performance**
  - Grow the number of students participating in experiential learning

- **Goal 3: Research and Economic Development**
  - Contribute to the state’s workforce and economic development

The Bachelor of Applied Science program is an ideal fit for BHSU’s mission. As the only comprehensive university in western South Dakota, it is BHSU’s responsibility to provide educational opportunities to local students. This program fills a gap in those opportunities by providing the students with the skills necessary to advance and take their careers further than a technical degree alone could.

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. Please cite any sources in a footnote.

In 2016, there were 2122 graduates from the four technical institutions in South Dakota, 282 from WDTI alone (BHSU’s closest and West River’s only institute). Over 80% are employed in South Dakota, but there are few opportunities West River for these students to continue their education towards a bachelor degree utilizing existing articulation agreements with BHSU. West River’s only comprehensive public university. Only 27.5% of residents in South Dakota over the age of 25 have a bachelor’s degree, and one-third of residents over 25 have an associate degree or some college but no bachelor’s degree. The leadership competencies learned through the proposed program will help enhance the skills those in a technical profession need to assume leadership roles.

In 2017, BHSU contracted with Hanover Research to conduct a market analysis for the proposed program. Its findings show “in BHSU’s local region, growth in programs related to technical leadership was higher than growth seen across all bachelor’s degree programs.” The analysis also found few institutions offer a related degree, and none are “within a reasonable drive to Rapid City.” Hanover reported that there is expected to be a 7.5% growth rate for occupations related to technical leadership in the plains region. Hanover found only 9 institutions in the Plains region with a BAS program, suggesting that there is an opening in the region for such programs. Hanover also noted

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7 [https://www.sdbor.edu/administrative-offices/academics/](https://www.sdbor.edu/administrative-offices/academics/)
8 [https://www.census.gov/quickfacts/](https://www.census.gov/quickfacts/)
9 [http://www.southdakotadashboard.org/educational-attainment#0-6734-g](http://www.southdakotadashboard.org/educational-attainment#0-6734-g)

AAC Form 2.9 – New Undergraduate Degree Program
(Last Revised 05/2019)
the strong enrollment in technical colleges will only drive later enrollment in transfer friendly programs like the BAS.

4. How will the proposed program benefit students?

In 2015 BHSU eliminated the long-standing Bachelor of Applied Technical Science due to low enrollment. That program focused heavily on applied technology rather than on teaching students applied leadership. This proposed program transfers the technical credit from the AAS degree and is therefore completely different in focus from the degree we eliminated.

By having the proposed program at BHSU-Rapid City, students in the Rapid City area who have an AAS, community college degree, or have completed a career program, would be able to pursue a bachelor’s degree without having to start from ground zero. BHSU currently only offers one degree option with WDT through articulation, and none with the other technical institutes in South Dakota.\(^{10}\) This currently causes a disadvantage to the students when they want to pursue a degree other than the one articulated. The program will also benefit students who come from other states and possess an AAS or community college degree.

The program’s block transfer of credits from an AAS degree would mirror the current articulation agreement with WDTI. A block of 45 credits would transfer to the proposed degree, but not replace any courses. On top of the 45 credits, any transferrable courses would be assessed and potentially replace courses at BHSU. For example, currently only eight courses will transfer from WDT to BHSU (CHEM 106/106L, ECON 202, ENGL 101, MATH 114, MATH 120, PSYC 101, SOC 100, SPCM 101). If a student took and passed ENG 101, MATH 114, and PSYC 101 from WDT, earned an AAS degree, and transferred to BHSU into the proposed degree, the block of 45 credits and 9 transferable credits would count toward the degree, totaling 54 credits.

Students in the program will gain additional professional and workplace skills needed beyond their technical education. According to a survey done in 2013 by Adecco Staffing USA, one of the nation’s largest staffing agencies, technical skills were of minimum concern, but 44% of executives surveyed indicated soft-skills were the largest gap in the U.S. workforce.\(^{11}\) The proposed program will help address this deficiency by incorporating soft-skill training through its courses. This will include communication skills, team-work best practices, problem-solving skills, time management, and other leadership development tools that are typically found in a liberal arts degree.

5. Program Proposal Rationale:

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

BHSU is not currently authorized to offer the Bachelor of Applied Science degree. Historically, BHSU had the Bachelor of Applied Technical Science up to 2015. The industry standard has embraced the Bachelor of Applied Science as the analogous transfer degree for the Associate of Science.

\(^{10}\) https://www.sdbor.edu/administrative-offices/academics/Pages/articulation-approved_agmts.aspx


AAC Form 2.9 - New Undergraduate Degree Program
(Last Revised 05/2019)
Applied Science commonly offered at technical colleges. Programs similar to the BAS began in the 1970s and the number of programs has grown considerably. These programs are focused on reducing transfer issues between community/technical college and baccalaureate universities, increasing degree attainment among adult learners, and improving workforce focused education.

B. What is the rationale for the curriculum?

The Bachelor of Applied Science degree we propose will be a 120-credit degree. For this major, up to sixty credits can be transferred from AAS awarded from a community/technical college; students transferring to BHSU with an associate’s degree will then take 33 additional hours in Leadership, and no minor will be required. Students in the major without an associate’s degree and a block transfer of technical credits will take the 33 hours in Leadership and will be required to have a minor. The proposed curriculum addresses those skills that are relevant for the intent of the degree – to provide a bachelors pathway for students with technical backgrounds so they may advance into positions of management. The curriculum pulls a variety of courses from across the university wrapped around a core curriculum of leadership, communication, and business courses. It is widely expected that students seeking this degree will block transfer much of the AAS degree, and this curriculum provides soft skills that complement their existing technical education and expertise.

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 curriculum of Bachelor of Applied Science degree varies greatly between institutions, but nearly universally the degree serves as the next scaffold for graduates of AAS programs. Often the BAS is somewhat tailored to the local needs of AAS graduates often dovetailed with local and regional technical college curricula. However, there is no national standard curriculum established for such programs. In 2018 BHSU partnered with Hanover Research to conduct a limited feasibility study for this proposed program. During their research they identified several suitable BAS programs. This proposal is consistent with several of those identified programs.

D. Summary of the degree program (complete the following tables):

<table>
<thead>
<tr>
<th>[Bachelor of Applied Science]</th>
<th>Credit Hours</th>
<th>Credit Hours</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>System General Education Requirements</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Subtotal, Degree Requirements</td>
<td></td>
<td>30</td>
<td>25%</td>
</tr>
<tr>
<td>Required Support Courses (not included above)</td>
<td></td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Major Requirements</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Major Electives</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Subtotal, Program Requirements</td>
<td></td>
<td>63</td>
<td>27.5%</td>
</tr>
<tr>
<td>Free Electives (if no AAS)</td>
<td></td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Minor Requirements (if no AAS)</td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Free Electives (for students who have an AAS)</td>
<td></td>
<td>12</td>
<td>10.0%</td>
</tr>
<tr>
<td>Block Transfer from AAS (optional)</td>
<td></td>
<td>45</td>
<td>37.5%</td>
</tr>
<tr>
<td>Degree Total</td>
<td></td>
<td>120</td>
<td>100%</td>
</tr>
</tbody>
</table>

Board Policy 2.29 requires each baccalaureate degree program to require 120 credit hours and each

AAC Form 2.9 - New Undergraduate Degree Program
Last Revised 05/2019

1871
associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.

### Major Requirements

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLDR</td>
<td>301</td>
<td>Leadership Theory and Practice</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>SLDR</td>
<td>310</td>
<td>Strategic Planning</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>SLDR</td>
<td>320</td>
<td>Modern Leadership Theories</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>SLDR</td>
<td>494</td>
<td>Capstone Seminar</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>BADM</td>
<td>369</td>
<td>Organizational Behavior and Theory</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>BADM</td>
<td>334</td>
<td>Small Business Management</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>SPCM</td>
<td>410</td>
<td>Organizational Communication</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

Subtotal 21

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM</td>
<td>336</td>
<td>Entrepreneurship I</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>BADM</td>
<td>438</td>
<td>Entrepreneurship II</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>BADM</td>
<td>344</td>
<td>Managerial Communications</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>HRM</td>
<td>460</td>
<td>Human Resource Management</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>HRM</td>
<td>461</td>
<td>Personnel Planning &amp; Selection</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>HRM</td>
<td>466</td>
<td>Training and Development</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>PSYC</td>
<td>331</td>
<td>Industrial and Organizational Psychology</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>SOC</td>
<td>326</td>
<td>Mediation and Conflict Resolution</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>SPCM</td>
<td>434</td>
<td>Small Group Communication</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>SPCM</td>
<td>485</td>
<td>Communication and Conflict Resolution</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>WRTG</td>
<td>379</td>
<td>Technical Communication</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>WRTG</td>
<td>479</td>
<td>Professional Technical Writing</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

Subtotal 12

*other courses in related fields will be considered during the creation of the curriculum, particularly those in psychology, sociology, business and speech communications.
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, and must relate to the proposed assessments in B and C below. 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.

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

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

<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>Program Courses that Address the Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Same as in the text of the proposal)</td>
<td>SLDR 301</td>
</tr>
<tr>
<td>To conduct effective strategic planning: establish vision, gather and analyze data, make, implement and assess strategic plans in areas related to the student's individual expertise</td>
<td></td>
</tr>
<tr>
<td>To demonstrate an understanding of contemporary philosophies, methods and designs for studying the systems (e.g., culture, communication, technology, human resources, and strategy) within organizations of varying sizes.</td>
<td>x</td>
</tr>
<tr>
<td>To understand the vocabulary, theory, contemporary issues, and empirical knowledge central to the classical and contemporary study of leadership</td>
<td></td>
</tr>
<tr>
<td>To research and apply current leadership theory to specific circumstances</td>
<td></td>
</tr>
<tr>
<td>To recognize standard elements of organizational behavior and to evaluate those behaviors in relation to the culture of specific groups</td>
<td></td>
</tr>
<tr>
<td>To recognize the relationship of both policy and culture in the function of kinds of organizations</td>
<td></td>
</tr>
<tr>
<td>To employ effective communication, written, oral, and visual (formal and informal), appropriate to a variety of organizational situations.</td>
<td></td>
</tr>
<tr>
<td>To acquire the communication skills that managers need to improve organizational relationships and performance.</td>
<td></td>
</tr>
<tr>
<td>To deepen the student's understanding of critical elements of leadership according to that student's specific goals: the areas are written communication, oral communication, human resources, and entrepreneurship.</td>
<td></td>
</tr>
</tbody>
</table>
No national standard exam exists for this program.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures (including national exams, externally evaluated portfolios, or student activities, etc.). What are the consequences for students who do not demonstrate mastery?

Students in the BAS program will be assessed consistent with the program’s assessment plan. The BAS students will complete an integrative capstone seminar to demonstrate mastery of the program learning outcomes. Student success and persistence will be monitored by advisement and Starfish.

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

Courses will be taught in a traditional lecture/discussion format for face to face offerings. Students will utilize D2L software to access course information, interact with other students, take assessments, and submit assignments. Students will utilize library resources, access searchable databases, retrieve online journal articles, and conduct other research for their courses.

8. Did the University engage any developmental consultants to assist with the development of the curriculum? 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? (Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program, including content, courses, and experiences, etc. Universities are encouraged to discuss the selection of developmental consultants with Board staff.)

No paid developmental consults were engaged in the development of this program. However, extensive discussion with Western Dakota Tech helped frame the general parameters of the program. The curriculum design was based in large part on the research conducted on our behalf by Hanover Research. A review of the institutions they identified proved very informative.

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). If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.

We anticipate that this program will attract new students to the University, and some current students will find this degree more transfer friendly and suited to their long-term educational goals. This program is specifically designed for AAS transfer students seeking immediate advancement opportunities, making it suitable for recent graduates. The program is also designed for adult learners seeking a baccalaureate degree helping them advance in their technical field. We estimate a 75% retention rate.
**Estimates**

<table>
<thead>
<tr>
<th></th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students new to the university</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Students from other university programs</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Continuing students</td>
<td></td>
<td></td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Total students in the program (fall)</td>
<td>20</td>
<td>26</td>
<td>35</td>
<td>41</td>
</tr>
<tr>
<td>Program credit hours (major courses)**</td>
<td>300</td>
<td>390</td>
<td>525</td>
<td>615</td>
</tr>
<tr>
<td>Graduates</td>
<td>8</td>
<td>12</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

*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 available for this 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.”**

No exceptions to Board policy are being requested.

12. **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 program through distance technology (e.g., as an online program)?**

<table>
<thead>
<tr>
<th>On campus</th>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Off campus</th>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>BHSU Rapid City</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>020</td>
</tr>
</tbody>
</table>

**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 online program)? This question responds to HLC definitions for distance delivery.**

AAC Form 2.9 – New Undergraduate Degree Program
(Last Revised 05/2019)
Distance Delivery (online/other distance delivery methods) | Yes/No | If Yes, identify delivery methods | Intended Start Date
--- | --- | --- | ---
No | | | Choose an item.

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.

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.

16. 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.

AAC Form 2.9 – New Undergraduate Degree Program
(Last Revised 05/2019)
### 1. Assumptions

**Headcount & hours from proposal**

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall headcount (see table in proposal)</td>
<td>20</td>
<td>26</td>
<td>35</td>
<td>41</td>
</tr>
<tr>
<td>Program FY cr hrs, On-Campus</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Program FY cr hrs, Off-Campus</td>
<td>300</td>
<td>390</td>
<td>525</td>
<td>615</td>
</tr>
</tbody>
</table>

| Faculty, Regular FTE | See p. 3 | 0.00 | 0.00 | 0.00 | 0.00 |
| Faculty Salary & Benefits, average | See p. 3 | $8,470 | $8,470 | $8,470 | $8,470 |
| Faculty, Adjunct - number of courses | See p. 3 | 4    | 8    | 8    | 8    |
| Faculty, Adjunct - per course | See p. 3 | $4,100 | $4,100 | $4,100 | $4,100 |
| Other FTE (see next page) | See p. 3 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Salary & Benefits, average | See p. 3 | $8,470 | $8,470 | $8,470 | $8,470 |

### 2. Budget

**Salary & Benefits**

| Faculty, Regular | $0 | $0 | $0 | $0 |
| Faculty, Adjunct (rate x number of courses) | $16,400 | $32,800 | $32,800 | $32,800 |
| Other FTE | $0 | $0 | $0 | $0 |
| S&B Subtotal | $16,400 | $32,800 | $32,800 | $32,800 |

**Operating Expenses**

| 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** | **$16,400** | **$32,800** | **$32,800** | **$32,800** |

### 3. Program Resources

**Off-campus support tuition/hr, HEFF net**

<table>
<thead>
<tr>
<th></th>
<th>UG</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-campus tuition revenue hrs x amt</td>
<td>$90,282</td>
<td>$117,367</td>
<td>$157,994</td>
<td>$185,078</td>
<td></td>
</tr>
<tr>
<td>On-campus support tuition/hr, HEFF net</td>
<td>UG</td>
<td>$290.46</td>
<td>$290.46</td>
<td>$290.46</td>
<td>$290.46</td>
</tr>
<tr>
<td>On-campus tuition revenue hrs x amt</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

| 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 |
| University redirections | $0 | $0 | $0 | $0 |
| Community/Employers | $0 | $0 | $0 | $0 |
| Grants/Donations/Other | $0 | $0 | $0 | $0 |

| **Total Resources** | **$90,282** | **$117,367** | **$157,994** | **$185,078** |
### Resources Over (Under) Budget

|               | $73,882 | $84,567 | $125,194 | $152,278 |

Provide a summary of the program costs and resources in the new program proposal.
## Black Hills State University, Bachelor of Applied Science in Leadership

### Appendix B

#### Budget & Resources

<table>
<thead>
<tr>
<th>Estimated Salary &amp; Benefits per FTE</th>
<th>Faculty</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated salary (average) - explain below</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>University's variable benefits rate (see below)</td>
<td>0.1464</td>
<td>0.1464</td>
</tr>
<tr>
<td>Variable benefits</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Health insurance/FTE, FY18</td>
<td>$8,470</td>
<td>$8,470</td>
</tr>
<tr>
<td><strong>Average S&amp;B</strong></td>
<td>$8,470</td>
<td>$8,470</td>
</tr>
</tbody>
</table>

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

The FY__ salaries of XX people in the ____ department were averaged. [Limit to faculty who will teach in the program. Revise as needed. Delete this note.]

Explain adjunct faculty costs used in table:

8 courses per year to be taught by adjuncts at $4,100 per course. *We feel this is a liberal estimate as existing capacity exists in several of the courses in the program.*

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

*Use for any persons other than faculty that will be needed to offer the program. Delete this note.*

Summarize the operating expenses shown in the table:

Summarize resources available to support the new program (redirection, donations, grants, etc).
State-support: Change cell on page 1 to use the UG or GR net amount.

<table>
<thead>
<tr>
<th>Off-Campus Tuition, HEFF &amp; Net</th>
<th>FY19 Rate</th>
<th>HEFF</th>
<th>Net</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$340.05</td>
<td>$39.11</td>
<td>$300.94</td>
</tr>
<tr>
<td>Graduate</td>
<td>$450.90</td>
<td>$51.85</td>
<td>$399.05</td>
</tr>
<tr>
<td>Externally Supported</td>
<td>$40.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>On-Campus Tuition, HEFF &amp; Net</th>
<th>FY19 Rate</th>
<th>HEFF</th>
<th>Net</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG Resident - DSU, NSU</td>
<td>$243.30</td>
<td>$27.98</td>
<td>$215.32</td>
</tr>
<tr>
<td>UG Resident - SDSU, USD</td>
<td>$248.35</td>
<td>$28.56</td>
<td>$219.79</td>
</tr>
<tr>
<td>UG Resident - BHSU</td>
<td>$254.20</td>
<td>$29.23</td>
<td>$224.97</td>
</tr>
<tr>
<td>UG Resident - SDSMT</td>
<td>$249.70</td>
<td>$28.72</td>
<td>$220.98</td>
</tr>
<tr>
<td>GR Resident - DSU,NSU</td>
<td>$319.40</td>
<td>$36.73</td>
<td>$282.67</td>
</tr>
<tr>
<td>GR Resident - SDSU, USD</td>
<td>$326.05</td>
<td>$37.50</td>
<td>$288.55</td>
</tr>
<tr>
<td>GR Resident - BHSU</td>
<td>$328.20</td>
<td>$37.74</td>
<td>$290.46</td>
</tr>
<tr>
<td>GR Resident - SDSMT</td>
<td>$324.85</td>
<td>$37.36</td>
<td>$287.49</td>
</tr>
<tr>
<td>UG Nonresident - DSU,NSU</td>
<td>$342.40</td>
<td>$39.38</td>
<td>$303.02</td>
</tr>
<tr>
<td>UG Nonresident - BHSU</td>
<td>$355.70</td>
<td>$40.91</td>
<td>$314.79</td>
</tr>
<tr>
<td>UG Nonresident - SDSU, USD</td>
<td>$360.50</td>
<td>$41.46</td>
<td>$319.04</td>
</tr>
<tr>
<td>UG Nonresident - SDSMT</td>
<td>$391.10</td>
<td>$44.98</td>
<td>$346.12</td>
</tr>
</tbody>
</table>

x GR Nonresident - DSU,NSU     | $596.30   | $68.57 | $527.73   |
x GR Nonresident - BHSU        | $612.40   | $70.43 | $541.97   |
x GR Nonresident - SDSU, USD   | $626.85   | $72.09 | $554.76   |
x GR Nonresident - SDSMT       | $652.00   | $74.98 | $577.02   |
| UG Sioux Falls Associate Degree | $275.40   | $31.67 | $243.73   |

Variable Benefits Rates

<table>
<thead>
<tr>
<th>University</th>
<th>FY19</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHSU</td>
<td>14.64%</td>
</tr>
<tr>
<td>DSU</td>
<td>14.36%</td>
</tr>
<tr>
<td>NSU</td>
<td>14.31%</td>
</tr>
<tr>
<td>SDSM&amp;T</td>
<td>14.20%</td>
</tr>
<tr>
<td>SDSU</td>
<td>14.38%</td>
</tr>
<tr>
<td>USD</td>
<td>14.34%</td>
</tr>
</tbody>
</table>
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – C (1)
DATE: August 4-5, 2020

SUBJECT
New Undergraduate Certificate: DSU Project Management

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
Dakota State University (DSU) requests authorization to offer an undergraduate certificate in Project Management on campus and online.

The format of this certificate allows for the accumulation of a specific set of courses to constitute a degree of content mastery and provide an area of academic specialization in project management. This certificate will appeal to individuals currently in the workforce who have or want to transition into a project management role.

DSU currently offers a Project Management specialization within the BS in Computer Information Systems and is also proposing a new minor in Project Management.

IMPACT AND RECOMMENDATION
This certificate will stack toward the BS in Computer Information Systems, Project Management Specialization.

DSU requests no new resources.

No new courses are needed to offer the certificate.

Board staff recommends approval.

ATTACHMENTS
Attachment I – New Certificate Request Form: DSU – Project Management

DRAFT MOTION 20200804_4-C(1):
I move to authorize DSU to offer an undergraduate certificate in Project Management, as presented.
### UNIVERSITY: DSU

<table>
<thead>
<tr>
<th>UNIVERSITY DEPARTMENT:</th>
<th>Project Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>College of BIS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTENDED DATE OF IMPLEMENTATION:</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>11.0401</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>DBIS</td>
</tr>
</tbody>
</table>

**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.

![Signature]

Institutional Approval Signature

President or Chief Academic Officer of the University

3/4/2020

---

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

   - Undergraduate Certificate [X]
   - Graduate Certificate [ ]

2. **What is the nature/purpose of the proposed certificate?**

   The format of this certificate allows for the accumulation of a specific set of courses to constitute a degree of content mastery and provide an area of academic specialization in project management. This certificate would provide individuals currently in the workforce who have or want to transition into a project management role. This certificate will stack toward the B.S. in Computer Information Systems, Project Management Specialization.

   **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 Bureau of Labor statistics projects that management occupations should grow by a rate of approximately 6 percent by the 2024. Different industries will often demand that project managers have a certain level of specialized familiarity with its unique requirements, and certain

---

1 For workforce related information, please 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.
responsible that are generally seen across the board for project managers in all areas. This certificate provides project managers with broad topics that would be useful in any business and/or industry.

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

   It is expected that several DSU’s undergraduate students in information systems, business administration, and computer science may be interested in the certificate program, and those students (or undergraduate students from other SD institutions and across the nation) will provide the bulk of the enrollments. It is also expected that members of the current workforce looking to assume a role in project management will seek this certificate.

4. **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):**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS</td>
<td>325</td>
<td>Management Information Systems</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CIS</td>
<td>338</td>
<td>Project Management</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CIS</td>
<td>438</td>
<td>Advanced Project Management</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>BADM</td>
<td>360</td>
<td>Organization and Management OR Structured Systems</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CIS</td>
<td>332</td>
<td>Structured Systems Analysis and Design</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   **Subtotal** 12

5. **Student Outcome 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.

   Upon graduation, graduates of the program will be able to:
   - understand the application of information technology in an organization.
   - understand the role of managers in the planning, development, and use of information systems.
   - use project management software.
   - apply knowledge, skills, tools, and techniques for completing a project on time and within budget.
   - understand and propose solutions to problems encountered in project management.

   **B. Complete Appendix A – Outcomes using the system form.** Outcomes discussed below should be the same as those in Appendix A.

---

2 Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

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

*Program Forms: New Certificate Form (Last Revised 05/2017)*

1883
6. Delivery Location.  

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

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>No</td>
<td>Choose an item.  Choose an item.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>Yes</td>
<td>018 - Internet Synchronous 015 – Internet Asynchronous</td>
</tr>
</tbody>
</table>

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)?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
<td>Choose an item.  Choose an item.</td>
</tr>
</tbody>
</table>

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

5 Delivery methods are defined in AAC Guideline 5.5.

6 This question responds to HLC definitions for distance delivery.
APPENDIX A

Individual Student Outcomes and Program Courses

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. 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.

<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>Program Courses that Address the Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand the application of information technology in an organization.</td>
<td>X</td>
</tr>
<tr>
<td>understand the role of managers in the planning, development, and use of information systems.</td>
<td>X X</td>
</tr>
<tr>
<td>use project management software.</td>
<td>X X</td>
</tr>
<tr>
<td>apply knowledge, skills, tools, and techniques for completing a project on time and within budget.</td>
<td>X X</td>
</tr>
<tr>
<td>understand and propose solutions to problems encountered in project management.</td>
<td>X X</td>
</tr>
</tbody>
</table>
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – C (2)
DATE: August 4-5, 2020

**************************************************************************************

SUBJECT
New Undergraduate Certificate: USD Organizational Communication

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
The University of South Dakota (USD) seeks permission to offer a new undergraduate certificate in Organizational Communication. The proposed certificate will prepare students to communicate effectively across disciplines, industries, and organizations, to effect organizational and technological change, and to understand individuals and cultures. Students graduating with a certificate in Organizational Communication will have documented preparation relevant for a variety of fields, including business, media, nonprofit organizations, arts and entertainment, government, human resources and labor relations, customer service, and sports, hospitality, and travel organizations.

This certificate is stackable with any associate or bachelor’s degree program (9 of 12 credits apply toward general education requirements). Students majoring in Communication Studies may apply 6 credits toward both the certificate and the major, and students majoring in English or Media & Journalism may apply 3 credits toward both the certificate and the major.

USD intends to offer the proposed certificate on campus, online, and at the Community College for Sioux Falls (CCSF).

IMPACT AND RECOMMENDATION
USD does not request new state resources, and no new courses are needed for the proposed certificate.

Board office staff recommends approval of the new certificate program.

ATTACHMENTS
Attachment I – New Certificate Request Form: USD – Organizational Communication

**************************************************************************************

DRAFT MOTION 20200804_4-C(2):
I move to authorize USD to offer the new undergraduate certificate in Organizational Communication on campus, online, and at CCSF.
### SOUTH DAKOTA BOARD OF REGENTS
#### ACADEMIC AFFAIRS FORMS

**New Certificate**

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF PROPOSED CERTIFICATE:</td>
<td>Organizational Communication</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>09.0901</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>Arts &amp; Sciences-UASG</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>Arts &amp; Sciences 2A</td>
</tr>
</tbody>
</table>

Please check this box to confirm that:
- The individual preparing this request has read [AAC Guideline 2.7](#), 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.

<table>
<thead>
<tr>
<th>Elizabeth M. Freeburg</th>
<th>5/1/2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Approval Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

President or Chief Academic Officer of the University

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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?**
   - 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 prepares students to communicate effectively across disciplines, industries, and organizations, to effect organizational and technological change, and to understand individuals and cultures. Students graduating with a certificate in Organizational Communication will have documented preparation relevant for a variety of fields, including business, media, nonprofit organizations, arts and entertainment, government, human resources and labor relations, customer service, and sports, hospitality, and travel organizations.
3. 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 statutory mission of the University of South Dakota is provided in SDCL § 13-57: Designated as South Dakota’s liberal arts university, the University of South Dakota, established and located at Vermillion, in Clay County, 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 business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.

The mission is provided in BOR Policy 1:10:1, University of South Dakota Mission Statement: 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 within the South Dakota System of Higher Education.

Both the statutory mission and Board of Regents mission statement for the University of South Dakota designate the institution as the liberal arts university for the State of South Dakota and as the location of the state’s only law school. As such, USD is ideally suited to offer an interdisciplinary minor in organizational communication, which draws upon the disciplinary strengths of existing academic expertise across the liberal arts disciplines. As a program in the College of Arts & Sciences, the minor will complement existing major programs across the university. The proposed program thus strongly supports the statutory mission and Board of Regents approved mission for the University of South Dakota.

The proposed minor in Organizational Communication will support the SD Board of Regents’ strategic plan, and directly addresses two of the goals:

1. Student Success – Grow degree production to 7,450 per year by 2020: Given increased demand for bachelor’s degree-trained professionals with an understanding of communication issues, the addition of this minor will encourage degree completion and the acquisition of skills essential for the workplace.

2. Academic Quality and Performance – Document that academic programs are of the highest quality: As the designated liberal arts university, USD has a strong foundation to support an interdisciplinary program in Organizational Communication. Moreover, the breadth and depth of USD’s liberal arts curriculum allows for the inclusion of disciplines necessary for interdisciplinary breadth.

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 skills emphasized in this certificate represent those skills repeatedly identified as essential by employers. According to respondents to a 2016 report by the Pew Research Center, “interpersonal skills, critical thinking, and good writing and communications skills are the most important skills for doing their jobs. And the share of adults ages 25 and older with a bachelor’s degree or higher level of education increased from 17% in 1980 to 33% in 2015. Most of these workers are engaged in jobs requiring higher-level social or analytical skills.” The U.S. Bureau of Labor Statistics reports that the job outlook for 2018-28 is as follows for fields most closely connected to this program: Technical Writers, 8% (faster than average); Human Resources Managers, 7% (faster than average); Social and Community Service Managers, 13% (much faster than average); Public Relations Specialists, 6% (as fast as average). The South Dakota Department of Labor projects that “Professional, scientific and professional services,” an industry that is heavily reliant on the skills emphasized by this program, will be among the top ten growth industries in South Dakota, at 12.05% from 2016-2026. The learning outcomes associated with this program are directly applicable to existing workforce needs and opportunities for advancement through the state and region, and within an increasingly diverse and globally connected environment. This certificate will be available across multiple locations and modalities, including Vermillion campus, the Community College for Sioux Falls, and online.

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

Because three of the four courses in this certificate fulfill distinct system graduation requirements, many students will find this collection of courses both desirable and easy to fulfill within other program requirements. The outcomes associated with these courses will complement any major program and will provide students with a basic grounding in the skills in highest demand among employers.

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?**

Because these courses are readily across multiple locations and modalities, this certificate is a viable stand-alone credential that may be completed by anyone with credit in college composition.

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1 Pew Research Center, October, 2016, “The State of American Jobs: How the shifting economic landscape is reshaping work and society and affecting the way people think about the skills and training they need to get ahead.” [https://www.pewsocialtrends.org/2016/10/06/1-changes-in-the-american-workplace/](https://www.pewsocialtrends.org/2016/10/06/1-changes-in-the-american-workplace/)


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.

Students in any major program at the associate or bachelor’s level would benefit from adding this certificate, since 9 credits may be completed as part of the general education requirements.

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 stackable with any associate or bachelor’s degree program, with 9 of the required credits fulfilling general education requirements. Moreover, students majoring in Communication Studies may apply 6 credits toward both the certificate and the major, and students majoring in English or Media & Journalism may apply 3 credits toward both the certificate and the major.

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).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Prerequisites for Course</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(add or delete rows as needed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL</td>
<td>205</td>
<td>Business Writing</td>
<td>ENGL 101 or UHON 110</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(required for all undergraduate students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPCM</td>
<td>201</td>
<td>Interpersonal Communication</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MCOM</td>
<td>151</td>
<td>Introduction to Mass Communication</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>SPCM</td>
<td>410</td>
<td>Organizational Communication</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

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?

Students will:

- Demonstrate effective oral and written communication skills.
- Demonstrate interpersonal communication skills appropriate to different organizations.
- Demonstrate an understanding of the theory and practice of communication within diverse cultural and organizational contexts.
B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.

<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>Program Courses that Address the Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>ENGL 205* SPCM 201* MCOM 151* SPCM 410*</td>
</tr>
<tr>
<td>Demonstrate effective oral and written communication skills.</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate interpersonal communication skills appropriate to different organizations.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of the theory and practice of communication within diverse cultural and organizational contexts.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>Yes</td>
<td>CCSF</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>Yes</td>
<td>015 Internet Asynchronous – Term Based Instruction</td>
</tr>
</tbody>
</table>

A. 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.

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>Yes</td>
<td>015 Internet Asynchronous – Term Based Instruction</td>
</tr>
</tbody>
</table>
I move to authorize USD to offer the new undergraduate certificate in Artificial Intelligence.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Certificate

UNIVERSITY: University of South Dakota
TITLE OF PROPOSED CERTIFICATE: Artificial Intelligence
INTENDED DATE OF IMPLEMENTATION: Fall 2021
PROPOSED CIP CODE: 11.0102
UNIVERSITY DEPARTMENT: Computer Science-UCSC
UNIVERSITY DIVISION: College of Arts & Sciences-2A

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

Elizabeth M. Freeburg 3/23/2020
Institutional Approval Signature Date
President or Chief Academic Officer of the University

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?
The proposed Artificial Intelligence (AI) certificate in the CS department focuses on the development of AI tools for different purposes, including machine vision (e.g., robotics), machine learning for big data, data analytics, the internet of things, and information retrieval, in which data may include web-based medical text, cultural heritage documents, etc. These courses will also take advantage of USD’s high-performance computing capacity.

The current options for completing the certificate represent the regular two-year rotation of courses, and will permit students to complete the certificate in a timely fashion, and with an emphasis in specific subfields of Artificial Intelligence, based on their interests and career objectives.

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 1:10:4
   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

According to both its statutory mission and its mission as provided in BOR policy, USD is charged with offering both liberal arts and professional education. As programs supported across the existing liberal arts curriculum and engaged in current technological developments,
the proposed specialization will also provide students with skills that are urgently needed within South Dakota. At present, no SDBOR programs in Artificial Intelligence exist.

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.**

At present, no SDBOR programs in Artificial Intelligence exist. The closest match to this proposed AI program is the undergraduate Data Science major and minor at SDSU. The primary difference is that the USD programs will offer hands-on projects involving several different applications, unlike SDSU’s program that primarily relies on statistics coursework.

According to the Bureau of Labor Statistics (BLS), employment of computer and information technology occupations is projected to grow 12% from 2018 to 2028, much faster than the average for all occupations. These occupations are projected to add about 546,200 new jobs. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security. Considering all computer science jobs, the median annual wage for computer and information technology occupations was $86,320 in May 2018, which was higher than the median annual wage for all occupations of $38,640.

Based on BLS data, graduates with an AI specialization are and will be in great demand. Conventionally, graduates with this background would be candidates for the position of information research scientist. Such a job is projected to grow by 16% by 2028, and the average salary for this position at present is $106,500 (2018 median pay). Another application domain is information security, and the BLS is projected that the number of jobs will be increased by 37% across the states, where AI and machine-learning tools are now expected. Another important application domain is the finance industry, where artificial intelligence tools are considered as complementary tools for risk management. The employment of financial managers is projected to grow 18.7% (2016 – 2026).

AI is not just limited to one domain; it includes data analytics, statistics computational chemistry, physics, biology, and health sciences (just to name a few). Regardless of source of data (big data), there is a strong need for AI/Data analysts to interpret data, make decisions, and visualize output.

In South Dakota alone (using the BLS data), we observe similar trends in computing jobs. Computing jobs, such as computer and information analyst, programmer, game developer, and data analyst will increase by minimum 3% (and maximum on average 16%) by 2028.

On the whole, the primary purpose for proposing this program is workforce development, as the United States anticipates dramatic workforce demand in computer science professionals. If we just address computer and information research scientist jobs, we observe that these professionals have a median pay of $111,840 per year across the United States (2018).

---

1 For workforce related information, please 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.
The proposed program can also be considered as bridge for several different programs, departments, and divisions across the USD campus. Our human intelligence with artificial intelligence has the potential to help develop research in academic and industrial communities as we live in the world of big data. At present time there is a high demand for students with a basic knowledge of AI.

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 Artificial Intelligence certificate includes prerequisite courses that are required for all majors and minors in Computer Science, and the certificate requirements will fit into the major and minor requirements, allowing any Computer Science major and minor to complete the certificate with no additional credits.

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?

   Persons in the workforce with an existing Bachelors or Masters degree in Computer Science.

   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.

   Computer Science, BA/BS 12 credit hours

   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.

   Computer Science, BA/BS 12 credit hours
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):⁶

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Prerequisites for Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Include credits for prerequisites in subtotal below.</td>
</tr>
<tr>
<td>CSC</td>
<td>425</td>
<td>High Performance Computing</td>
<td>CSC 225 min grade D</td>
</tr>
<tr>
<td>CSC</td>
<td>447</td>
<td>Artificial Intelligence</td>
<td>None</td>
</tr>
<tr>
<td>CSC</td>
<td>457</td>
<td>Data Analysis, Decision Making &amp; Visualization</td>
<td>CSC 155/155L</td>
</tr>
<tr>
<td>CSC</td>
<td>486</td>
<td>Data Mining Methods</td>
<td>CSC 300 FOR LEVEL UG WITH MIN. GRADE OF D OR MATH 281 FOR LEVEL UG WITH MIN. GRADE OF D OR STAT 281 FOR LEVEL UG WITH MIN. GRADE OF D OR MATH 381 FOR LEVEL UG WITH MIN. GRADE OF D OR MATH 481 FOR LEVEL UG WITH MIN. GRADE OF D OR STAT 481 FOR LEVEL UG WITH MIN. GRADE OF D</td>
</tr>
<tr>
<td>CSC</td>
<td>488</td>
<td>Pattern Recognition and Machine Learning</td>
<td>CSC 155/155L</td>
</tr>
<tr>
<td>STAT</td>
<td>480</td>
<td>Applied Statistics</td>
<td>STAT 281 or MATH/STAT 481</td>
</tr>
<tr>
<td>STAT</td>
<td>481</td>
<td>Probability and Statistics</td>
<td>MATH 225</td>
</tr>
</tbody>
</table>

Select 9 credit hours from the following courses:

Select 3 credit hours from the following elective courses:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

Subtotal 12

8. Student Outcome and Demonstration of Individual Achievement.⁷

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 explain the fundamental theories underlying AI tools and/or technologies.
- Students will acquire and analyze data as appropriate to application domains, such as AI in robotics and natural language processing in healthcare.
- Students will apply machine-learning tools/techniques on big data that are built on statistical models.
- Students will explore data mining tools: data analysis, decision-making, visualization in high performance computing setup.
- Students will explore pattern recognition (anomaly detection, for instance) on big data, especially for large time-series data.

B. Complete Appendix A – Outcomes using the system form.

⁶ Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

⁷ Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”
Program Courses that Address the Outcomes

<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>CSC 425</th>
<th>CSC 447</th>
<th>CSC 457</th>
<th>CSC 486</th>
<th>CSC 488</th>
<th>STAT 480</th>
<th>STAT 481</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental theories underlying AI tools and/or technologies</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Acquire and analyze data as appropriate to application domains, such as AI in robotics and natural language processing healthcare.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine-learning tools/techniques on big data that are built on statistical models</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Data mining tools: data analysis, decision-making, visualization in high performance computing setup</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pattern recognition on big data (anomaly detection), especially for large time-series data</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Expand 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.

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 program through distance technology (e.g., as an on-line program)?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
</tr>
<tr>
<td>Off campus</td>
<td>No</td>
</tr>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
</tr>
</tbody>
</table>

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)?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

---

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

9 Delivery methods are defined in AAC Guideline 5.5.

10 This question responds to HLC definitions for distance delivery.
Appendix A

Individual Student Outcomes and Program Courses

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. 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.

<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>CSC 425</th>
<th>CSC 447</th>
<th>CSC 457</th>
<th>CSC 486</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Fundamental theories underlying AI tools and/or technologies</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Acquire and analyze data as appropriate to application domains, such as AI in robotics and natural language processing healthcare.</td>
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<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine-learning tools/techniques on big data that are built on statistical models</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Data mining tools: data analysis, decision-making, visualization in high performance computing setup</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pattern recognition on big data (anomaly detection), especially for large time-series data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Expand the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.
NEW CERTIFICATE REQUEST

Supporting Justification for On-Campus Review

Santosh KC
Request Originator

Santosh KC
Signature

January 24, 2020
Date

José Flores
Department Chair

José Flores
Signature

January 24, 2020
Date

School/College Dean

Signature

Date

1. Is the certificate program being offered solely at a location(s) approved by the Higher Learning Commission?
   ☒ Yes  ☐ No

2. Is the certificate program Title IV (financial aid) eligible?
   ☐ Yes  ☒ No

3. Are the courses in the certificate program credit bearing?
   ☒ 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  ☒ 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.)?
   ☒ Yes  ☐ No

6. Add any additional comments that will aid in the evaluation of this request.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Course Request

USD

Arts & Sciences/Computer Science

Institution
Elizabeth M. Freeburg

Division/Department

3/23/2020

Institutional Approval Signature

Date

Section 1. Course Title and Description

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 457/557</td>
<td>Data Analysis, Decision Making, and Visualization</td>
<td>3</td>
</tr>
</tbody>
</table>

Course Description

The course aims to deliver fundamental ideas on analyzing data with the help of statistics, implementing scientific decisions using machine learning tools/techniques, and visualizing them for production at the output in accordance with the user’s need. The course employs current programming languages appropriate to the discipline.

Pre-requisites or Co-requisites

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 155/155L</td>
<td>Introduction to Computer Science &amp; Programming</td>
<td>Pre-Req.</td>
</tr>
</tbody>
</table>

Registration Restrictions

N/A

Section 2. Review of Course

2.1. Was the course first offered as an experimental course (place an “X” in the appropriate box)?

☐ Yes (if yes, provide the course information below) ☒ No

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

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system Course Inventory Report to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☒ Unique Course

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 486/586</td>
<td>Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>CSC 460</td>
<td>Scientific Visualization</td>
<td>3</td>
</tr>
</tbody>
</table>

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

CSC 486/586 is a course that explores data, especially large data; however, CSC 486/586 does not incorporate the decision making and visualization component that CSC 457/557 offers. The proposed course has a capability to deliver fundamental ideas on analyzing data, implementing scientific decisions using machine learning tools/techniques that are built upon statistical modeling, and visualizing them for production at the output in...
Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain: This course will be taught with current faculty. CSC 457/557 will be part of the regular faculty teaching load on the course rotation. No new hiring will be necessary.

3.2. Existing program(s) in which course will be offered: B.A./B.S./M.S. in Computer Science.

3.3. Proposed instructional method by university: D Discussion/Recitation

3.4. Proposed delivery method by university: U01: Face-to-face Term Based Instruction and U15/U18 Online if offered during summer term.

3.5. Term change will be effective (enter catalog year): 2020-21

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: 30 ☐ 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 Code: UCSC

4.2. Proposed CIP Code: 11.0701

Is this a new CIP code for the university? ☐ Yes ☒ No
### Section 1. Course Title and Description

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 488/588</td>
<td>Pattern Recognition &amp; Machine Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Course Description**

This course covers fundamental concepts, theories, and algorithms for pattern recognition and machine learning. It includes basic ideas on probability and statistics, parametric and non-parametric learning, data clustering, support vector machine, and neural networks. It covers multiple applications, such as pattern recognition in bioinformatics and pattern analysis & machine intelligence in healthcare.

**Pre-requisites or Co-requisites**

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 155/155L</td>
<td>Introduction to Computer Science &amp; Programming</td>
<td>Pre-Req.</td>
</tr>
</tbody>
</table>

**Registration Restrictions N/A**

### Section 2. Review of Course

#### 2.3. Was the course first offered as an experimental course (place an “X” in the appropriate box)?

- [☐] Yes (if yes, provide the course information below)
- [☒] No

#### 2.4. Will this be a unique or common course (place an “X” in the appropriate box)?

- [☒] Unique Course

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 448/548</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>CSC 449/549</td>
<td>Advanced Topics Artificial Intelligence</td>
<td>3</td>
</tr>
</tbody>
</table>

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

The scope of the proposed in this new course goes beyond the material covered in the CSC 548/448 Machine learning and CSC 449/549 topics Artificial Intelligence courses. The proposed course covers pattern recognition applications using machine learning tools/techniques. Pattern recognition applications can be varied from healthcare and/or bioinformatics to computational physics and chemistry, where anomaly detection, for example, in large data is crucial.

### Section 3. Other Course Information

#### 3.11. Are there instructional staffing impacts?

- [☒] No. Schedule Management, explain: This course will be taught with current faculty. CSC-488/588 will be part of the regular faculty teaching load on the course rotation. No new hiring will be necessary.
3.12. Existing program(s) in which course will be offered: B.A./B.S./M.S. in Computer Science.

3.13. Proposed instructional method by university: D Discussion/Recitation


3.15. Term change will be effective (enter catalog year): 2020-21

3.16. Can students repeat the course for additional credit?
   ☐ Yes, total credit limit: __________ ☒ No

3.17. Will grade for this course be limited to S/U (pass/fail)?
   ☐ Yes ☒ No

3.18. Will section enrollment be capped?
   ☒ Yes, max per section: 30 ☐ No

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

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

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

4.3. University Department Code: UCSC

4.4. Proposed CIP Code: 11.0701

   Is this a new CIP code for the university? ☐ Yes ☒ No
DRAFT MOTION 20200408_4-C(4):

I move to authorize USD to offer the new graduate certificate in Artificial Intelligence.
UNIVERSITY: University of South Dakota
TITLE OF PROPOSED CERTIFICATE: Artificial Intelligence
INTENDED DATE OF IMPLEMENTATION: Fall 2021
PROPOSED CIP CODE: 11.0102
UNIVERSITY DEPARTMENT: Computer Science
UNIVERSITY DIVISION: College of Arts & 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.

Elizabeth M. Freeburg 3/19/2020
Institutional Approval Signature
President or Chief Academic Officer of the University

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?
The proposed Artificial Intelligence (AI) certificate in the CS department focuses on the development of AI tools for different purposes, including machine vision (e.g., robotics), machine learning for big data, data analytics, the internet of things, and information retrieval, in which data may include web-based medical text, cultural heritage documents, etc. These courses will take advantage of USD’s high-performance computing capacity.

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 1:10:4
   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

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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.\(^1\)

At present, no SDBOR programs in Artificial Intelligence exist. The closest match to this proposed AI program is the undergraduate Data Science major and minor at SDSU. The primary difference is that the USD programs will offer hands-on projects involving several different applications, unlike SDSU’s program that primarily relies on statistics coursework.

According to the Bureau of Labor Statistics (BLS), employment of computer and information technology occupations is projected to grow 12% from 2018 to 2028, much faster than the average for all occupations. These occupations are projected to add about 546,200 new jobs. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security. Considering all computer science jobs, the median annual wage for computer and information technology occupations was $86,320 in May 2018, which was higher than the median annual wage for all occupations of $38,640.

Based on BLS data, graduates with an AI specialization are and will be in great demand. Conventionally, graduates with this background would be candidates for the position of information research scientist\(^2\). Such a job is projected to grow by 16% by 2028, and the average salary for an MS graduate at present is $118,370.00 (2018 median pay). Another application domain is information security, and the BLS is projected that the number of jobs will be increased by 37% across the states, where AI and machine-learning tools are now expected. Another important application domain is the finance industry, where artificial intelligence tools are considered as complementary tools for risk management\(^3\). The employment of financial managers is projected to grow 18.7% (2016 – 2026)\(^4\).

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\(^2\)https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm


\(^5\) https://www.bls.gov/oes/2018/may/oes_sd.htm#15-0000 1906

*Program Forms: New Certificate Form (Last Revised 05/2017)*
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 Artificial Intelligence certificate will be open to any CS graduate student, but we expect many of the students who earn the certificate will be STEM and business majors with a sufficient background in programming or data analysis.

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?

   Persons in the workforce with an existing Bachelors or Masters degree in Computer Science.

   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.

   Computer Science, MS 12 credit hours

   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.

   Computer Science, MS 12 credit hours

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):**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Select 6 credit hours from the following core courses:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC</td>
<td>722</td>
<td>Machine Learning Fundamentals</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>752</td>
<td>Computer Vision</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>761</td>
<td>Advanced Artificial Intelligence</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>785</td>
<td>Information Storage and Retrieval</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Subtotal</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Select 3 credit hours from the following elective courses:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC</td>
<td>525</td>
<td>High Performance Computing</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>586</td>
<td>Data Mining</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Subtotal</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Select 3 credit hours from the following elective courses:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAT</td>
<td>580</td>
<td>Applied Statistics</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>STAT</td>
<td>581</td>
<td>Probability and Statistics</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Subtotal</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total number of hours required for completion of specialization</strong></td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

---

6 Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.
8. **Student Outcome 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.

- Students will explain the fundamental theories underlying AI tools and/or technologies.
- Students will acquire and analyze data as appropriate to application domains, such as AI in robotics and natural language processing in healthcare.
- Students will apply machine-learning tools/techniques on big data that are built on statistical models.
- Students will explore data mining tools: data analysis, decision-making, visualization in high performance computing setup.
- Students will explore pattern recognition (anomaly detection, for instance) on big data, especially for large time-series data.

B. **Complete Appendix A – Outcomes using the system form.**

<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>CSC 785</th>
<th>CSC 525</th>
<th>CSC 761</th>
<th>CSC 722</th>
<th>CSC 586</th>
<th>CSC 752</th>
<th>STAT 580</th>
<th>STAT 581</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental theories underlying AI tools and/or technologies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquire and analyze data as appropriate to application domains, such as AI in robotics and natural language processing healthcare.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine-learning tools/techniques on big data that are built on statistical models</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data mining tools: data analysis, decision-making, visualization in high performance computing setup</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pattern recognition on big data (anomaly detection), especially for large time-series data</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Expand 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.**

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 program through distance technology (e.g., as an on-line program)?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
</tr>
</tbody>
</table>

---

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

8 The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.
<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)?

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

9 Delivery methods are defined in [AAC Guideline 5.5](#).

10 This question responds to HLC definitions for distance delivery.
Appendix A

Individual Student Outcomes and Program Courses

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. 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.

<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>CSC 785</th>
<th>CSC 525</th>
<th>CSC 761</th>
<th>CSC 722</th>
<th>CSC 586</th>
<th>CSC 752</th>
<th>STAT 580</th>
<th>STAT 581</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental theories underlying AI tools and/or technologies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquire and analyze data as appropriate to application domains, such as AI in robotics and natural language processing healthcare.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Machine-learning tools/techniques on big data that are built on statistical models</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Data mining tools: data analysis, decision-making, visualization in high performance computing setup</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pattern recognition on big data (anomaly detection), especially for large time-series data</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Expand the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.
NEW CERTIFICATE REQUEST

Supporting Justification for On-Campus Review

Santosh KC  
Request Originator  
Signature  
Date

José Flores  
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?
   ☒ Yes  ☐ No

2. Is the certificate program Title IV (financial aid) eligible?
   ☐ Yes  ☒ No

3. Are the courses in the certificate program credit bearing?
   ☒ 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  ☒ 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.)?
   ☒ Yes  ☐ No

6. Add any additional comments that will aid in the evaluation of this request.
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM:  4 – C (5)
DATE:  August 4-5, 2020

******************************************************************************

SUBJECT
New Undergraduate Certificate: USD Disaster Response

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
The University of South Dakota (USD) seeks permission to offer a new undergraduate certificate in Disaster Response on campus.

The undergraduate certificate in disaster response will prepare students in key areas of fundamental disaster response, including Red Cross first aid training, psychological first aid training, and understanding of causes and consequences of traumatic experiences.

IMPACT AND RECOMMENDATION
The proposed certificate, intended to serve students majoring in Business, Education, Nursing, Political Science, and Psychology, will serve as a stand-alone credential for individuals in the workforce who would like additional disaster preparation or response support.

No new courses are needed to offer the proposed certificate. USD does not request new state resources.

Board office staff recommends approval of the new certificate program.

ATTACHMENTS
Attachment I – New Certificate Request Form: USD – Disaster Response

******************************************************************************

DRAFT MOTION 20200804_4-C(5):
I move to authorize USD to offer the new undergraduate certificate in Disaster Response.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Certificate

UNIVERSITY: USD
TITLE OF PROPOSED CERTIFICATE: Disaster Response
INTENDED DATE OF IMPLEMENTATION: Fall 2020
PROPOSED CIP CODE: 42.0101
UNIVERSITY DEPARTMENT: Psychology-UPSY
UNIVERSITY DIVISION: Arts & Sciences-2A

☒ Please check this box to confirm that:
- The individual preparing this request has read AAC Guideline 2.7, 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
4/20/2020
Institutional Approval Signature
President or Chief Academic Officer of the University

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

1. 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 undergraduate certificate in disaster response will provide recipients in key areas of fundamental disaster response, including Red Cross first aid training, psychological first aid training, an understanding of causes and consequences of traumatic experiences.

3. 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
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.

In 2017\(^1\), 25 million Americans were affected by FEMA recognized disaster declarations. FEMA’s annual report on 2017 notes the historic need for staffing to respond to these major disasters. Recognizing the incredible need for disaster preparedness and immediate disaster response the federal government launched the “You are the help until help arrives.” awareness campaign. Ready.gov provides materials for businesses and organizations to improve their disaster readiness and response. Occupational Safety and Health Administration recommends business and organizations have disaster preparedness plans\(^2\), yet few organizations have or can afford full-time disaster response professionals.

The job market for disaster managers and other full-time disaster response professionals is projected to rise 6% through 2028. What is missing from BLS statistics is the value added of hiring professionals for any job who have disaster response training. That training will facilitate increased awareness of disaster plans throughout an organization, it will promote improved disaster management planning within the organization and in the event of a disaster can provide additional response support in advance or in conjunction with disaster professionals.

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

Business, Education, Nursing, Political Science, Psychology

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?

Not currently intended as a stand-alone credential, but could be appealing for individuals working within an organization that would like additional disaster preparation or response support.

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, business management and education.

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.

No

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\(^2\) [https://www.osha.gov/Publications/osha3088.html](https://www.osha.gov/Publications/osha3088.html)
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.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Prerequisites for Course</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC</td>
<td>255</td>
<td>Intro to Disaster Response</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>PSYC</td>
<td>256</td>
<td>Psychological First Aid</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>PSYC</td>
<td>456</td>
<td>Intro to Disaster Psychology</td>
<td>PSYC 255</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One of the following</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC</td>
<td>241</td>
<td>Introduction to Social Psychology</td>
<td>PSYC 101/SOC 100</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>PSYC</td>
<td>258</td>
<td>Children and Trauma</td>
<td>PSYC 101</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>PSYC</td>
<td>267</td>
<td>Personal Adjustment</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>PSYC</td>
<td>359</td>
<td>Practicum in Disaster</td>
<td>PSYC 255</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>PSYC</td>
<td>439</td>
<td>Psychology of Safety</td>
<td>PSYC 101</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>PSYC</td>
<td>451</td>
<td>Abnormal Psychology</td>
<td>PSYC 101</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>SOC</td>
<td>100</td>
<td>Introduction to Sociology</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal</td>
<td></td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

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. Certificate holders are expected to know the following: 1. Understanding of the psychological impact of disasters and other mass trauma experiences. 2. Knowledge of basic first aid and disaster response. 3. Knowledge of the psychological services and treatment available in coping with disaster events. 4. Understand the elements of an organized community disaster response and/or preparedness plan.

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.
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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., an on-line program)?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
<td>delivery methods are defined in AAC Guideline 5.5.</td>
</tr>
<tr>
<td>Does another BOR institution already have authorization to offer the program online?</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

   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.

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
SUBJECT
New Graduate Certificate: USD Leadership in Public Management

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
The University of South Dakota (USD) seeks permission to offer a new graduate certificate in Leadership in Public Management on campus.

This certificate program is intended for students who will work with budgets, evaluate programs, or need additional skills in examining and understanding the trends in data that drive their programs.

This certificate program will allow students to learn concrete leadership and management skills over two years (one course a semester).

IMPACT AND RECOMMENDATION
USD expects to draw students from public and nonprofit organizations who need employees with leadership skills in their sector (rather than generic or business management).

The proposed certificate program is stackable with the Masters of Public Administration program, Executive Masters of Public Administration, or Master of Science in Administrative Science.

One new course is needed to offer the proposed certificate. USD does not request new state resources.

Board office staff recommends approval of the new certificate program.

ATTACHMENTS
Attachment I – New Certificate Request Form: USD – Leadership in Public Management

DRAFT MOTION 20200804_4-C(6):
I move to authorize USD to offer the new graduate certificate in Leadership in Public Management.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Certificate

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF PROPOSED CERTIFICATE:</td>
<td>Leadership in Public Management</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>44.0401</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>Political Science</td>
</tr>
<tr>
<td>BANNER DEPARTMENT CODE:</td>
<td>POLS</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>BANNER DIVISION CODE:</td>
<td>2A</td>
</tr>
</tbody>
</table>

☒ Please check this box to confirm that:
- The individual preparing this request has read AAC Guideline 2.7, 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  
Institutional Approval Signature  5/1/2020  
President or Chief Academic Officer of the University

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

1. Is this a graduate-level certificate or 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.

Leadership in Public Management is an important set of skills and theories from a rich history of academic work. The skills, however, are applicable, especially for public and nonprofit sector employees who, after a few years of experience, find themselves managing others. Many, however, do not have the time or ability to pursue a many-years long graduate degree program. This certificate will allow them, taking one course a semester over two years, to hone their leadership abilities.
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.

N/A. Degree program is the MPA program.

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.

Students from commute-distance communities need flexibility in program offerings, including courses on leadership and organizational management, but do not want to complete a 36- or 39-hour degree program over several years. This program will give students a chance to learn concrete leadership and management skills over two years (one course a semester) to earn this certificate.

We hope to draw students from public and nonprofit organizations who need employees with leadership skills in their sector (rather than generic or business management). According to the BLS, in 2017 over 36,000 South Dakotans worked for some level of government and over 100,000 South Dakotans worked for a 501(c)(3), although the number of employees by educational attainment (undergraduate degree) or in management roles is difficult to ascertain.\(^1\)\(^2\) The potential pool, just in South Dakota, is large. We also hope to attract full-time employees from areas like NW Iowa and NE Nebraska.

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 who have completed an undergraduate degree in a related field. We will especially be recruiting from populations of students who are full time public and nonprofit sector employees from nearby major population centers (Sioux Falls, Sioux City, Yankton).

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?

Numerous public and nonprofit sector employees have entered these fields without degree specializations in those areas. This certificate program is intended for students who work with budgets, evaluate programs, or need additional skills in examining and understanding the trends in data that drive their programs.

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

Yes. The certificate will benefit students in the Master of Public Administration, Executive Master of Public Administration, and Master of Science in Administration degree programs. The certificate will provide students in existing USD programs with an additional credential in quantitative fields including cost-benefit analysis and expenditure/revenue projections. The certificate will also provide a credential for students unable to pursue a degree program in management or leadership.

\(^1\) https://www.bls.gov/oes/2017/may/oes_research_estimates.htm
\(^2\) https://www.bls.gov/bdm/nonprofits/nonprofits.htm
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 program can stack with the Master of Public Administration program (All 12 credits stack) and courses will be taught from that program. They will also stack with an Executive Master of Public Administration (online, 12 credits) or Master of Science in Administrative Science (online, XX credit stack), as long as students meet the other program requirements.

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.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title (add or delete rows as needed)</th>
<th>Prerequisites for Course</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Include credits for prerequisites in subtotal below.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete one of the following (3 credits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLS</td>
<td>721</td>
<td>Seminar in Public Administration*</td>
<td>3</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>POLS</td>
<td>724</td>
<td>Organization and Management*</td>
<td>3</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Complete three of the following (9 credits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LDR</td>
<td>501</td>
<td>Advanced Leadership Theory and Practice†</td>
<td>3</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>POLS</td>
<td>504</td>
<td>Local Government Administration and Politics†</td>
<td>3</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>POLS</td>
<td>564</td>
<td>Politics and Leadership in Literature†</td>
<td>3</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>POLS</td>
<td>723</td>
<td>Public Personnel Management†</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLS</td>
<td>725</td>
<td>Public Performance and Contracting†</td>
<td>3</td>
<td>Yes^</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal 12

*Either POLS 721 or 724 may be taken as a required course; the other course may also be taken but as an elective
†Electives. 50% (2 courses) in the program must be at the 700 level or higher.
^Although this course is “new,” it is not being created for this certificate program. Its creation is concurrent with this certificate program to meet the needs of existing MPA students.

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.

- Lead and manage in public governance

AAC Form 2.7 – New Certificate
( Last Revised 02/2020 )

1920
• Analyze, synthesize, think critically, solve problems and make decisions
• Articulate and apply a public service perspective
• Communicate and interact productively with a diverse and changing workforce and citizenry

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.

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

<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>Program Courses that Address the Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>POLS 721</td>
</tr>
<tr>
<td>Lead and manage in public governance</td>
<td>X</td>
</tr>
<tr>
<td>Analyze, synthesize, think critically, solve problems and make decisions</td>
<td>X</td>
</tr>
<tr>
<td>Articulate and apply a public service perspective</td>
<td>X</td>
</tr>
<tr>
<td>Communicate and interact productively with a diverse and changing workforce and citizenry</td>
<td>X</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>On campus</th>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Fall 2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Off campus</th>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Delivery methods are defined in AAC Guideline 5.5.</td>
<td></td>
</tr>
</tbody>
</table>
B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)? This question responds to HLC definitions for distance delivery.

<table>
<thead>
<tr>
<th>Distance Delivery (online/other distance delivery methods)</th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 1. Course Title and Description

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 725</td>
<td>Public Performance and Contracting</td>
<td>3</td>
</tr>
</tbody>
</table>

Course Description

The idea of “performance” is central to the management of public and nonprofit sector agencies. This course will explore the construct of performance, how performance is managed through strategic management and performance routines, and the use of contracting and outsourcing is used to manage public goals via the private or nonprofit sector.

Pre-requisites or Co-requisites None
Registration Restrictions None

Section 2. Review of Course

2.1. Was the course first offered as an experimental course?
☐ Yes (if yes, provide the course information below) ☒ No

2.2. Will this be a unique or common course (place an “X” in the appropriate box)?
If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system Course Inventory Report to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☒ Unique Course

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 721</td>
<td>Sem in Public Administration</td>
<td></td>
</tr>
<tr>
<td>POLS 724</td>
<td>Organization and Management</td>
<td></td>
</tr>
</tbody>
</table>

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

This course extends the concepts from generic management and administration to more specific topics of performance, managing performance, and managing and creating contracts. It is a course design for practitioners where the other two are more theory oriented.

Section 3. Other Course Information
3.1. Are there instructional staffing impacts?
☒ No. Schedule Management, explain below:
POLS 722 was offered on rotation every spring. This will replace the Spring odd offering of POLS 722.

3.2. Existing program(s) in which course will be offered:
MPA- Master of Public Administration

3.3. Proposed instructional method by university:
E - Seminar

3.4. Proposed delivery method by university:
U01 Face-to-face Term Based Instruction
U15 Internet Asynchronous – Term Based Instruction

3.5. Term change will be effective:
Spring 2021

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

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

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 Code: UPOLS
4.2. Banner Department Code: UPOL
4.3. Proposed CIP Code: 44.0401

Is this a new CIP code for the university?  ☐ Yes  ☐ No
SUBJECT
New Graduate Certificate: USD Techniques for Public Policy

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
The University of South Dakota (USD) seeks permission to offer a new graduate certificate in Techniques for Public Policy on campus.

The proposed certificate program will provide graduates with a tool kit of common evaluative, analytical, and statistical techniques used in the field of public policy. It is intended for students who regularly need to evaluate programs or understand program data.

IMPACT AND RECOMMENDATION
The proposed certificate is intended for students who have completed an undergraduate degree in a related field. USD expects to attract students who are full time public and nonprofit sector employees from nearby major population centers (i.e., Sioux Falls, Sioux City, Yankton).

The proposed certificate program is stackable with the Master of Public Administration and Executive Master of Public Administration programs.

One new course is needed to offer the proposed certificate. USD does not request new state resources.

Board office staff recommends approval of the new certificate program.

ATTACHMENTS
Attachment I – New Certificate Request Form: USD – Techniques for Public Policy

DRAFT MOTION 20200804_4-C(7):
I move to authorize USD to offer the new graduate certificate in Techniques for Public Policy.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Certificate

UNIVERSITY: USD
TITLE OF PROPOSED CERTIFICATE: Techniques for Public Policy
INTENDED DATE OF IMPLEMENTATION: Fall 2020
PROPOSED CIP CODE: 44.0501
UNIVERSITY DEPARTMENT: Political Science
BANNER DEPARTMENT CODE: UPOL
UNIVERSITY DIVISION: Arts and Sciences
BANNER DIVISION CODE: 2A

☑ Please check this box to confirm that:
• The individual preparing this request has read AAC Guideline 2.7, 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
President or Chief Academic Officer of the University

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

1. Is this a graduate-level certificate or 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 program will provide graduates with a tool kit of common evaluative, analytical, and statistical techniques used in the field of public policy. It is intended for students who regularly need to evaluate programs or understand program data.
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.
N/A. We do have a degree program (MPA) in this field.

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.
Students in the region need flexibility in program offerings, including evaluative, analytical, and statistical techniques. However, many do not have the time or financial capacity to complete a 36- or 39-hour degree program over several years. This program will give students a chance to learn concrete skills over two years (one course a semester) to earn this certificate.

We hope to draw students from public and nonprofit organizations, which may require employees with analytical skills designed for their sector (rather than business administration or economics). According to the BLS, in 2017 over 36,000 South Dakotans worked for some level of government and over 100,000 South Dakotans worked for a 501(c)(3), although the number of employees by educational attainment (undergraduate degree) or in management roles is difficult to ascertain. The potential pool, just in South Dakota, is large. We also hope to attract full-time employees from areas like NW Iowa and NE Nebraska.

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 who have completed an undergraduate degree in a related field. We will especially be recruiting from populations of students who are full-time public and nonprofit sector employees from nearby major population centers (Sioux Falls, Yankton, Sioux City, IA).

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 program is intended for students who work with budgets, evaluate programs, or need additional skills in examining and understanding the trends in data that drive their programs. Numerous public and nonprofit sector employees have entered their fields without a degree in these areas.

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 benefit students in the Master of Public Administration, Executive Master of Public Administration, and Master of Science in Administration degree programs. The certificate will provide students in existing USD programs with an additional credential in quantitative fields including cost-benefit analysis and expenditure/revenue projections. The certificate will also provide a credential for students unable to pursue a degree program in management or leadership.

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1 https://www.bls.gov/oes/2017/may/oes_research_estimates.htm
2 https://www.bls.gov/bdm/nonprofits/nonprofits.htm
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 program can stack up to 12 credits toward the Master of Public Administration and 12 credits toward the Executive Master of Public Administration (delivered online) as long as students meet the other program requirements.

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.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Prerequisites for Course</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS</td>
<td>765</td>
<td>Research Methods and Statistics*</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Choose three of the following courses:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLS</td>
<td>526</td>
<td>Public Policy and Evaluation</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>POLS</td>
<td>567</td>
<td>Analytical Techniques in Public Policy</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>POLS</td>
<td>722</td>
<td>Budgetary and Fiscal Management</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>POLS</td>
<td>725</td>
<td>Public Performance and Contracting</td>
<td>None</td>
<td>3</td>
<td>Yes^</td>
</tr>
</tbody>
</table>

*Required

^Although this course is “new,” it is not being created for this certificate program. Its creation is concurrent with this certificate program to meet the needs of existing MPA students.

- Students will complete POLS 765, and then any three courses from POLS 526, POLS 567, POLS 722 and POLS 775.
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?**

Students will gain the following skills and competencies in this program:

- Gather and analyze data about their organizations
- Evaluate public and nonprofit programs
- Create projections using data (financial or organization)
- Calculate, quantitatively, the cost and benefits of decisions
- Improve public and nonprofit performance
- Monitor and Manage contracts or grants
- Understand limitations/uncertainty of evaluative, analytical, or statistical methods

**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.*

<table>
<thead>
<tr>
<th>Individual Student Outcome (Same as in the text of the proposal)</th>
<th>Program Courses that Address the Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>POLS 765*</td>
</tr>
<tr>
<td>Gather and analyze data about their organizations</td>
<td>X</td>
</tr>
<tr>
<td>Evaluate public and nonprofit programs</td>
<td>X</td>
</tr>
<tr>
<td>Create projections using data (financial or organization)</td>
<td></td>
</tr>
<tr>
<td>Calculate, quantitatively, the cost and benefits of decisions</td>
<td>X</td>
</tr>
<tr>
<td>Improve public and nonprofit performance</td>
<td></td>
</tr>
<tr>
<td>Monitor and Manage contracts or grants</td>
<td></td>
</tr>
<tr>
<td>Understand limitations/uncertainty of evaluative, analytical, or statistical methods</td>
<td>X</td>
</tr>
</tbody>
</table>

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.*

On campus, face-to-face.

**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 program through distance technology (e.g., as an on-line program)?**

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Off campus

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Delivery methods are defined in AAC Guideline 5.5.</td>
<td></td>
</tr>
</tbody>
</table>

**Distance Delivery (online/other distance delivery methods)**

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Does another BOR institution already have authorization to offer the program online?**

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 1. Course Title and Description

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 725</td>
<td>Public Performance and Contracting</td>
<td>3</td>
</tr>
</tbody>
</table>

**Course Description**

The idea of “performance” is central to the management of public and nonprofit sector agencies. This course will explore the construct of performance, how performance is managed through strategic management and performance routines, and the use of contracting and outsourcing is used to manage public goals via the private or nonprofit sector.

**Pre-requisites or Co-requisites** None  
**Registration Restrictions** None

### Section 2. Review of Course

2.1. **Was the course first offered as an experimental course?**

- ☒ No

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

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system Course Inventory Report to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

- ☒ Unique Course

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 721</td>
<td>Sem in Public Administration</td>
</tr>
<tr>
<td>POLS 724</td>
<td>Organization and Management</td>
</tr>
</tbody>
</table>

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

This course extends the concepts from generic management and administration to more specific topics of performance, managing performance, and managing and creating contracts. It is a course design for practitioners where the other two are more theory oriented.

### Section 3. Other Course Information

3.1. **Are there instructional staffing impacts?**

- ☒ Unique Course
☒ No. Schedule Management, explain below:
POLS 722 was offered on rotation every spring. This will replace the Spring odd offering of POLS 722.

3.2. Existing program(s) in which course will be offered:
MPA - Master of Public Administration

3.3. Proposed instructional method by university:
E - Seminar

3.4. Proposed delivery method by university:
U01 Face-to-face Term Based Instruction
U15 Internet Asynchronous – Term Based Instruction

3.5. Term change will be effective:
Spring 2021

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

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

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 Code: UPOLS
4.2. Banner Department Code: UPOL
4.3. Proposed CIP Code: 44.0401

Is this a new CIP code for the university? ☐ Yes ☒ No
SUBJECT
New Undergraduate Certificate: BHSU Science Communication

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
Black Hills State University (BHSU) requests authorization to offer an undergraduate certificate in Science Communication on campus and online.

The Science Communication Certificate will be part of the Mass Communication Program and cover the fields of communication and science. The intended purpose is to help prepare students for career fields related to science communication.

IMPACT AND RECOMMENDATION
The Science Communication Certificate will supplement a wide variety of fields of study, especially in communications and the sciences: Mass Communication, Corporate Communication, Communication Studies, English, and majors in the Natural Sciences. The proposed certificate will also add value to a variety of minors, including Journalism, Professional Writing, and Speech Communications.

No new courses are needed to offer the certificate.

BHSU requests no new resources.

Board staff recommends approval.

ATTACHMENTS
Attachment I – New Certificate Request Form: BHSU – Science Communication

DRAFT MOTION 20200804_4-C(8):
I move to authorize BHSU to offer an undergraduate certificate in Science Communication, as presented.
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.

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>BHSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF PROPOSED CERTIFICATE:</td>
<td>Science Communication</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>09.0102</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>School of Arts and Humanities</td>
</tr>
<tr>
<td>BANNER DEPARTMENT CODE:</td>
<td>BSAH</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>College of Liberal Arts</td>
</tr>
<tr>
<td>BANNER DIVISION CODE:</td>
<td>6A</td>
</tr>
</tbody>
</table>

☒ Please check this box to confirm that:

- The individual preparing this request has read AAC Guideline 2.7, 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

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)?
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 Science Communication Certificate will be part of the Mass Communication Program and cover the fields of communication and science. The intended purpose is to help prepare students for career fields related to science communication. Students in English, Mass Communication, Corporate Communication, Communication Studies, and the Natural Sciences can all benefit from having this certificate because it helps prepare them for jobs in the expanding science communication sector.

3. **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.**

   Students can major in MCOM with a Science Communication emphasis.

   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 offering of a Science Communication certificate within the Black Hills State University Mass Communication program will be a valuable addition for student major/minor degree programs, as well as meeting a growing interest in this currently active field of mass communication. In recent years, there has been increased discussion within scientific circles about the need to communicate the findings of research much more readily to the public -- backed with the idea that there is some excellent and useful, applicable research being conducted -- but its outcomes, as well as value, has often not been well translated (“Science Communication’s Problem,” N. Roll, *Inside Higher Ed*, July 13, 2017.)

   The translation of scientific language and activity is precisely the goal of science communication. In an era when the value of scientific query and funding may be questioned, there is a growing need for science communication education in everything from environment, meteorology, astronomy, and physics to health, medicine, technology, and engineering.

   The certificate would be a cutting-edge, high-quality academic program offered through Black Hills State University. The certificate of three courses is a rigorous, but also conveniently attainable way for, especially, students of science to add value to their learning, studies, and certification as they graduate and enter careers. BHSU has strong science programming and is engaged in exemplary research in this region, for example, with the Sanford Underground Research Facility (SURF), which annually involves the work of several BHSU students. The facility also provides regular job and internship opportunities for Mass Communication students. Recently, South Dakota School of Mines & Technology has also expressed interest in offering science communication for graduate students through BHSU.

   Students and their families now show an increased interest in having choices, and this certificate offers the ability to select from any number of classes and labs in science, depending on their expertise, preference, and interests. The list of three-course requirements includes three mass communication courses identified to be relevant to the field of Science Communication. Excellent written expression and communication is the foundation for all Mass Communication...
formats and is the starting point for news stories, broadcast scripts, and even visual diagramming.

4. **Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?** The target audience is any student who wants to advance their learning about a rapidly growing medium of communication that studies show will become a necessary field of communication in the coming decades. While the primary audience will feature students of science and students of mass communication, the appeal may be found more broadly among university students of any age, major, or demographic orientation, as well as community members who could enroll in a complement of courses without prerequisites. Students working with their academic advisors can determine which courses, from outside a major, might be of most interest to a student pursuing the certificate. In some cases, depending on the selection of options, the entire certificate may be gained online through BHSU.

The following quote reminds us of the kind of thinking that may drive a student to pursue this certification: “Effective and accurate communication of scientific findings is essential. Unfortunately, scientists are not always well trained in how to best communicate their results with other scientists, nor do all appreciate the importance of speaking with the public” (“Broadening the voice of science: Promoting scientific communication in the undergraduate classroom,” L. Cirino, Z. Emberts, P. Joseph, P. Allen, D. Lopatto, C. Miller, *Ecology and Evolution*, Oct. 24, 2017.)

5. **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?

   For students that are not seeking a MCOM Science Communication major, the recognition of the Science Communication certificate will make a meaningful addition to the student’s university experience and strengthen their resume or portfolio as they seek employment, begin their career, or apply for graduate school as a diversely-skilled individual. The Science Communication Certificate’s courses prepare the student to engage in a multi-lingual and culturally diverse global community. The Science Communication Certificate could benefit careers available to those in science and communication fields:

   - Medical Writer
   - Science Journalist
   - Science Journal Editor
   - Content Marketing Writer
   - Pharmacological Script Writer

   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. The Science Communication Certificate is a value-added credential that could supplement a wide variety of fields of study, especially in communications and
the sciences: Mass Communication, Corporate Communication, Communication Studies, English, and majors within the Natural Sciences. The Science Communication certificate is also a value-added credential to a variety of minors that includes Journalism, Professional Writing, and Speech Communications.

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. It is stackable in a few circumstances:

Major, Mass Communications--Graphic Communication emphasis
- A student may take MCOM 210, which would also be a requirement for the Science Communication certificate;
- A student may take MCOM 317 as an elective, which would be a requirement for the Science Communication certificate;
- A student may take MCOM 485 as an elective, which would be a requirement for the Science Communication certificate.

Major, Mass Communications—Integrated Media emphasis:
- MCOM 210 is a requirement and would also be a requirement for the Science Communication Certificate;
- MCOM 317 is an elective and would be a requirement for the Science Communication Certificate;
- MCOM 485 is an elective and would be a requirement for the Science Communication Certificate.

Major, Composite English
- A major could take 18 hours of MCOM courses, which means a student can take all three of the courses within the Science Communication Certificate: MCOM 210, MCOM 317, and MCOM 485.

Major, General Studies Associate
- A major could take several hours of MCOM courses, which means a student can take all three of the courses within the Science Communication Certificate: MCOM 210, MCOM 317, and MCOM 485.

Mass Communication Minor—Emphasis in Journalism
- A minor must take MCOM 210, which would be a requirement for the Science Communication Certificate;
- A minor must take MCOM 317, which is a requirement for the Science Communication Certificate;
- A minor has the option of taking MCOM 485, which is a requirement for the Science Communication Certificate.

Speech Communication Minor—Emphasis in Mass Communication
- A minor must take MCOM 210, which would be a requirement for the Science Communication Certificate;
A minor must take MCOM 317, which would be a requirement for the Science Communication certificate;
A minor may take 9 electives from MCOM, which could include MCOM 485, which would be a requirement for the Science Communication certificate.

6. 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.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Prerequisites for Course</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>101</td>
<td>Composition I</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MCOM</td>
<td>210</td>
<td>Basic Newswriting</td>
<td>ENGL 101</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MCOM</td>
<td>317</td>
<td>Multimedia Reporting</td>
<td>MCOM 210</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MCOM</td>
<td>485</td>
<td>Science Writing</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

Subtotal 12

7. 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 Science Communication certificate will impart knowledge and competencies across many media, especially print, digital, audio, video, and graphics. Within each of these mediums, students will learn to efficiently translate scientific language and activity for both lay and scientific audiences.

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.
<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>Program Courses that Address the Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Same as in the text of the proposal)</td>
<td>*ENGL 101</td>
</tr>
<tr>
<td>Demonstrate effective written communication and oral communication</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate the ability to gather, evaluate, and write news</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate abilities in beat coverage, initiating story ideas, news judgment, verifying and developing information, and writing news stories for publication across a variety of media mediums.</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate familiarity with the process of scientific writing and the ability to present scientific information to a lay audience.</td>
<td>X</td>
</tr>
</tbody>
</table>

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

8. 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 program through distance technology (e.g., as an on-line program)?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<br>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>No</td>
<td>Choose an item. Choose an item.</td>
</tr>
</tbody>
</table>

<br>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>Yes</td>
<td>Online</td>
</tr>
</tbody>
</table>

<br>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If yes, identify institutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does another BOR institution already have authorization to offer the program online?</td>
<td>No</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Distance Delivery (online/other distance delivery methods)</th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Online. All four classes can be taken online. ENGL 101 and MCOM 210 are also available face-to-face.</td>
<td>Fall 2020</td>
<td></td>
</tr>
</tbody>
</table>
DRAFT MOTION 20200804_4-D(1):
I move to authorize DSU to offer the English Education specialization in the B.S. in English.
SOUTH DAKOTA BOARD OF REGENTS  
ACADEMIC AFFAIRS FORMS 

New Specialization

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>DSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF PROPOSED</td>
<td>English Education Specialization</td>
</tr>
<tr>
<td>SPECIALIZATION:</td>
<td></td>
</tr>
<tr>
<td>NAME OF DEGREE PROGRAM</td>
<td>B.S. in English</td>
</tr>
<tr>
<td>IN WHICH SPECIALIZATION IS OFFERED:</td>
<td></td>
</tr>
<tr>
<td>INTENDED DATE OF</td>
<td>4/22/2020</td>
</tr>
<tr>
<td>IMPLEMENTATION:</td>
<td></td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>13.1305</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>English</td>
</tr>
</tbody>
</table>

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.

4/22/2020  
Institutional Approval Signature  
President or Chief Academic Officer of the University

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?

The university is proposing to combine English for New Media and English Education majors, take the existing courses and package them into a 26-hour core and two specializations (English for New Media or English Education). The goal of the specialization in English Education is to prepare graduates to teach composition, literature, and speech in secondary schools. In addition to gaining skills and knowledge in composition, literature, and language, students learn to use computer applications to study and create a wide variety of text types. All DSU student education graduates complete a K-12 Educational Technology Endorsement.
3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹

This specialization is the current English Education major offered by Dakota State University. Instead of having two different undergraduate English programs, we propose combining the two programs under one umbrella.

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS</td>
<td>350</td>
<td>Computer Hardware, Data Communication &amp; Networking</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL</td>
<td>406</td>
<td>Adolescent Literature</td>
<td>3</td>
<td>yes</td>
</tr>
<tr>
<td>EPSY</td>
<td>210</td>
<td>Lifespan Development</td>
<td>3</td>
<td>no</td>
</tr>
<tr>
<td>SEED</td>
<td>308</td>
<td>Methods Teaching Writing in Middle/Secondary Schools</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Choose 9 credits from the following: (Students must take 3 credits in American Literature I or II and 3 credits in British Literature I or II)

| ENGL   | 211    | World Literature I                                        | no           |               |
| ENGL   | 212    | World Literature II                                       | no           |               |
| ENGL   | 221    | British Literature I                                      | no           |               |
| ENGL   | 222    | British Literature II                                     | no           |               |
| ENGL   | 241    | American Literature I                                     | no           |               |
| ENGL   | 242    | American Literature II                                    | no           |               |

Choose 6 credits from the following: (Since content varies, courses may be repeated)

| ENGL   | 333    | Period Studies                                            | no           |               |
| ENGL   | 343    | Selected Authors                                          | no           |               |
| ENGL   | 363    | Literary Genre                                            | no           |               |

Choose 9 credits from the following

| ENGL   | 383    | Creative Writing, I                                       | no           |               |
| ENGL   | 332    | The Evolving Stage: Classical Theatre to New Media        | no           |               |
| ENGL   | 375    | Publishing for New Media                                  | no           |               |
| ENGL   | 480    | Contemporary Rhetoric                                     | no           |               |
| MCOM   | 161    | Graphic Communication                                     | no           |               |
| SPCM   | 215    | Public Speaking                                            | no           |               |

Professional Education 29

| EDFN   | 338    | Foundations of American Ed                                | no           |               |
| EDFN   | 475    | Human Relations                                           | no           |               |
| EPSY   | 302    | Educational Psychology                                    | no           |               |
| SEED   | 295    | Practicum                                                 | no           |               |

¹ For workforce related information, please 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.

Program Forms: New Specialization Form (Last Revised 05/2017)

1943
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 100</td>
<td>Intro to Persons with Exceptionalities</td>
<td>no</td>
</tr>
<tr>
<td>SEED 302</td>
<td>Secondary/Middle Content Area: Major</td>
<td>no</td>
</tr>
<tr>
<td>SEED 401</td>
<td>Methods of Educational Technology</td>
<td>no</td>
</tr>
<tr>
<td>SEED 440</td>
<td>Classroom Management</td>
<td>no</td>
</tr>
<tr>
<td>SEED 450</td>
<td>Reading and Content Literacy</td>
<td>no</td>
</tr>
<tr>
<td>SEED 488</td>
<td>7-12 Student Teaching</td>
<td>no</td>
</tr>
</tbody>
</table>

Total number of hours required for completion of specialization: 64
Total number of hours required for completion of major: 90
Total number of hours required for completion of degree: 120

5. Delivery Location

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

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Off campus

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

Distance Delivery (online/other distance delivery methods)

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

---

2 The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

3 Delivery methods are defined in AAC Guideline 5.5.

4 This question responds to HLC definitions for distance delivery.
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – D (2)
DATE: August 4-5, 2020

******************************************************************************

SUBJECT
New Specialization: DSU English for New Media

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
Dakota State University (DSU) is proposing to combine English for New Media and English Education majors by packaging existing courses into a 26-hour core and two specializations (English for New Media or English Education).

The goal of the specialization in English for New Media is to allow students to focus on emerging market on writing and publishing, both in traditional and new media venues. Students will learn to edit many kinds of publications and to use computers to design, create, and analyze many kinds of texts. They will learn the ways in which an organization can reach and motivate its readers and customers. Graduates with this specialization will be able to enter the job market as writers and publishing managers for software companies, newspapers and publishing firms, multimedia outlets and any organization with a public face. They can work in public relations using emerging technologies in communications.

IMPACT AND RECOMMENDATION
This specialization is the current English for New Media program delivered by Dakota State University. Instead of having two different undergraduate English programs, DSU proposes offering two specializations.

DSU does not request new resources.

Board office staff recommends approval of the new specialization.

ATTACHMENTS
Attachment I – New Specialization Request Form: DSU – English for New Media

******************************************************************************

DRAFT MOTION 20200804_4-D(2):
I move to authorize DSU to offer the English New Media specialization in the B.S. in English.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Specialization

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>DSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF PROPOSED SPECIALIZATION:</td>
<td>English for New Media Specialization</td>
</tr>
<tr>
<td>NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:</td>
<td>B.S. in English</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>4/22/2020</td>
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<td>PROPOSED CIP CODE:</td>
<td>23.9999</td>
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<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>English</td>
</tr>
</tbody>
</table>

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.

4/22/2020

Institutional Approval Signature
President or Chief Academic Officer of the University

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?

The university is proposing to combine English for New Media and English Education majors, take the existing courses and package them into a 26-hour core and two specializations (English for New Media or English Education). The goal of the specialization in English for New Media is to allow students to focus on emerging market on writing and publishing, both in traditional and new media venues. Students will learn to edit many kinds of publications and to use computers to design, create, and analyze many kinds of texts. They will learn the ways in which an organization can reach and motivate its readers and customers. Graduates with this specialization will be able to enter the job market as writers and publishing managers for software companies, newspapers and publishing firms, multimedia outlets and any organization with a public face. They can work in public relations using emerging technologies in communications.
3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹

This specialization is the current English for New Media program delivered by Dakota State University. Instead of having two different undergraduate English programs, we propose combining the two programs under one umbrella.

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title (add or delete rows as needed)</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>383</td>
<td>Creative Writing, I</td>
<td>3</td>
<td>no</td>
</tr>
<tr>
<td>ENGL</td>
<td>332</td>
<td>The Evolving State: Classical Theatre to New Media</td>
<td>3</td>
<td>no</td>
</tr>
<tr>
<td>ENGL</td>
<td>351</td>
<td>Digital Collection and Curation</td>
<td>3</td>
<td>no</td>
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<td>ENGL</td>
<td>375</td>
<td>Publishing for New Media</td>
<td>3</td>
<td>no</td>
</tr>
<tr>
<td>ENGL</td>
<td>467</td>
<td>English Informatics</td>
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<td>no</td>
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<tr>
<td>ENGL</td>
<td>480</td>
<td>Contemporary Rhetoric</td>
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<td>no</td>
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<tr>
<td>ENGL</td>
<td>490</td>
<td>Seminar</td>
<td>3</td>
<td>no</td>
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<tr>
<td>ENGL</td>
<td>494</td>
<td>Internship</td>
<td>2</td>
<td>no</td>
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<tr>
<td></td>
<td>498</td>
<td>Undergrad Research/Scholarship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCOM</td>
<td>161</td>
<td>Graphic Communication</td>
<td>3</td>
<td>no</td>
</tr>
<tr>
<td>MCOM</td>
<td>353</td>
<td>Digital Media Communications</td>
<td>3</td>
<td>no</td>
</tr>
</tbody>
</table>

Choose 9 credits from the following: (Students must take 3 credits in American Literature I or II and 3 credits in British Literature I or II)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>211</td>
<td>World Literature I</td>
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<td>no</td>
</tr>
<tr>
<td>ENGL</td>
<td>212</td>
<td>World Literature II</td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>ENGL</td>
<td>221</td>
<td>British Literature I</td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>ENGL</td>
<td>222</td>
<td>British Literature II</td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>ENGL</td>
<td>241</td>
<td>American Literature I</td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>ENGL</td>
<td>242</td>
<td>American Literature II</td>
<td></td>
<td>no</td>
</tr>
</tbody>
</table>

Choose 6 credits from the following: (Since content varies, courses may be repeated)

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<thead>
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<th>Prefix</th>
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<th>Credit Hours</th>
<th>New (yes, no)</th>
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</thead>
<tbody>
<tr>
<td>ENGL</td>
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<td>Period Studies</td>
<td></td>
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<tr>
<td>ENGL</td>
<td>343</td>
<td>Selected Authors</td>
<td></td>
<td>no</td>
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<tr>
<td>ENGL</td>
<td>363</td>
<td>Literary Genre</td>
<td></td>
<td>no</td>
</tr>
</tbody>
</table>

Total number of hours required for completion of specialization

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44</td>
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</tbody>
</table>

Total number of hours required for completion of major

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>

Total number of hours required for completion of degree

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>

¹ For workforce related information, please 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.
5. Delivery Location\(^2\)

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 program through distance technology (e.g., as an on-line program)?

<table>
<thead>
<tr>
<th>On campus</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Fall 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Off campus</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distance Delivery (online/other distance delivery methods)</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)? \(^4\)

<table>
<thead>
<tr>
<th>Distance Delivery (online/other distance delivery methods)</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^2\) The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

\(^3\) Delivery methods are defined in AAC Guideline 5.5.

\(^4\) This question responds to HLC definitions for distance delivery.
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – D (3)
DATE: August 4-5, 2020

SUBJECT
New Specialization: SDSMT Specialization in Biochemistry

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
The South Dakota School of Mines & Technology (SDSMT) requests approval to offer a specialization in Biochemistry in the B.S. Chemistry degree.

The proposed specialization is designed for chemistry majors interested in the application of chemistry concepts to biological systems and will require students to take the 300- and 400-level courses in biochemistry, genetics, and molecular biology. The specialization is designed for students planning to start a career in a health field (medical, dental, pharmacy, etc.) or continue their education in a graduate program that focuses on biochemistry and related areas such as medicinal chemistry, forensics, etc.

IMPACT AND RECOMMENDATION
No new courses will be required to offer the proposed specialization.

Board office staff recommends approval of the new specialization.

ATTACHMENTS
Attachment I – New Specialization Request Form: SDSMT Biochemistry

-------------------------------------------
DRAFT MOTION 20200804_4-D(3):
I move to authorize South Dakota School of Mines & Technology (SDSMT) to offer the specialization in Biochemistry in the B.S. Chemistry degree program as presented.
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:** SDSM&T  
**TITLE OF PROPOSED SPECIALIZATION:** Biochemistry  
**NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:** Chemistry Bachelor of Science  
**INTENDED DATE OF IMPLEMENTATION:** 8/23/2020  
**PROPOSED CIP CODE:** 14.0701  
**UNIVERSITY DEPARTMENT:** Chemistry, Biology, and Health Sciences  
**BANNER DEPARTMENT CODE:** MCHE  

- 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.

Institutional Approval Signature  
President or Chief Academic Officer of the University

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

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

SDSM&T offers the American Chemical Society (ACS)-certified B.S. degree in Chemistry, which meets the national requirements established by ACS. Upon graduation with a bachelor’s degree in chemistry, students have knowledge of chemical and physical phenomena at the molecular level. The curriculum currently offers the Biochemistry emphasis.

The **Biochemistry Specialization** is designed for chemistry majors interested in the application of chemistry concepts to biological systems. The **Specialization** will require the students to take the 300- and 400-level courses in biochemistry, genetics, and molecular biology. The students who earn the **Biochemistry Specialization** with the ACS-certified Chemistry B.S. degree will acquire a deep and broad knowledge in biochemistry.

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

The proposed **Biochemistry Specialization** is designed for students planning to start a career in a health field (medical, dental, pharmacy, etc.) or continue their education in a graduate program that focuses on biochemistry and related areas such as medicinal chemistry, forensics, etc. The **Specialization** will provide the students opportunities to gain knowledge and skills in biochemistry and add value to their B.S. degree in Chemistry. The department of Chemistry, Biology, and Health Sciences is the appropriate place to offer this **Specialization**. The department offers B.S. degree in Chemistry, B.S. degree in Biology, and B.S. degree in pre-Professional Health Sciences. All the courses listed in the **Specialization** are existing courses, so no new courses will be required.

The proposed addition of **Biochemistry Specialization** to the curriculum of the B.S. degree in Chemistry is consistent with the board-designated mission of the SDSM&T to promote student success and to contribute to the state’s workforce and economic development. The proposed **Specialization** will formalize the Biochemistry emphasis currently offered in the department, which will help the recruitment of chemistry majors as well as the career development of chemistry graduates. The curriculum requirements of the **Biochemistry Specialization** will prepare students for success in high-demanding jobs and advanced programs related to health science and healthcare field. The U.S. Bureau of Labor Statistics predicts that “employment of healthcare occupations is projected to grow 14 percent from 2018 to 2028, much faster than the average for all occupations, adding about 1.9 million new jobs.”\(^1\)

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

---

\(^1\) [https://www.bls.gov/ooh/healthcare/home.htm](https://www.bls.gov/ooh/healthcare/home.htm)

*AAC Form 2.6 – New Specialization*
*(Last Revised 05/2019)*

---
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>System General Education Goal 1, 2, 3, 4</td>
<td>21</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math Requirement</td>
<td>11</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physics Requirement</td>
<td>7</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry Core Curriculum</td>
<td>50</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Chemistry Electives</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

**Biochemistry Specialization Requirements:**

- **Chem 465** Biochemistry II*  3  No
- **Chem 464L** Biochemistry I Lab  1  No
- **Biol 371** Genetics  3  No
- **Biol 371L** Genetics Lab  1  No
- **Biol 331** Microbiology  3  No
- **Biol 331L** Microbiology Lab  1  No

Electives: Choose one of the four courses below for a total of 3 credits

- **Biol 326** Biomedical Physiology  3  No
- **Biol 446** Molecular Cell Biology  3  No
- **Biol 470** Cancer Biology  3  No
- **Biol 480** Bioinformatics  3  No

Free electives (28 credit hours for major, 13 credit hours for Biochemistry Specialization).

* For the Biochemical Specialization, Biochemistry II (Chem 465) cannot be counted as an advanced chemistry elective course.

Total number of hours required for completion of specialization: 15
Total number of hours required for completion of major: 53
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)?

<table>
<thead>
<tr>
<th>On campus</th>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Fall 2020</td>
</tr>
</tbody>
</table>

AAC Form 2.6 – New Specialization
(Last Revised 05/2019)
### AAC Form 2.6 – New Specialization

**Last Revised 05/2019**

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>No</td>
<td></td>
<td>Choose an item.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Delivery methods are defined in AAC Guideline 5.5.</td>
<td></td>
</tr>
<tr>
<td>Distance Delivery</td>
<td>No</td>
<td>Choose an item.</td>
<td></td>
</tr>
<tr>
<td>(online/other distance</td>
<td></td>
<td>Choose an item.</td>
<td></td>
</tr>
<tr>
<td>delivery methods)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.*

<table>
<thead>
<tr>
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<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
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</thead>
<tbody>
<tr>
<td>Distance Delivery</td>
<td>No</td>
<td>Choose an item.</td>
<td></td>
</tr>
<tr>
<td>(online/other distance</td>
<td></td>
<td>Choose an item.</td>
<td></td>
</tr>
<tr>
<td>delivery methods)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I move to authorize USD to offer a specialization in Artificial Intelligence for the BA/BS Computer Science degree.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Specialization

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>University of South Dakota</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF PROPOSED SPECIALIZATION:</td>
<td>Artificial Intelligence</td>
</tr>
<tr>
<td>NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:</td>
<td>BA/BS Computer Science</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2021</td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
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<tr>
<td>UNIVERSITY DEPARTMENT:</td>
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<tr>
<td>UNIVERSITY DIVISION:</td>
<td>College of Arts &amp; Sciences-2A</td>
</tr>
</tbody>
</table>

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
Institutional Approval Signature
3/23/2020
Date

President or Chief Academic Officer of the University

1. Level of the Specialization:
   - Baccalaureate ☒
   - Master’s □
   - Doctoral □

2. What is the nature/purpose of the proposed specialization?

The Department of Computer Science proposes developing a specialization in Artificial Intelligence for the BA/BS in Computer Science. The BA/BS specialization will utilize new and existing coursework within the current Computer Science graduate curriculum. Artificial Intelligence (AI) is one of the most vital and fast-growing fields within Computer Science, with impact in every stratum of society. As such, providing expanded programs in AI will help prepare current and future USD students to meet workforce needs in the state, region, and beyond.

AI specialization involves courses, such as high-performance computing, distributed systems, machine learning, and data mining. The aforementioned courses are considered to be primer for several different application domains and/or programs, such as biology, medical science and healthcare, physics, chemistry, and business data analytics, just to name a few.

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

According to both its statutory mission and its mission as provided in BOR policy, USD is charged with offering both liberal arts and professional education. As programs supported across the existing liberal arts curriculum and engaged in current technological developments, the proposed specialization will also provide students with skills that are urgently needed within South Dakota.
At present, no SDBOR programs in Artificial Intelligence exist. The closest match to this proposed AI program is the undergraduate Data Science major and minor at SDSU. The primary difference is that the USD programs will offer hands-on projects involving several different applications, unlike SDSU’s program that primarily relies on statistics coursework.

According to the Bureau of Labor Statistics (BLS), employment of computer and information technology occupations is projected to grow 12% from 2018 to 2028, much faster than the average for all occupations. These occupations are projected to add about 546,200 new jobs. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security. Considering all computer science jobs, the median annual wage for computer and information technology occupations was $86,320 in May 2018, which was higher than the median annual wage for all occupations of $38,640.

Based on BLS data, graduates with an AI specialization are and will be in great demand. Conventionally, graduates with this background would be candidates for the position of information research scientist1. Such a job is projected to grow by 16% by 2028, and the average salary for this position at present is $106,500 (2018 median pay). Another application domain is information security, and the BLS is projected that the number of jobs will be increased by 37% across the states, where AI and machine-learning tools are now expected. Another important application domain is the finance industry, where artificial intelligence tools are considered as complementary tools for risk management2. The employment of financial managers is projected to grow 18.7% (2016 – 2026)3.

AI is not just limited to one domain; it includes data analytics, statistics computational chemistry, physics, biology, and health sciences (just to name a few). Regardless of source of data (big data), there is a strong need for AI/Data analysts to interpret data, make decisions, and visualize output.

In South Dakota alone (using the BLS data)4, we observe similar trends in computing jobs. Computing jobs, such as computer and information analyst, programmer, game developer, and data analyst will increase by minimum 3% (and maximum on average 16%) by 2028.

On the whole, the primary purpose for proposing this program is workforce development, as the United States anticipates dramatic workforce demand in computer science professionals. If we just address computer and information research scientist jobs, we observe that these professionals have a median pay of $111,840 per year across the United States (2018).

The proposed program can also be considered as bridge for several different programs, departments, and divisions across the USD campus. Our human intelligence with artificial intelligence has the potential to help develop research in academic and industrial communities as we live in the world of big data. At present time there is a high demand for students with a basic knowledge of AI.

---

4https://www.bls.gov/oes/2018/may/oes_sd.htm#15-0000
4. List the proposed curriculum for the specialization (including the requirements for completing the major – highlight courses in the specialization):

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC</td>
<td>380</td>
<td>Information Retrieval and Analysis</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>425</td>
<td>High Performance Computing</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>447</td>
<td>Artificial Intelligence</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>457</td>
<td>Data Analysis, Decision Making, and Visualization</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>CSC</td>
<td>486</td>
<td>Data Mining</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>488</td>
<td>Pattern Recognition and Machine Learning</td>
<td>3</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Select 12 credit hours from the following courses:

Subtotal 12

Select 3 credit hours from the following elective courses:

| STAT  | 480    | Applied Statistics                                        | 3            | No           |
| STAT  | 481    | Probability and Statistics                                 | 3            | No           |

Subtotal 3

Total number of hours required for completion of specialization 15
Total number of hours required for completion of major 50 or 62
Total number of hours required for completion of degree 120

5. Delivery Location

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

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
<td>Fall 2021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)?

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.
6 Delivery methods are defined in AAC Guideline 5.5.
7 This question responds to HLC definitions for distance delivery.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Course Request

USD
Arts & Sciences/Computer Science

Elizabeth M. Freeburg
3/23/2020

Section 1. Course Title and Description

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 457/557</td>
<td>Data Analysis, Decision Making, and Visualization</td>
<td>3</td>
</tr>
</tbody>
</table>

Course Description

The course aims to deliver fundamental ideas on analyzing data with the help of statistics, implementing scientific decisions using machine learning tools/techniques, and visualizing them for production at the output in accordance with the user’s need. The course employs current programming languages appropriate to the discipline.

Pre-requisites or Co-requisites

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 155/155L</td>
<td>Introduction to Computer Science &amp; Programming</td>
<td>Pre-Req.</td>
</tr>
</tbody>
</table>

Registration Restrictions

N/A

Section 2. Review of Course

2.1. Was the course first offered as an experimental course (place an “X” in the appropriate box)?

☐ Yes (if yes, provide the course information below) ☒ No

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

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system Course Inventory Report to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☒ Unique Course

<table>
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<th>Prefix &amp; No.</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 486/586</td>
<td>Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>CSC 460</td>
<td>Scientific Visualization</td>
<td>3</td>
</tr>
</tbody>
</table>

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

CSC 486/586 is a course that explores data, especially large data; however, CSC 486/586 does not incorporate the decision making and visualization component that CSC 457/557 offers. The proposed course has a capability to deliver fundamental ideas on analyzing data, implementing scientific decisions using machine learning tools/techniques that are built upon statistical modeling, and visualizing them for production at the output in accordance with the user’s need. CSC 486/586 does not incorporate decision-making and data/decision visualization components. CSC 460 is limited to visualization.

Program Forms: New Specialization Form (Last Revised 05/2017)
Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain: This course will be taught with current faculty. CSC 457/557 will be part of the regular faculty teaching load on the course rotation. No new hiring will be necessary.

3.2. Existing program(s) in which course will be offered: B.A./B.S./M.S. in Computer Science.

3.3. Proposed instructional method by university: D Discussion/Recitation

3.4. Proposed delivery method by university: U01: Face-to-face Term Based Instruction and U15/U18 Online if offered during summer term.

3.5. Term change will be effective (enter catalog year): 2020-21

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: 30  ☐ 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 Code: UCSC

4.2. Proposed CIP Code: 11.0701

Is this a new CIP code for the university?  ☐ Yes  ☒ No
Section 1. Course Title and Description

Prefix & No. | Course Title                  | Credits |
-------------|------------------------------|---------|
CSC 488/588  | Pattern Recognition & Machine Learning | 3       |

**Course Description**

This course covers fundamental concepts, theories, and algorithms for pattern recognition and machine learning. It includes basic ideas on probability and statistics, parametric and non-parametric learning, data clustering, support vector machine, and neural networks. It covers multiple applications, such as pattern recognition in bioinformatics and pattern analysis & machine intelligence in healthcare.

Pre-requisites or Co-requisites

Prefix & No. | Course Title                             | Pre-Req/Co-Req? |
-------------|------------------------------------------|-----------------|
CSC 155/155L | Introduction to Computer Science & Programming | Pre-Req. |

Registration Restrictions N/A

Section 2. Review of Course

2.3. Was the course first offered as an experimental course (place an “X” in the appropriate box)?

☐ Yes (if yes, provide the course information below) ☒ No

2.4. Will this be a unique or common course (place an “X” in the appropriate box)?

☒ Unique Course

Prefix & No. | Course Title                  | Credits |
-------------|------------------------------|---------|
CSC 448/548  | Machine Learning             | 3       |
CSC 449/549  | Advanced Topics Artificial Intelligence | 3     |

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

The scope of the proposed in this new course goes beyond the material covered in the CSC 548/448 Machine learning and CSC 449/549 topics Artificial Intelligence courses. The proposed course covers pattern recognition applications using machine learning tools/techniques. Pattern recognition applications can be varied from healthcare and/or bioinformatics to computational physics and chemistry, where anomaly detection, for example, in large data is crucial.

Section 3. Other Course Information

3.11. Are there instructional staffing impacts?

☒ No. Schedule Management, explain: This course will be taught with current faculty. CSC-488/588 will be part of the regular faculty teaching load on the course rotation. No new hiring will be necessary.
3.12. Existing program(s) in which course will be offered: B.A./B.S./M.S. in Computer Science.

3.13. Proposed instructional method by university: D Discussion/Recitation


3.15. Term change will be effective (enter catalog year): 2020-21

3.16. Can students repeat the course for additional credit?  ☑  Yes, total credit limit: __________  ☐  No

3.17. Will grade for this course be limited to S/U (pass/fail)?  ☑  Yes  ☐  No

3.18. Will section enrollment be capped?  ☑  Yes, max per section: 30  ☐  No

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

3.20. Is this prefix approved for your university?  ☑  Yes  ☐  No

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

4.3. University Department Code: UCSC

4.4. Proposed CIP Code: 11.0701

Is this a new CIP code for the university?  ☑  Yes  ☐  No
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – D (5)
DATE: August 4-5, 2020

SUBJECT
New Graduate Specialization: USD Artificial Intelligence

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
The University of South Dakota (USD) seeks approval to offer a specialization in Artificial Intelligence (AI) for the MS in Computer Science on campus.

AI specialization involves courses, such as high-performance computing, distributed systems, machine learning, and data mining. These topics/courses are also considered to be taught in several different application domains and/or programs, such as biology, health sciences, physics, chemistry, and business data analytics, just to name a few.

IMPACT AND RECOMMENDATION
Two new courses are needed to offer the proposed specialization. USD does not request new state resources.

Board office staff recommends approval of the new specialization.

ATTACHMENTS
Attachment I – New Specialization Request Form: USD – Artificial Intelligence (GR)

DRAFT MOTION 20200804_4-D(5):
I move to authorize USD to offer a specialization in Artificial Intelligence for the MS Computer Science degree.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Specialization

UNIVERSITY: University of South Dakota
TITLE OF PROPOSED SPECIALIZATION: Artificial Intelligence
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED: M.S. Computer Science
INTENDED DATE OF IMPLEMENTATION: Fall 2021
PROPOSED CIP CODE: 11.0102
UNIVERSITY DEPARTMENT: Computer Science
UNIVERSITY DIVISION: College of Arts & 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.

Elizabeth M. Freeburg
Institutional Approval Signature
3/19/2020
Date
President or Chief Academic Officer of the University

1. Level of the Specialization:
   - Baccalaureate ☐
   - Master’s ☒
   - Doctoral ☐

2. What is the nature/purpose of the proposed specialization?
The Department of Computer Science proposes developing a specialization in Artificial Intelligence for the M.S. in Computer Science. The M.S. specialization will utilize new and existing coursework within the current Computer Science graduate curriculum. Artificial Intelligence (AI) is one of the most vital and fast-growing fields within Computer Science, with impact in every stratum of society. As such, providing expanded programs in AI will help prepare current and future USD students to meet workforce needs in the state, region, and beyond.

   AI specialization involves courses, such as high-performance computing, distributed systems, machine learning, and data mining. These topics/courses are also considered to be taught in several different application domains and/or programs, such as biology, health sciences, physics, chemistry, and business data analytics, just to name a few.

3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹

   According to both its statutory mission and its mission as provided in BOR policy, USD is charged with offering both liberal arts and professional education. As programs supported

¹ For workforce related information, please 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.
across the existing liberal arts curriculum and engaged in current technological developments, the proposed specialization will also provide students with skills that are urgently needed within South Dakota.

At present, no SDBOR programs in Artificial Intelligence exist. The closest match to this proposed AI program is the undergraduate Data Science major and minor at SDSU. The primary difference is that the USD programs will offer hands-on projects involving several different applications, unlike SDSU’s program that primarily relies on statistics coursework.

According to the Bureau of Labor Statistics (BLS), employment of computer and information technology occupations is projected to grow 12% from 2018 to 2028, much faster than the average for all occupations. These occupations are projected to add about 546,200 new jobs. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security. Considering all computer science jobs, the median annual wage for computer and information technology occupations was $86,320 in May 2018, which was higher than the median annual wage for all occupations of $38,640.

Based on BLS data, graduates with an AI specialization are and will be in great demand. Conventionally, graduates with this background would be candidates for the position of information research scientist. Such a job is projected to grow by 16% by 2028, and the average salary for an MS graduate at present is $118,370.00 (2018 median pay). Another application domain is information security, and the BLS is projected that the number of jobs will be increased by 37% across the states, where AI and machine-learning tools are now expected. Another important application domain is the finance industry, where artificial intelligence tools are considered as complementary tools for risk management. The employment of financial managers is projected to grow 18.7% (2016 – 2026).

AI is not just limited to one domain; it includes data analytics, statistics computational chemistry, physics, biology, and health sciences (just to name a few). Regardless of source of data (big data), there is a strong need for AI/Data analysts to interpret data, make decisions, and visualize output.

In South Dakota alone (using the BLS data), we observe similar trends in computing jobs. Computing jobs, such as computer and information analyst, programmer, game developer, and data analyst will increase by minimum 3% (and maximum on average 16%) by 2028.

On the whole, the primary purpose for proposing this program is workforce development, as the United States anticipates dramatic workforce demand in computer science professionals. If we just address computer and information research scientist jobs, we observe that these professionals have a median pay of $111,840 per year across the United States (2018).

The proposed program can also be considered as bridge for several different programs, departments, and divisions across the USD campus. Our human intelligence with artificial intelligence tools are considered as complementary tools for risk management.

---

5 https://www.bls.gov/oes/2018/may/oes_sd.htm#15-0000
intelligence has the potential to help develop research in academic and industrial communities as we live in the world of big data. At present time there is a high demand for students with a basic knowledge of AI.

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Specialization: Artificial Intelligence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Select 9 credit hours from the following core courses:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC</td>
<td>721</td>
<td>Distributed Systems</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>722</td>
<td>Machine Learning Fundamentals</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>752</td>
<td>Computer Vision</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>761</td>
<td>Advanced Artificial Intelligence</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>785</td>
<td>Information Storage and Retrieval</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Subtotal</strong> 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Select 6 credit hours from the following elective courses:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC</td>
<td>525</td>
<td>High Performance Computing</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>586</td>
<td>Data Mining</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>557</td>
<td>Data Analysis, Decision Making, and Visualization</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>CSC</td>
<td>588</td>
<td>Pattern Recognition and Machine Learning</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>STAT</td>
<td>580</td>
<td>Applied Statistics</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>STAT</td>
<td>581</td>
<td>Probability and Statistics</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Subtotal</strong> 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of hours required for completion of specialization: 15
Total number of hours required for completion of major: 30
Total number of hours required for completion of degree: 30

5. Delivery Location

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

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td></td>
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<tr>
<td>Yes</td>
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</tbody>
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<td>Off campus</td>
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<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
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<td></td>
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</table>
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)?

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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
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</table>

This question responds to HLC definitions for distance delivery.

---

This question responds to HLC definitions for distance delivery.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

<table>
<thead>
<tr>
<th>Institution</th>
<th>Arts &amp; Sciences/Computer Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD</td>
<td></td>
</tr>
<tr>
<td><strong>Elizabeth M. Freeburg</strong></td>
<td>3/23/2020</td>
</tr>
</tbody>
</table>

**Institutional Approval Signature**

***Section 1. Course Title and Description***

<table>
<thead>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSC 457/557</td>
<td>Data Analysis, Decision Making, and Visualization</td>
<td>3</td>
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</tbody>
</table>

**Course Description**
The course aims to deliver fundamental ideas on analyzing data with the help of statistics, implementing scientific decisions using machine learning tools/techniques, and visualizing them for production at the output in accordance with the user’s need. The course employs current programming languages appropriate to the discipline.

**Pre-requisites or Co-requisites**

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<td>Introduction to Computer Science &amp; Programming</td>
<td>Pre-Req.</td>
</tr>
</tbody>
</table>

**Registration Restrictions**

N/A

***Section 2. Review of Course***

2.1. **Was the course first offered as an experimental course (place an “X” in the appropriate box)?**

☐ Yes (if yes, provide the course information below) ☒ No

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

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system Course Inventory Report to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☒ Unique Course

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<td>CSC 460</td>
<td>Scientific Visualization</td>
<td>3</td>
</tr>
</tbody>
</table>

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

CSC 486/586 is a course that explores data, especially large data; however, CSC 486/586 does not incorporate the decision making and visualization component that CSC 457/557 offers. The proposed course has a capability to deliver fundamental ideas on analyzing data, implementing scientific decisions using machine learning tools/techniques that are built upon statistical modeling, and visualizing them for production at the output in...
Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain: This course will be taught with current faculty. CSC 457/557 will be part of the regular faculty teaching load on the course rotation. No new hiring will be necessary.

3.2. Existing program(s) in which course will be offered: B.A./B.S./M.S. in Computer Science.

3.3. Proposed instructional method by university: D Discussion/Recitation

3.4. Proposed delivery method by university: U01: Face-to-face Term Based Instruction and U15/U18 Online if offered during summer term.

3.5. Term change will be effective (enter catalog year): 2020-21

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: 30 ☐ 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 Code: UCSC

4.2. Proposed CIP Code: 11.0701

Is this a new CIP code for the university? ☐ Yes ☒ No
Section 1. Course Title and Description

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 488/588</td>
<td>Pattern Recognition &amp; Machine Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Course Description

This course covers fundamental concepts, theories, and algorithms for pattern recognition and machine learning. It includes basic ideas on probability and statistics, parametric and non-parametric learning, data clustering, support vector machine, and neural networks. It covers multiple applications, such as pattern recognition in bioinformatics and pattern analysis & machine intelligence in healthcare.

Pre-requisites or Co-requisites

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 155/155L</td>
<td>Introduction to Computer Science &amp; Programming</td>
<td>Pre-Req.</td>
</tr>
</tbody>
</table>

Section 2. Review of Course

2.3. Was the course first offered as an experimental course (place an “X” in the appropriate box)?

☐ Yes (if yes, provide the course information below) ☒ No

2.4. Will this be a unique or common course (place an “X” in the appropriate box)?

☒ Unique Course

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 448/548</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>CSC 449/549</td>
<td>Advanced Topics Artificial Intelligence</td>
<td>3</td>
</tr>
</tbody>
</table>

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

The scope of the proposed in this new course goes beyond the material covered in the CSC 548/448 Machine learning and CSC 449/549 topics Artificial Intelligence courses. The proposed course covers pattern recognition applications using machine learning tools/techniques. Pattern recognition applications can be varied from healthcare and/or bioinformatics to computational physics and chemistry, where anomaly detection, for example, in large data is crucial.

Section 3. Other Course Information

3.11. Are there instructional staffing impacts?

☒ No. Schedule Management, explain: This course will be taught with current faculty. CSC-488/588 will be part of the regular faculty teaching load on the course rotation. No new hiring will be necessary.
3.12. **Existing program(s) in which course will be offered:** B.A./B.S./M.S. in Computer Science.

3.13. **Proposed instructional method by university:** D Discussion/Recitation

3.14. **Proposed delivery method by university:** U01: Face-to-face Term Based Instruction and U18 Online Synchronous/U15 Asynchronous

3.15. **Term change will be effective (enter catalog year):** 2020-21

3.16. **Can students repeat the course for additional credit?**
   - ☐ Yes, total credit limit: __________
   - ☒ No

3.17. **Will grade for this course be limited to S/U (pass/fail)?**
   - ☐ Yes
   - ☒ No

3.18. **Will section enrollment be capped?**
   - ☒ Yes, max per section: 30
   - ☐ No

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

3.20. **Is this prefix approved for your university?**
   - ☒ Yes
   - ☐ No

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

4.3. **University Department Code:** UCSC

4.4. **Proposed CIP Code:** 11.0701

   *Is this a new CIP code for the university?*
   - ☐ Yes
   - ☒ No
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – D (6)
DATE: August 4-5, 2020

SUBJECT
New Specialization: USD Specialization in Human Dynamics

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
The University of South Dakota (USD) requests authorization to offer a specialization in Human Dynamics in the B.S. in Biology program. Coursework aligns with a proposed accelerated program for students applying to USD Physical Therapy school. This new specialization is tied to a new accelerated 3+3 program partnering Biology and Physical Therapy (USDPT), allowing students pursuing a B.S. in Biology with a specialization in Human Science to count 29 credit hours of the first year of the doctoral degree in physical therapy (DPT) toward the final (fourth) year of undergraduate programming (biology elective courses). The student will complete 91 credits of undergraduate coursework (including USDPT program pre-requisites) before matriculating to the USDPT program.

IMPACT AND RECOMMENDATION
The proposed new specialization will serve as a recruiting opportunity for the biology department and for USD overall. The USDPT program will benefit from knowing its early committed potential applicants and by using the early identification opportunity to begin shaping professional behaviors with extracurricular advisement and guidance.

Board office staff recommends approval of the new specialization.

ATTACHMENTS
Attachment I – New Specialization Request Form: USD – Human Dynamics

DRAFT MOTION 20200804_4-D(6):
I move to authorize USD to offer the specialization in Human Dynamics in the B.S. in Biology as presented.
1. **Level of the Specialization:**
   - Baccalaureate ☒
   - Master’s ☐
   - Ed. Specialist ☐
   - 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 is intended for biology students interested in learning about biology with a focus on humans. Coursework aligns with a proposed accelerated program for students applying to USD Physical Therapy school.

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

   This new specialization is tied to a new accelerated 3+3 program partnering Biology and Physical Therapy (USDPT), allowing students pursuing a B.S. in Biology with a specialization in Human Science to count 29 credit hours of the first year of the doctoral degree in physical therapy (DPT) toward the final (fourth) year of undergraduate programming (biology elective courses). The student will complete 91 credits of undergraduate coursework (including USDPT program prerequisites) before matriculating to the USDPT program. Matriculation to the USDPT program is contingent upon acceptance following a competitive admissions process. Importantly, students that do not matriculate into the USDPT program are still able to complete a Biology degree in four years with an emphasis on humans. Required courses in other specializations (or in the
Medical Biology major) do not match as well with the USDPT pre-requisites and make it difficult to complete the necessary coursework in three years.

Several accredited programs in the U.S. offer accelerated 3+3 path options to a DPT degree, including a successful model at the University of North Dakota. Within the last few years, the number of programs offering the DPT degree has significantly increased. To shorten the plan of study for achieving a DPT degree, many newly emerging on-line programs accept students with 4-year degrees and compress a demanding, rigorous graduate curriculum into 2 years, rather than 3 years, which is typical with most face-to-face programs. These online programs are turning out mixed achievement outcomes, but they are attractive to students who perceive they will save tuition money (which, even with compressed programming, is not necessarily demonstrated since credit hours remain similar for these programs). While competition has increased with a greater number of developing programs, the number of applications to DPT programs is declining, in part due to tuition costs that do not keep up with professional salaries. Meeting accreditation expectations and supporting student competence toward national board exam achievement has been consistently and successfully accomplished with 3-year graduate programming. At the same time, a path to the degree that can be achieved in 6 rather than 7 academic years improves affordability for students often burdened by the high debt loads of higher education.

The proposed new specialization offers benefits to both USD’s biology degree program and its physical therapy program. The program serves as a recruiting opportunity for the biology department and for USD overall. The USDPT program benefits from knowing its early committed potential applicants and by using the early identification opportunity to begin shaping professional behaviors with extracurricular advisement and guidance. Furthermore, with declining numbers of applications, USDPT will benefit from recruiting academically strong and well-prepared students who are motivated by sound fiscal decision-making to pursue the DPT graduate degree.

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>151/L</td>
<td>General Biology I</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>BIOL</td>
<td>153/L</td>
<td>General Biology II</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>BIOL</td>
<td>280/L</td>
<td>Inquiry and Analysis</td>
<td>2</td>
<td>No</td>
</tr>
<tr>
<td>BIOL</td>
<td>420/L</td>
<td>Biostatistics</td>
<td>3/0</td>
<td>No</td>
</tr>
<tr>
<td>BIOL</td>
<td>471</td>
<td>Genetics</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>BIOL</td>
<td>428/L</td>
<td>Comparative Physiology</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>BIOL</td>
<td>481/L</td>
<td>Vertebrate Anatomy and Physiology</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>BIOL</td>
<td></td>
<td>Biology Electives</td>
<td>16</td>
<td>No</td>
</tr>
<tr>
<td>CHEM</td>
<td>112/L</td>
<td>General Chemistry I</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>CHEM</td>
<td>114/L or 116/L</td>
<td>General Chemistry II</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>PSYC</td>
<td>101</td>
<td>General Psychology</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>PSYC</td>
<td>321</td>
<td>Human Development</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>PSYC</td>
<td>451</td>
<td>Abnormal Psychology</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

Total number of hours required for completion of specialization 30
Total number of hours required for completion of major 57
Total number of hours required for completion of degree 120
4. 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)?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
SUBJECT
New Site: DSU BBA in Finance

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION
Dakota State University requests authorization to deliver the Bachelor of Business Administration (BBA) in Finance via online delivery.

DSU’s BBA currently has five majors: Accounting, Business Technology, Finance, Management and Marketing. All of them are approved for online delivery except for Finance. Approval of this request will allow DSU to offer all business majors online, reducing potential confusion for students.

IMPACT AND RECOMMENDATION
Online delivery of the Finance major will provide access for existing students in the BBA program and for those new to the major.

DSU does not anticipate a negative impact on the other financial majors in the system.

No new resources are requested. Courses for the major are part of the BBA degree program already offered online.

Board office staff recommends approval of this new site request.

ATTACHMENTS
Attachment I – New Site Request Form: DSU – BBA in Finance

DRAFT MOTION 20200804_4-E(1):
I move to approve DSU’s new site proposal to offer its BBA in Finance online.
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:**
**DSU**

**DEGREE(S) AND PROGRAM:**
BBA, Finance

**NEW SITE(S):**
Online Delivery

**INTENDED DATE OF IMPLEMENTATION:**
Fall 2020

**CIP CODE:**
52.0801

**UNIVERSITY DEPARTMENT:**
College of BIS

**UNIVERSITY DIVISION:**

---

**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.

---

1. What is the need for offering the program at the new physical site or through distance delivery?

Dakota State University requests authorization to deliver the Bachelor of Business Administration (BBA) in Finance via online delivery. DSU’s BBA currently has five majors: Accounting, Business Technology, Finance, Management and Marketing. All the majors have approval to be offered online except for the Finance major. The university has now offered the Finance courses online, so this request will allow DSU to offer all business majors online, reducing confusion by students. Moving the finance major to online delivery will provide access to this major for existing students in the BBA program and those new to the major. The South Dakota Department of Labor’s estimates and projections for finance occupations are provided in the table below.

Click a column title to sort.

---

1 If the request is for a new physical location, include an address for the location. Delivery methods are defined inAAC Guideline 5.5.
### Occupation Analysis

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Analysts</td>
<td>132051</td>
<td>511</td>
<td>559</td>
<td>48</td>
<td>0.90%</td>
<td>9.39%</td>
</tr>
<tr>
<td>Financial Examiners</td>
<td>132061</td>
<td>180</td>
<td>196</td>
<td>16</td>
<td>0.86%</td>
<td>8.89%</td>
</tr>
<tr>
<td>Financial Managers</td>
<td>113031</td>
<td>629</td>
<td>747</td>
<td>118</td>
<td>1.73%</td>
<td>18.76%</td>
</tr>
<tr>
<td>Financial Specialists</td>
<td>132000</td>
<td>9,685</td>
<td>10,618</td>
<td>933</td>
<td>0.92%</td>
<td>9.63%</td>
</tr>
<tr>
<td>Financial Specialists, All Other</td>
<td>132099</td>
<td>78</td>
<td>82</td>
<td>4</td>
<td>0.50%</td>
<td>5.13%</td>
</tr>
</tbody>
</table>

SD Department of Labor & Regulation: [https://www.southdakotaworks.org/vosnet/analyzer/drill/drill.aspx?tab=list&codetype=08%2c14&valueName=occupation&fromResults=true&type=occupation&session=occproj&geo=4601000000&time=2016020260005](https://www.southdakotaworks.org/vosnet/analyzer/drill/drill.aspx?tab=list&codetype=08%2c14&valueName=occupation&fromResults=true&type=occupation&session=occproj&geo=4601000000&time=2016020260005)

### Employment Projections

- Financial Analysts: 296,100 to 32,200, 11% (Faster than average)
- Financial Examiners: 52,500 to 51,000, 10% (Faster than average)
- Financial Manager: 580,400 to 108,600, 19% (Faster than average)
- Financial Planner: 271,900 to 40,400, 15% (Faster than average)


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.**

   Yes, NSU’s Bachelors in Banking & Financial Services and USD’s Business Administration, Finance specialization are offered online.

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.**

   DSU currently has 22 students in the BBA, Finance major, so we anticipate 5 new students would choose finance online. Business students often double major and because finance was not offered online, distance students did not have the option to choose that major.
4. What is the perceived impact of this request on existing programs in the Regental system?

Courses for the Finance major have been offered online for quite some time. We don’t anticipate any significant impact on the other financial majors within in the system. It may also be beneficial to students within the system who happen to be off rotation the ability to catch up or move faster through their program.

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.

<table>
<thead>
<tr>
<th>Computer Information Systems Minor</th>
<th>Credit hours</th>
<th>Credit hours currently available via distance</th>
<th>Credit hours new to this university</th>
</tr>
</thead>
<tbody>
<tr>
<td>System General Education Requirements</td>
<td>30</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Required Support Courses</td>
<td>54</td>
<td>54</td>
<td>0</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>27</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>Major Electives or Minor</td>
<td>9</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal, Requirements of the Proposed Major</strong></td>
<td><strong>120</strong></td>
<td><strong>120</strong></td>
<td><strong>120</strong></td>
</tr>
<tr>
<td>Free Electives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total, Degree with Proposed Major</strong></td>
<td><strong>120</strong></td>
<td><strong>120</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

*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?

Student support services are available through the existing services provided for all online students and are available from DSU.

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 accredited by ACBSP and there are no issues with this agency regarding online delivery.
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.

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.

Courses for the major are part of the BBA degree program already offered online. Resources are already available for that program and will support the major.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hrs</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>305</td>
<td>Analysis of Financial Statements</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>ACCT/</td>
<td>300-400</td>
<td>Elective</td>
<td>6</td>
<td>F, SP, SU</td>
</tr>
<tr>
<td>BADM/</td>
<td>331</td>
<td>Financial Technology</td>
<td>3</td>
<td>SP</td>
</tr>
<tr>
<td>CIS/CSC/</td>
<td>411</td>
<td>Investments</td>
<td>3</td>
<td>SP</td>
</tr>
<tr>
<td>ECON</td>
<td>415</td>
<td>Financial Institutions</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>BADM</td>
<td>418</td>
<td>Financial Futures and Options</td>
<td>3</td>
<td>SP</td>
</tr>
<tr>
<td>CSC</td>
<td>105</td>
<td>Introduction to Computers</td>
<td>3</td>
<td>F, SP, SU</td>
</tr>
<tr>
<td>CIS</td>
<td>123</td>
<td>Problem Solving &amp; Programming</td>
<td>3</td>
<td>F, SP, SU</td>
</tr>
<tr>
<td>CIS</td>
<td>130</td>
<td>Or Visual Basic Programming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC</td>
<td>150</td>
<td>Or Computer Science I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – E (2)
DATE: August 4-5, 2020

******************************************************************************************

SUBJECT
New Site: USD Psychology Minor (online)

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION
The University of South Dakota (USD) requests approval to offer an online minor in psychology to complement the offering of online majors in Criminal Justice and Sociology and to provide flexibility to all students currently seeking online psychology coursework.

IMPACT AND RECOMMENDATION
This request will not likely attract new degree seeking students to the university, as the minor is not a degree on its own. USD expects some growth in the number of minors from existing online majors and an increase in program credit hours.

USD anticipates no direct impact on the existing minor offered at SDSU, and expects that an increase in online course offerings may benefit SDSU students with increased flexibility.

The university requests no new resources.

Board office staff recommends approval to offer the minor online.

ATTACHMENTS
Attachment I – New Site Request Form: USD Psychology Minor

******************************************************************************************

DRAFT MOTION 20200804_4-E(2):
I move to approve USD’s new site proposal to offer the Psychology minor online.
1. What is the need for offering the program at the new physical site or through distance delivery?

The Department of Psychology is seeking to offer an online minor in psychology to complement the offering of online majors in Criminal Justice and Sociology. All Arts and Sciences majors require a minor and current data indicate that the psychology minor is both appropriate and popular among both Sociology and Criminal Justice majors on campus. The number of students enrolled in these companion programs is growing (student headcount in online CJUS and SOC coursework was up 9.1% from Fall 2018 to Fall 2019 and up 55% over the past 5 years. Adding an online psychology minor will aid these students in attaining additional career relevant coursework in a closely aligned field.

Approval of an online psychology minor will also open additional course offerings for students exploring psychology as a career field (PSYC 233: Applied Psychology) or wishing to prepare for on-campus training (PSYC 275: Understanding Social Science Research). Among students attending the Vermillion Main Campus, the demand for online psychology coursework grew rapidly as new course sections were added from 2013-2015, but has leveled off over the past three years while the number of sections and variety of course offerings remained the same. The addition of more course offerings associated with the online minor will better serve this
population while increasing the flexibility of course offerings during the summer of on-campus students.

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.

South Dakota State University currently offers a minor in psychology. Further, authorization of the minor allows for delivery of additional psychology coursework by USD to make access to the existing on-campus major easier. Specifically, additional coursework will increase offerings during the summer and provide flexibility in scheduling during the school year.

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 (replace “XX” in the table with the appropriate year).

This request will not likely attract new degree seeking students to the university, as the minor is not a degree on its own. It will however, provide flexibility to students currently seeking online psychology coursework. As such we expect some growth in the number of minors from existing online majors, but more importantly, an increase in program credit hours as the increased offerings provide courses not currently available.

<table>
<thead>
<tr>
<th>Fiscal Years*</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimates</td>
<td>FY 21</td>
<td>FY 22</td>
<td>FY 23</td>
<td>FY 24</td>
</tr>
<tr>
<td>Students new to the university</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students from other university programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>=Total students in the program at the site</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Program credit hours (major courses)**</td>
<td>90</td>
<td>115</td>
<td>130</td>
<td>150</td>
</tr>
<tr>
<td>Graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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 direct impact on the existing minor offered at SDSU, but an increase in online course offerings may benefit SDSU students with increased flexibility, with a similar increase in access to SDSU online coursework currently not accessible due to USD not offering an online minor in psychology.

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.

<table>
<thead>
<tr>
<th>[Minor, Psychology]</th>
<th>Credit hours</th>
<th>Credit hours</th>
<th>Credit hours</th>
<th>Credit hours</th>
<th>Credit hours</th>
</tr>
</thead>
</table>

AAC Form 2.11 – New Site Request
(Rev 04/2005 – 05/2019)
System General Education Requirements

<table>
<thead>
<tr>
<th>Required Support Courses</th>
<th>currently available from this university at this site</th>
<th>currently available from other universities available at this site</th>
<th>currently available via distance</th>
<th>new to this university</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Subtotal, Degree Requirements</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>9</th>
<th>18</th>
<th>9</th>
<th>9</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Subtotal, Requirements of the Proposed Major</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Free Electives</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total, Degree with Proposed Major</th>
</tr>
</thead>
</table>

*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?

   Students will be existing online or on-campus majors and thus already have access to all student services.

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).

   No

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

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 changes to budget needed. Online courses will be added to the rotation for existing faculty.
SUBJECT

New Site: USD Psychology BA/BS, and Psychology Minor

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests approval to offer the Psychology major and minor at the Community College for Sioux Falls. The university does not request new resources to support this delivery. The psychology major and minor were previously offered at CCSF by SDSU. SDSU is terminating delivery of the major and minor at this location. Given USD’s existing presence at CCSF (teaching Introductory Psychology, Developmental Psychology and Abnormal Psychology) and the flexible nature of the USD psychology major, delivery at CCSF by USD is a logical approach to continue serving the Sioux Falls community.

IMPACT AND RECOMMENDATION

USD anticipates limited impact on the existing program at SDSU, given the differences in focus between these programs.

Adding the CCSF site will provide greater flexibility and opportunity for current USD students.

The university requests no new resources.

Board office staff recommends approval to offer the program at CCSF.

ATTACHMENTS

Attachment I – New Site Request Form: USD Psychology BA/BS, and Minor

DRAFT MOTION 20200804_4-E(3):

I move to approve USD’s new site proposal to offer the BA/BS in Psychology and minor in Psychology at the Community College for Sioux Falls.
# 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.

---

## 1. What is the need for offering the program at the new physical site or through distance delivery?

The Department of Psychology seeks approval to offer the Psychology major and minor at the Community College for Sioux Falls. The university does not request new resources to support this delivery. The psychology major and minor were previously offered at CCSF by SDSU. SDSU is terminating delivery of the major and minor at this location. Given USDs existing presence at CCSF (teaching Introductory Psychology, Developmental Psychology and Abnormal Psychology) and the flexible nature of the USD psychology major, delivery at CCSF by USD is a logical approach to continue serving the Sioux Falls community.

National enrollment trends for psychology continue to grow as does the job market for psychology graduates. The U.S. Bureau of Labor Statistics indicates that employment for psychologists will grow by 14 percent through 2028, which is faster than the average for all jobs. The psychology major and minor provide preparatory training for a wide range of mental health careers, an area with a looming shortage of professionals in the U.S. By 2025, the Department of Health and Human Services projects a shortage of over 57,000 psychologists, 26,000 mental health counselors, and over 10,000 marriage and family therapists. Rural areas are particularly hard hit with an average of 9.1 psychologists per 100,000 people (the national average is 30 psychologists per 100,000).

The USD psychology major aligns with the APA guidelines for undergraduate education in psychology and offers a maximum degree of flexibility, while ensuring adequate preparation for a wide range of post-graduate options. The major requires no-sequences and no pre-requisites beyond PSYC 101, meaning students can matriculate through the program with an efficient offering of courses to maximize individual course enrollment.

---

1 If the request is for a new physical location, include an address for the location. Delivery methods are defined in AAC Guideline 5.5.
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, SDSU is withdrawing from CCSF.

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 estimate.

<table>
<thead>
<tr>
<th>Fiscal Years*</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students new to the university</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Students from other university programs</td>
<td>2</td>
<td>5</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Total students in the program at the site</td>
<td>12</td>
<td>20</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Program credit hours (major courses)**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

*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.

Projections are based on current enrollment in CCSF courses, as well as anticipated interest in a broadly applicable major.

4. What is the perceived impact of this request on existing programs in the Regental system?
We anticipate limited impact on the existing program at SDSU, given the differences in focus between these programs. Moreover, the presence of the online minor will provide greater flexibility and opportunity for current USD students.

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.

<table>
<thead>
<tr>
<th>Psychology, B.A.</th>
<th>Credit hours</th>
<th>Credit hours currently available from this university at this site</th>
<th>Credit hours currently available from other universities available at this site</th>
<th>Credit hours currently available via distance</th>
<th>Credit hours new to this university</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtotal, Degree Requirements</td>
<td>60-65</td>
<td>60-65</td>
<td>60-65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Support Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Requirements</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Electives</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal, Requirements of the Proposed Major</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td>28-30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total, Degree with Proposed Major</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Psychology, B.S.</strong></td>
<td>Credit hours</td>
<td>Credit hours currently available from this university at this site†</td>
<td>Credit hours currently available from other universities available at this site</td>
<td>Credit hours currently available via distance</td>
<td>Credit hours new to this university</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------</td>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>System General Education Requirements</td>
<td>30 (-3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science Requirements</td>
<td>32-39</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal, Degree Requirements</strong></td>
<td>59-66</td>
<td>59-66</td>
<td>59-66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Support Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Requirements</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Electives or Minor</td>
<td>9</td>
<td>9</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>Subtotal, Requirements of the Proposed Major</strong></td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td>24-31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total, Degree with Proposed Major</strong></td>
<td>120</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.
† Includes course modifications that accompany this program request.
SOUTH DAKOTA BOARD OF REGENTS
Academic and Student Affairs
Consent

AGENDA ITEM:  4 – E (4)
DATE:  August 4-5, 2020

SUBJECT
New Site: USD – MA in Elementary Education and MA Secondary Education with Specialization in Culturally & Linguistically Diverse Learners

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION
The University of South Dakota (USD) requests authorization to offer the MA in Elementary/Secondary Education with specialization in Culturally & Linguistically Diverse Learners online.

Need for training for educators working with English Language Learners and with Culturally & Linguistically Diverse Learners is growing. USD seeks to make its graduate program accessible to students who seek high quality preparation for working with these populations. Moving the program online also makes the program more accessible for teacher candidates who have student teaching placements outside of Vermillion, meeting students’ needs with existing faculty resources.

IMPACT AND RECOMMENDATION
USD currently offers many of the courses as face-to-face or through hybrid delivery and requests no additional resources to offer the programs online. USD anticipates that offering these programs online will not impact other programs in the BOR system.

Board office staff recommends approval to offer the program online.

ATTACHMENTS
Attachment I – New Site Request Form: USD MA in Elementary-Secondary Education with Specialization in Culturally & Linguistically Diverse Learners

DRAFT MOTION 20200804_4-E(4):
I move to approve USD’s proposal to offer the MA in Elementary-Secondary Education with Specialization in Culturally & Linguistically Diverse Learners programs online.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Site Request

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEGREE(S) AND PROGRAM:</td>
<td>-ELED, M.A. with specialization in Culturally &amp; Linguistically Diverse (CLD) Learners [UMA.ELE-CLD] -SEED, M.A. with specialization in Culturally &amp; Linguistically Diverse (CLD) Learners [UMA.SED-CLD]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEW SITE(S):</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTENDED DATE OF IMPLEMENTATION:</th>
<th>Fall 2020</th>
</tr>
</thead>
</table>

|----------|-----------------------------|

<table>
<thead>
<tr>
<th>UNIVERSITY DEPARTMENT:</th>
<th>School of Education</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>UNIVERSITY DIVISION:</th>
<th>Curriculum &amp; Instruction</th>
</tr>
</thead>
</table>

☒ Please check this box to confirm that:

- 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.

[Signature]
President of the University
6/16/2020
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?

With the increase in cultural and linguistic diversity in the region, the need for training for educators working with English Language Learners (ELLs), and with Culturally & Linguistically Diverse (CLD) Learners in general, is growing. We want to make our graduate program accessible to students across the state, region, and country who seek high quality preparation for working with CLD populations. Moving the program online also makes the program more accessible for teacher candidates who have student teaching placements outside of Vermillion and allows us the meet the need of our program and our students with existing faculty resources.
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 online or through distance delivery. Although Dakota State University also offers a Minor in English as a New Language, it is not an online 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.

<table>
<thead>
<tr>
<th>Estimates</th>
<th>Fiscal Years*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
</tr>
<tr>
<td>Students new to the university</td>
<td>7</td>
</tr>
<tr>
<td>Students from other university programs</td>
<td>0</td>
</tr>
<tr>
<td>=Total students in the program at the site</td>
<td>7</td>
</tr>
<tr>
<td>Program credit hours (major courses)**</td>
<td>210</td>
</tr>
<tr>
<td>Graduates</td>
<td>7</td>
</tr>
</tbody>
</table>

*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.

Because the program is relatively new, we expect to see growth in enrollment. On a recent survey of needs, 92 potential students responded indicating they would be interested in pursuing advanced degree work in Culturally Responsive Teaching (CLD) and the majority preferred online delivery of coursework. Therefore we expect to see new students enrolling in the program.

4. What is the perceived impact of this request on existing programs in the Regental system?

Because we are developing a fast track program to attract our own students, and we are currently offering many of the courses as face to face or hybrid delivery, we expect little impact to other programs in the Regental system. Students who are currently in our program will benefit from the option of completing the full program on-line.

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.

<table>
<thead>
<tr>
<th>-ELED, M.A. with specialization in Culturally &amp; Linguistically Diverse (CLD) Learners</th>
<th>Required Courses</th>
<th>Elective Courses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours currently available from this university at this site</td>
<td>27</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Credit hours currently available from other universities available at this site</td>
<td>27</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Credit hours currently available via distance</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Credit hours new to this university</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

AAC Form 2.11 – New Site Request
(Last Revised 05/2019 )
Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED/SEED</td>
<td>562</td>
<td>Teaching English as a New Language</td>
</tr>
<tr>
<td>ELED/SEED</td>
<td>570</td>
<td>P-12 Literacy Methods for ELLs</td>
</tr>
<tr>
<td>ELED/SEED</td>
<td>566</td>
<td>P-12 Curriculum, Instruction, &amp; Assessment for ELLs</td>
</tr>
<tr>
<td>ELED/SEED</td>
<td>564</td>
<td>Linguistics &amp; Language Acquisition for P-12 ELL Teachers</td>
</tr>
<tr>
<td>EDER</td>
<td>761</td>
<td>Graduate Research &amp; Design</td>
</tr>
<tr>
<td>ELED/SEED</td>
<td>783</td>
<td>Research &amp; Advocacy in Diverse Educational Contexts</td>
</tr>
<tr>
<td>ELED/SEED</td>
<td>776</td>
<td>Theory &amp; Pedagogy for Diverse Learners</td>
</tr>
<tr>
<td>ELED/SEED</td>
<td>778</td>
<td>Culturally &amp; Linguistically Responsive Assessment &amp; Evaluation</td>
</tr>
<tr>
<td>ELED/SEED</td>
<td>794</td>
<td>Practicum</td>
</tr>
</tbody>
</table>

Sub-total 27

Electives

<table>
<thead>
<tr>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language course (language other than English)*Unless completed at the</td>
<td>0-3*</td>
</tr>
<tr>
<td>undergraduate level or approved for a waiver based on bilingual identity</td>
<td></td>
</tr>
<tr>
<td>Elective approved by program advisor</td>
<td>0-3</td>
</tr>
</tbody>
</table>

Sub-total 3

Program Total 30

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 Curriculum and Instruction as well as Academic Affairs. Services will be similar to those provided for other online programs. Curriculum and Instruction 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.

The MA Elementary Education/Secondary Education Culturally and Linguistically Diverse Graduate Degree is offered through a combination of on-line, hybrid, and face-to-face delivery at USD. Offering it online requires no additional costs.

10. Additional Information: N/A
SUBJECT
New Site: USD – MA in Elementary Education with Specialization in Reading Specialist/Literacy Coach

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION
The University of South Dakota (USD) requests authorization to offer the MA in Elementary Education with specialization in Reading Specialist/Literacy Coach online.

Adding an online delivery format provides greater flexibility for students who are recruited into the program to complete the degree. Many of the students will be employed in rural areas, and in areas outside of South Dakota.

IMPACT AND RECOMMENDATION
USD currently offers many of the courses as face to face or through hybrid delivery and requests no additional resources to offer the programs online.

Black Hills State University offers a M.Ed. in Reading through online delivery. Because the USD Accelerated Program is expected to draw students enrolled in USD’s undergraduate program, USD does not anticipate impacting enrollment in BHSU’s program.

ATTACHMENTS
Attachment I – New Site Request Form: USD MA in Elementary Education with Specialization in Reading Specialist/Literacy Coach

DRAFT MOTION 20200804_4-E(5):
I move to approve USD’s proposal to offer the MA in Elementary Education with Specialization in Reading Specialist/Literacy Coach online.
1. What is the need for offering the program at the new physical site or through distance delivery?

This request augments the proposed curricular change leading to the approval of an accelerated option which allows advanced undergraduate students who have been admitted to the Master’s program to begin the M.A. in Elementary Education Reading Specialist/Literacy Coach option during their final year of undergraduate study (undergraduate students who qualify for and are admitted to the accelerated program may register for graduate level classes [500, 600, and 700] and these credit hours may apply to both undergraduate and graduate degree requirements). The intent of the accelerated program is to create a 30-credit degree with an accelerated track that allows seamless integration of students into a graduate degree program. The goal is to recruit USD students who are engaged in undergraduate studies into a graduate degree. Adding an online delivery format provides greater flexibility for students who are recruited into the program to complete the degree. Many of the students will be employed in rural areas, and in areas outside of South Dakota.

A recent needs survey of potential students conducted for the School of Education indicated more than 120 respondents would like to pursue advanced study in Reading/Literacy. The majority of respondents in the survey indicated a preference for online delivery of courses. They believe that they can more easily access the courses through distance delivery and prefer this modality.
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.

USD currently offers the MA in Elementary Education – Reading Specialist/Literacy Coach specialization as a combination of face-to-face, hybrid, and on-line delivery. USD is proposing an accelerated graduate degree program.

Blackhills State University offers a M.Ed. in Reading through online delivery. Because the USD Accelerated Program is recruiting from students enrolled in USD’s undergraduate program there should not be an impact on BHSU’s 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.

Because the accelerated program is new, we expect to see growth in enrollment. More than 120 potential students responded to a needs survey indicating they would be interested in pursuing advanced degree work in Reading/Literacy and students currently enrolled in undergraduate reading education courses indicated they would be interested in the accelerated program. Therefore we expect to see growth in USD students enrolling in the program.

<table>
<thead>
<tr>
<th>Fiscal Years*</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students new to the university</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Students from other university programs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>=Total students in the program at the site</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Program credit hours (major courses)**</td>
<td>210</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Graduates</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

*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?

Because we currently offer many of the courses as on-line, we expect little impact to other programs in the Regental system. Students who are currently in our program will benefit from the option of completing the full program on-line.

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.

<table>
<thead>
<tr>
<th>Elementary Education, M.A.</th>
<th>Credit hours</th>
<th>Credit hours currently available from this university at this site</th>
<th>Credit hours currently available from other universities available at this site</th>
<th>Credit hours currently available via distance</th>
<th>Credit hours new to this university</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Reading Specialist/Literacy Coach, Plan A and B (non-thesis)</td>
<td>Required Courses</td>
<td>19</td>
<td>19</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives or Minor</td>
<td>11</td>
<td>11</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Program Forms: New Site Request Form (Last Revised 05/2017)
Masters of Science Degree – Elementary Education- Reading Specialist/Literacy Coach Accelerated

<table>
<thead>
<tr>
<th>Major Area Coursework</th>
<th>Cr Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 752 Reading/Literacy Program Leadership and Change</td>
<td>3</td>
</tr>
<tr>
<td>ELED 757 Assessment of and Interventions for Struggling and Dyslexic Readers</td>
<td>3</td>
</tr>
<tr>
<td>ELED 781 Theoretical Foundations of Literacy and Dyslexia</td>
<td>3</td>
</tr>
<tr>
<td>ELED or SEED 794 Internship</td>
<td>3</td>
</tr>
<tr>
<td>ELED or SEED 795 Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EDER 761 Graduate Research &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>ELED 792 Research Topics –Advanced Readings</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective with approval of Advisor Students who have not completed graduate level middle level reading (MLED 560) or secondary reading methods courses (SEED 550) will be required to take one of them as an elective. Students who have completed either MLED 560 or SEED 550 will enroll in an elective approved by the advisor.</td>
<td>3</td>
</tr>
<tr>
<td>ELED or SEED 688 Student Teaching Or Electives approved by the advisor (student may also take Plan A Thesis in these credit hours)</td>
<td>8</td>
</tr>
</tbody>
</table>

Students who have not completed SEED 550 7-12 Reading and Content Literacy or its equivalent, or MLED 560 or its equivalent, will be required to select one of the two courses as an elective.

Students who have completed SEED 550 or MLED 560 while completing their undergraduate degree may count one of these on their Master’s degree.

| Total | 30 |

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 Curriculum and Instruction as well as Academic Affairs. Services will be similar to those provided for other online programs. Curriculum and Instruction 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.**

   The MA Elementary Education- Reading Specialist/Literacy Coach Degree is offered through a combination of on-line, hybrid, and face-to-face delivery at USD. Offering it online requires no additional costs.

10. **Additional Information: N/A**
From: Freeburg, Beth M  
Sent: Monday, June 15, 2020 10:04 AM  
To: Crawford, Chris <chris.crawford@bhsu.edu>  
Cc: Hackemer, Kurt <Kurt.Hackemer@usd.edu>; Leitru, Tammy R <Tammy.Leitru@usd.edu>; Lien, Joelle <joelle.lien@sdbor.edu>  
Subject: USD- MA in ELED with specialization in Reading Specialist/Literacy Coach

Provost Crawford,

Hope all is well with you!  
USD will post the attached curriculum request to July AAC meeting. Please let me know if you have any concerns.

Thank you,
Beth

Elizabeth McKay Freeburg, Ed.S., Ph.D.  
Associate Provost and Graduate Dean  
University of South Dakota  
414 East Clark Street, Slagle Hall 102  
Vermillion, SD 57069  
(605) 658-3850| www.usd.edu  
Fax: (605)677-6651

WE ARE  
SOUTH DAKOTA  
www.WeAreSouthDakota.com
SUBJECT
New Site: USD – MA in Elementary Education and MA Secondary Education with Specialization in Science/Technology/Math

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION
The University of South Dakota (USD) requests authorization to offer the MA in Elementary/Secondary Education with specialization in Science/Technology/Math (STM) online.

There is a growing need for STM in the state of South Dakota and in the nation. Practicing teachers need to be prepared to teach the STM subjects in an integrative way given current trends in STM education. Additionally, 43 districts in South Dakota received a STM classroom innovation grant, which provides funding for teacher training and customized learning tools. The USD program will provide skills for integrating STM in these districts.

IMPACT AND RECOMMENDATION
The MA Elementary Education/Secondary Education Science, Technology, and Math Pedagogy Graduate Degree is offered through a combination of on-line, hybrid, and face-to-face delivery at USD. No additional costs will be incurred by offering it online.

USD expects little impact to other programs in the Regental system.

Board office staff recommends approval to offer the program online.

ATTACHMENTS
Attachment I – New Site Request Form: USD MA in Elementary-Secondary Education with Specialization in Science/Technology/Math

DRAFT MOTION 20200804_4-E(6):
I move to approve USD’s proposal to offer the MA in Elementary-Secondary Education with Specialization in Science, Technology, and Math online.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Site Request

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>University of South Dakota</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEGREE(S) AND PROGRAM:</td>
<td>Elementary Education MA with Science/Technology/Math specialization [UMA.ELE-SNM] and Secondary Education MA with Science/Technology/Math specialization [UMA.SED-SNM]</td>
</tr>
<tr>
<td>NEW SITE(S):¹</td>
<td>Online</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Summer 2020</td>
</tr>
<tr>
<td>CIP CODE:</td>
<td>13.0203</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>School of Education E2</td>
</tr>
</tbody>
</table>

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.

[Signature]
President of the University
6/16/2020
Date

1. What is the need for offering the program at the new physical site or through distance delivery?

Adding an online delivery format provides greater flexibility for working professionals pursuing a graduate study in rural areas, and in areas outside of South Dakota. A recent needs survey conducted for the School of Education indicated more than 100 respondents would like to pursue advanced study in STM and the majority of respondents would prefer online delivery of courses. It is clear that teachers, professors, administrators, and other potential stakeholders believe that they can more easily access the courses through distance delivery and prefer this modality. Because there is a shortage of prepared STM teachers in many rural areas in South Dakota and there is a shortage of teacher educators and other stakeholders with skill and knowledge of best practices in STM, on-line delivery of coursework is warranted to meet the needs of the field.

The graduate degree at USD offers coursework that helps the learner understand the history, research, and theory that form the foundation of best practices for science, technology and math pedagogy. There is a growing need for STM in the state of South Dakota and in the nation. Practicing teachers need to be prepared to teach the STM subjects in an integrative way given the current trends in STM education. Additionally, 43 districts in South Dakota received a STM classroom innovation grant which provides funding for teacher training and customized learning tools. The USD program would provide stakeholders in these schools the effective skills for integrating STM into their districts. Offering this degree in an online format will allow USD to reach a much larger pool of potential students who are interested in advancing their knowledge and skill in this area.

¹ If the request is for a new physical location, include an address for the location. Delivery methods are defined in AAC Guideline 5.5.
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.

USD currently offers the MA in Elementary Education with a specialization in Science Technology Math and the MA in Secondary Education with a specialization in Science Technology Math as a combination of face-to-face, hybrid, and on-line delivery. The USD degree program focuses on history, foundations, trends, issues, research literature in the field, and designing projects and environments.

As evidenced by the following websites, SDSU (https://www.sdstate.edu/academics/graduate-professional-degrees), BHSU (https://www.sdstate.edu/academics/graduate-professional-degrees), and DSU (https://sgaes.desu.edu/) do not have Master's or Doctoral level programs similar to USD's STM focused MA.

NSU's STEM Certificate (http://catalog.northern.edu/preview_program.php?catoid=11&poid=2726) is geared to give K-12 teachers a set of five courses which focus on digital technology, the overlap of math and engineering looked at through applications, and science applications in STEM. The courses in NSU's certificate appear to have different foci than USD's focus on STM which prepares graduates to teach the STM subjects in an integrative way. STM is an intentional integration of content, pedagogy/practice, and technology. USD's ELED/SEED-STM graduate degree provides teachers with the knowledge, understandings, skills, and tools to design and develop projects and environments which are truly integrative. These courses are built on the history, foundations, trends, issues and current research in STM education. It is an intensive program designed to prepare professionals as researchers, teacher educators, researcher-practitioners, and education specialists. Due to these differences in foci, it would appear that each program would attract slightly different students into their programs.

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.

<table>
<thead>
<tr>
<th>Fiscal Years*</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students new to the university</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Students from other university programs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>=Total students in the program at the site</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Program credit hours (major courses)**</td>
<td>210</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Graduates</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

*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.

Because the program is relatively new, we expect to see growth in enrollment. More than 100 potential students responded to a needs survey indicating they would be interested in pursuing advanced degree work in STM-Pedagogy and the majority preferred online delivery of coursework. Therefore we expect to see new students enrolling in the program.
4. What is the perceived impact of this request on existing programs in the Regental system? Because we currently offer many of the courses as on-line, we expect little impact to other programs in the Regental system. Students who are currently in our program will benefit from the option of completing the full program on-line.

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.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit hours</th>
<th>Credit hours currently available from this university at this site</th>
<th>Credit hours currently available from other universities available at this site</th>
<th>Credit hours new to this university</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Electives or Minor</td>
<td>12</td>
<td>12</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>30</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

Existing Curriculum

Elementary Education MA with Science/Technology/Math specialization [UMA.ELE-SNM]

And

Secondary Education MA with Science/Technology/Math specialization [UMA.SED-SNM]

<table>
<thead>
<tr>
<th>Pref.</th>
<th>Num.</th>
<th>Title</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDER</td>
<td>Graduate Research &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELED/SEED</td>
<td>STEM Methods I: History, Foundations, Trends and Issues of STEM</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELED/SEED</td>
<td>STEM Methods II: Research Literature in STEM Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELED/SEED</td>
<td>Designing Projects and Environments in STEM Educ.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELED/SEED</td>
<td>Research Based Methods in C&amp;I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELED/SEED</td>
<td>Practicum</td>
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</tr>
<tr>
<td></td>
<td></td>
<td><strong>Subtotal:</strong> 18</td>
<td></td>
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</table>

Electives:

<table>
<thead>
<tr>
<th>Pref.</th>
<th>Num.</th>
<th>Title</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELED/SEED</td>
<td>Technology Integration for Effective Instruction</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELED/SEED</td>
<td>Theory &amp; Pedagogy for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LT</td>
<td>Instructional Technologies for Active Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LT</td>
<td>Systematic Design of Instruction</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LT</td>
<td>Multimedia Production</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>TET</td>
<td>Emerging Technologies in Teaching and Training</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Also accepted:</strong> Any graduate level math and science courses will be accepted should the students be qualified and interested to take such courses</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Note:</strong> Plan A (thesis) also available. Four credit hours of thesis are required in lieu of an elective.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sub-total</strong> 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Hours Required</strong> 30</td>
<td></td>
</tr>
</tbody>
</table>

2000

*Program Forms: New Site Request Form (Last Revised 05/2017)*
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 Curriculum and Instruction as well as Academic Affairs. Services will be similar to those provided for other online programs. Curriculum and Instruction 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.

The MA Elementary Education/Secondary Education Science, Technology, and Math Pedagogy Graduate Degree is offered through a combination of on-line, hybrid, and face-to-face delivery at USD. Offering it online requires no additional costs.

10. Additional Information: N/A
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – F
DATE: August 4-5, 2020

******************************************************************************

SUBJECT
AAC Guideline 7.1 – Dual / Concurrent Credit Administration Guidelines

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:3 – System Undergraduate Admissions
AAC Guideline 7.1 – Dual / Concurrent Credit Administration Guidelines

BACKGROUND / DISCUSSION
At the April AAC meeting, as well as the May AAC meeting, revisions to the Dual Credit Guidelines were discussed and approved, which dealt with the passage of SB 142. The bill would not allow students who either fail or withdraw from a course to participate in the HSDC program going forward without showing good cause, or without repeating the course in which they earned a “F” or “W” at the full tuition rate.

IMPACT AND RECOMMENDATION
Since the last AAC meeting, BOTE took revisions back to their institutions, and received further feedback that led to some changes to the guidelines in Section 4.4.2. We had planned to take these Guidelines to the June Board meeting, but were forced to pull them at the last minute due to the feedback received. When drafting the joint policy between BOTE and BOR (Attachment II), which has been incorporated into AAC Guideline 7.1, it was determined that each system could make additional guidelines for their own system as long as they stay within the parameters of the joint policy.

For instance, the joint policy describes that “good cause may be shown through demonstrating an extenuating circumstance which led the student to withdraw or fail the course.” In addition, BOR would like to keep a clause that allows good cause to be shown through having a GPA of 2.5 or higher, as we will easily be able to regulate that list. BOTE was going to have a more difficult time with that provision, as their schools do not have a shared student information system, and therefore, can’t easily share grades or GPAs. While BOTE was supported of BOR keeping the provision, it was elected to remove that provision from the shared policy.

(Continued)

******************************************************************************

DRAFT MOTION 20200804_4-F:
I move to approve the updated version of AAC Guideline 7.1 – Dual / Concurrent Credit Administration Guidelines, as presented in Attachment I.
In addition, the shared policy had previously stated that students showing good cause through GPA, or students who repeat the course at the full HSDC tuition rate by paying DOE’s portion may only earn their way back into the program once by using each method. During discussions with BOTE, it was agreed that the tracking system involved in actually administering this portion of the guidelines would be extremely burdensome, and the policy would really only concern a handful of students. It was determined that those sections should be removed, therefore creating a broader policy that eliminates work at the campus level. Should students earning W or F, getting back into the program, and earning yet another W or F prove to be a larger issue as we move forward in the program, BOR & BOTE will revisit the policy.

BOTE has approved this policy at their June Board meeting, and therefore, no additional revisions are anticipated. This item will be brought to the August (or possibly July) Board meeting before posting.

ATTACHMENTS
Attachment I – AAC Guideline 7.1 – Dual / Concurrent Credit Administration Guidelines
Attachment II – Joint BOTE & BOR Policy Agreement
1. Policy Overview & Background

1.1. Dual or Concurrent Enrollment credit represents an opportunity for high school students who meet the established admissions standards to enroll in public postsecondary institutions and simultaneously earning credits for both their high school diploma and their postsecondary degree or certificate. The program and admission requirements established in these guidelines are in place to ensure that students who enroll are prepared to do college-level work in fields of study used to meet future postsecondary degree requirements. Generally, most Regental institution credits are transferrable among all Regental institutions and other Regionally Accredited institutions.  

2. Definitions

2.1. Dual Credit: College credit earned by a high school student who enrolls in a course offered by a postsecondary institution. The grade earned in the course is transcripted by the postsecondary institution and placed on the student’s official high school transcript.

2.2. Concurrent Enrollment: College credit earned by a high school student who enrolls in a course that is offered through his/her school district and taught by school district personnel.

2.3. Junior: Any student enrolled in his/her third year of high school, or home schooled student whose high school class is within two years of graduating. The start of the junior year begins in the Fall of each academic year.

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1 Each student is responsible for verifying transferability of credits to non-Regental institutions and should consult with the appropriate staff at the home institution to evaluate whether coursework completed can be used to fulfill the degree requirements for his/her intended field of study.
2.4. **Rising Scholar**: Concurrent credit program offered in the Regental system to support high school based dual credit courses taught by qualified high school teachers at a third-party (reduced) tuition rate.

2.5. **Senior**: Any student enrolled in his/her fourth year of high school, or a home schooled student whose high school class is within one year of graduating. The senior year ends at the conclusion of the Spring term following high school graduation.

2.6. **Non-Degree Seeking Enrollment**: High school students who do not meet eligibility requirements for the High School Dual Credit or Concurrent Enrollment programs as outlined in Section 3 of these guidelines, may enroll in coursework through SDBOR institutions consistent with SDCL § 13-28-37. Any such student must be admitted as a Non-degree Seeking student as outlined in Section 10 of the SDBOR Policy 2:3 System Undergraduate Admission. The student shall be assessed full tuition, and all applicable general activity fees, and discipline fees as approved by the Board of Regents. All coursework completed will be transcripted by the Regental institution delivering the course, and school districts have final authority for whether credit will be transcripted in accordance with their local policies.

3. **Student Eligibility Requirements**

For the three distinct programs referenced in these guidelines, students must meet the criteria below to participate.

3.1. **High school junior eligible to enroll in a high school in South Dakota who meets one of the following requirements:**
   
   a) earn an ACT composite score of 24 reflective of the 70% percentile; or
   
   b) rank in upper one-third of their graduating class; or
   
   c) earn a cumulative GPA of at least 3.50 on a 4.0 scale;

3.2. **High school senior eligible to enroll in a high school in South Dakota who meets one of the following requirements:**
   
   a) earn an ACT composite score of 21 reflective of the 50% percentile; or
   
   b) rank in the upper one-half of their graduating class; or
   
   c) earn a cumulative GPA of at least 3.25 on a 4.0 scale;

3.3. **High School junior or senior eligible to enroll in a high school in South Dakota who meets all of the following Undergraduate admissions requirements:**
   
   a) ACT score of 18 (or 21 for USD & SDSM&T); and
   
   b) Successful completion of coursework Requirements
      
      - Four Years of English
      - Three years of advanced mathematics
      - Three years of laboratory science
      - Three years of social studies
      - One year of fine arts
3.4. High School junior or senior eligible to enroll in a high school in South Dakota who meet the benchmark scores on one of the assessments listed below:

   a) Smarter Balanced – Score Level 3 or higher on the English Language Arts AND Mathematics 11th Grade Assessments.

   b) 10th Grade ACT Aspire Summative Assessment – (Score 434 or higher)

   c) ACCUPLACER Classic (Sentence Skills – Score 86 or higher AND Elementary Algebra – Score 76 or higher)2

   d) ACCUPLACER Next Generation3 (QAS – Score 255 or higher AND Writing Score 263 or higher)

4. South Dakota High School Dual Credit

4.1. Program Overview: During the 2014 South Dakota legislative session, the legislature appropriated base funding to the South Dakota Department of Education (SDDOE) to support the South Dakota High School Dual Credit (HSDC) program. Through this program, participating institutions provide eligible high school students with dual credit courses offered by the postsecondary institution’s faculty members, are governed by the postsecondary institution’s policies and follow the postsecondary institution’s established processes for admissions, registration, billing and grade reporting. The student’s home school district must agree to record dual credit coursework on the student’s transcript and use it to calculate academic standing.

4.2. Student Eligibility Requirements

To participate in the HSDC program, students must meet one of the requirements in Section 3 of these guidelines.

4.2.1. Home School Students

4.2.1.1. Students receiving education opportunities through alternative education are eligible to participate if the sponsoring parent has signed an MOU with SDDOE. These students can only qualify for the program by taking the ACT, ACT Aspire, or ACCUPLACER exams, and must receive the specified scores listed under either Section 3 or 4.2 of these guidelines.

4.2.2. Foreign Exchange Student Eligibility

4.2.2.1. Students who are classified as J-1 Secondary School Student Program participants or J-1 High School Exchange students, and enrolled at public, private or Bureau of Indian Education (BIE) school districts in South Dakota are eligible to participate if the districts that have a signed MOU with the SDDOE.

4.2.2.2. Enrollment eligibility is restricted to no more than two courses per term, and school district personnel are required to notify the student’s program sponsor regarding the postsecondary enrollment.4

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2 In order to be admitted to the program through the ACCUPLACER Exam, students must take both the Sentence Skills and Elementary Algebra exams and meet the required scores. These exams cannot be mixed and matched with other parts of the first three sections of admissions criteria.

3 To be used after January 28, 2019.

4.3. School District & Home School Eligibility

4.3.1. Students enrolled at public, private or Bureau of Indian Education (BIE) school districts in South Dakota are eligible to participate if the districts have a signed Memorandum of Understanding (MOU) with the South Dakota Department of Education (SDDOE).

4.3.2. Non-resident students enrolled in an eligible South Dakota school district may enroll in HSDC coursework if approved by their local high school administrator.

4.3.3. Students receiving education opportunities through alternative education are eligible to participate if the sponsoring parent has signed an MOU with the SDDOE.

4.3.4. MOUs must be signed with SDDOE on an annual basis to participate each academic year. New MOUs are available prior to the start of each Fall semester, and must be signed to participate during the new academic year. If an MOU for the current academic year is not received by DOE from the school district prior to the add/drop date for the semester, students from that school district will be administratively dropped from any courses they are enrolled in.

4.4. Continuing Eligibility:

4.4.1. Students must meet satisfactory academic progress in all HSDC or concurrent coursework credit to maintain eligibility in the program.

4.4.1.1. A HSDC or concurrent credit student with a cumulative grade point average of 2.0 or better is considered to be in good academic standing.

4.4.1.2. If a student’s cumulative grade point average for all earned credit in HSDC or concurrent credit coursework falls below 2.0 in any given term, the student will be placed on suspension from HSDC or concurrent credit coursework for the following term (reflecting Fall and Spring semesters only).

4.4.2. Per SDCL § 13-28-37.1, any student who earns a “W” or an “F” in any given term shall be denied any future enrollment unless they are able to show good cause through one of the following criteria:

4.4.2.1. Have a minimum, cumulative GPA of 2.5 in all prior HSDC coursework.

4.4.2.2. The student experienced extenuating circumstances beyond his or her control that contributed to the “W” of “F” grade. These extenuating circumstances may include, but are not limited to: illness, injury, an illness or death in the family, or unusual academic circumstances.

4.4.2.2.1. Students wishing to receive an exception for good cause may complete an Eligibility Exemption Form and submit it to the HSDC contact at the institution where they received the “W” or “F” grade. Upon making a determination, the institution will forward the completed form to the institution(s) the student is planning to enroll at, as necessary.

2015. “J-1 Secondary School Student Program participants taking college courses, as long as the J-1 high school exchange student is actively participating and doing well in his/her secondary school student program, he/she may take college courses for college credit. The J-1 high school exchange student should contact his/her program sponsor to discuss the student’s wish to take college courses.”
4.4.2.3. A student who earns a “W” or an “F” who cannot show good cause through the criteria above may continue in the program, but must first successfully repeat the course(s) in which they earned a “W” or an “F” at the full HSDC tuition rate. The full HSDC tuition rate includes both the student portion of the tuition, as well as the portion typically paid for by DOE.

4.4.2.3.1. Students who want to continue by paying the full HSDC tuition rate may fill out an Eligibility Exemption Form and submit it to the HSDC contact at the institution where they plan to enroll the following semester.

4.4.2.4. A student may appeal the decision of the institution regarding good cause to the High School Dual Credit Joint Appeals Panel, consisting of a representative from SDBOR, the Board of Technical Education, and the Department of Education. The Panel will make a final determination as to whether the student showed good cause.

4.5. Enrollment Requirements

4.5.1. Eligible students may enroll in approved courses once approval is gained from the designated high school/home school administrator. The designated administrator is responsible for ensuring that all students approved to enroll have met the Eligibility Criteria outline in these guidelines.

4.5.2. For the Fall and Spring terms, students may enroll in available courses until the Close of Business on the first day of each term. Applications that are received after this time shall not be processed unless the student has submitted their application on time, but it is missing required materials that needs to be provided by the designated high school representative (transcripts, ACT scores, etc.). In such situations during the Fall and Spring semesters, the school district will be allowed to submit those supplemental documents until 5pm on the third day of classes for the term, and enrollment by a Regental institution will be allowed. During the summer semester, all materials must be received by the Close of Business on the first day of the summer session being registered for, due to the shorter length of summer terms and the compressed nature of the curriculum.

4.5.3. Students wishing to add courses after they are enrolled may do so until 5pm on the third day of classes by using the add/drop form and submitting it to the campus contacts. Students wishing to drop a course and add another may work with the dual credit campus contact, as students may be able to switch courses until the traditional add/drop date with the approval of faculty for the course they wish to add. Students may drop courses until the traditional add/drop date. Multiple terms are offered during the Summer session at each Regental institution, and students may enroll in available courses until the Close of Business on the first day of each respective term. Applications that are received after this time shall not be processed.

4.5.4. Enrollments are on a first-come first-serve basis and demonstrating interest in a course does not ensure enrollment. Students/administrators are encouraged to submit enrollment materials once registration begins.
4.5.5. Students are not eligible to audit courses through the HSDC program. Course credit must be earned in order to be eligible for the reduced tuition rate approved by the Department of Education.

4.5.6. Students who enroll in online courses through this program that do not have a face-to-face requirement are waived from having to fulfill the immunization requirements as outlined in Board of Regents Policy 2:3 – System Undergraduate Admission.\(^5\)

4.6. Course Eligibility

4.6.1. All HSDC courses must be approved by the Board of Regents and included in the Academic Affairs Council guidelines for meeting System Graduation Requirements.

4.6.1.1. Remedial courses may not be offered as part of the HSDC program.

4.6.2. Students enrolling in MATH 114 (or higher) or ENGL 101 (or higher) must meet placement requirements established in Board of Regents Policy 2:7 – Baccalaureate General Education Curriculum and the English and Mathematics Placement Guidelines. Degree seeking students are allowed to challenge on the ACCUPULACER only one time after being classified as a “student” in the Regental system. High School Students may challenge using the ACCULACER one time per semester (Summer, Fall, Spring) prior to high school graduation.

4.6.3. Student enrollment is limited to no more than 10 credit hours in any given academic term. Waivers to exceed this credit hour threshold may be approved by the institutional dual credit contacts with verification that the student has participated in prior dual credit or concurrent credit activities, and that:

4.6.3.1. All credit hours attempted through the HSDC or concurrent enrollment programs must have been completed with a “B” or higher; OR,

4.6.3.2. The student has a 3.0 cumulative GPA in all HSDC or concurrent enrollment coursework.

4.6.4. Each South Dakota Board of Regents (BOR) Institution must submit a detailed list of all courses to be included in the HSDC program to the System Vice President for Academic Affairs no later than 30 days prior to the last day of preregistration for the term courses will be delivered. This list also must be uploaded by each campus to the Department of Education Dual Credit Dashboard. The course list must include:

- a. Semester
- b. Institution
- c. Subject
- d. Subject Description
- e. Course Number
- f. Course Level (100 or 200)
- g. Section Number
- h. Course Title

\(^5\) SDCL 13-53-47 specifies that students enrolled in postsecondary institutions in the state after July 1, 2008 must provide the appropriate immunization documentation. Board of Regents Policy further defines “student” to include those “who meet face-to-face at least once per week to receive instruction.”
i. Location
j. Day
k. Meeting Time
l. 5-Digit Course Number
m. Credits
n. Notes
o. Prerequisite (Yes/No)
p. Start Date/End Date

4.6.5. Designated Points of Contact at each BOR institution are responsible for creating reduced tuition campus enrollment courses and cross listing with the appropriate face-to-face or online sections. To standardize reduced tuition campus enrollment, course numbering BOR institutions shall use the following schema:

a. BHSU BRC00
b. DSU DRC00
c. NSU NRC00
d. SDSM&T MRC00
e. SDSU SRC00
f. USD URC00

4.7. Tuition & Fees

4.7.1. Students enrolled through the HSDC program receive a reduced tuition rate, which is one-third of the reduced rate of the course as established by the Board of Regents in its Tuition and Fee Schedule.

4.7.2. No additional course level fees (e.g., lab fee, program fee, discipline fee, laptop fee, delivery fee, etc.) may be assessed to students enrolled in the HSDC program. The e-text fee may be assessed to those students if this is a requirement for the course.

4.7.3. Students shall cover all instructional costs associated with the courses they are enrolled in each semester including but not limited to course materials, texts, and related instructional supplies. The student is ultimately responsible for obtaining all required textbooks and supplies necessary to complete the course.

4.7.4. The SDDOE will reimburse the BOR institutions at two times the rate established in the BOR Tuition and Fee Schedule. This rate will be prorated per Board of Regents Policy for those courses resulting in “W” grades for students prior to the 60% date established in the academic calendar.

4.7.5. Students who fail or withdraw from a course without good cause, and who want to continue in the HSDC program may pay SDDOE’s portion of the reduced tuition rate to retake the course the student withdrew from or failed at the full HSDC tuition rate.

4.8. Reporting Requirements

4.8.1. One week after the completion of 60% of the semester, the Board of Regents will supply the SDDOE with a complete list of all students and the following data elements:

a. Student Last Name
b. Student Middle Initial
c. Student First Name
d. Date of Birth

e. Academic Status

f. Ethnicity

g. School District

h. Home Institution

i. Course Name

j. Credit Hours Attempted

k. Sponsored Amount

4.8.2. After the posting of final grades the BOR will supply the SDDOE with the academic performance for all participating HSDC students.

4.8.3. Home institutions will provide the academic performance of all school district students two weeks following the submission of final grades by university faculty. Grade reports are provided to the designated school district personnel.

4.8.3.1. Grade reports to the districts shall include individual grade reports for each student participating in the HSDC program. District level grade reports that include a listing of all grade assignments for district students may be provided at the request of the district.

4.8.3.2. All formal grade reporting shall be distributed through the formal mail process. Email distribution through unsecure delivery methods is not allowed.

5. Concurrent Enrollment

5.1. Program Overview

Concurrent enrollment courses provide high school students the opportunity to take college-credit bearing courses taught by college-approved high school teachers. Postsecondary institutions partner with local school districts and use qualified staff to deliver coursework to students who are prepared to complete college-level work. The expectation for coursework completed through concurrent credit opportunities is that the courses cover the material and content at the same level required for the same course offered at the postsecondary institution, and students are held to the same college-level standards.

5.2. Eligibility Criteria

5.2.1. Student Eligibility

Students participating in Concurrent Credit must meet one of the eligibility criteria as specified in Section 3 of these guidelines.

5.2.2. Postsecondary Institution Eligibility

5.2.2.1. General Approval

5.2.2.1.1. Credit may be granted to students enrolled in concurrent credit offered through postsecondary institutions who are accredited through the National Alliance of Concurrent Enrollment Partnerships (NACEP). OR
5.2.2.1.2. Credit may be granted to students enrolled in concurrent credit offered through postsecondary institutions who manage their programs using the standards (see Appendix B) established by NACEP.

5.2.2.2. Formal Approval

5.2.2.2.1. Regental institutions offering concurrent credit to local school districts must comply with the requirements set forth in these guidelines.

5.2.2.2.2. Interested systems/institutions may also establish formal agreements with the South Dakota Board of Regents for concurrent-credit coursework to be accepted (see Appendix C).

5.2.2.3. Standards

5.2.2.3.1. Instructor of Record: The high school-based concurrent enrollment course must be taught by a high school teacher who has been approved by the postsecondary institution and who meets the standards used by the institution to hire adjuncts in the discipline. While a Master’s degree in the subject/discipline teaching is preferred, faculty typically must have a Master’s degree with 18 graduate hours in the subject discipline/taught.

5.2.2.3.2. Faculty Mentor: A faculty member in the discipline of the course from the credit granting university is assigned to and actively engaged as a mentor for the high school teacher.

5.2.2.3.3. Course Content: The course syllabus is developed by the faculty of the institution granting credit. College courses require a minimum of 15 class hours (one hour equals 50 minutes) of class time for each semester credit hour. Additional class hours for science laboratories must be specified.

5.2.2.3.4. Assessment: The preferred validation of student learning in the high school-based dual enrollment course for the Regental system is through the use of the national AP or CLEP exam instruments. An acceptable alternative is a student evaluation and assessment system developed jointly by the discipline faculty of the university and the high school teacher. Under this arrangement high school students are expected to demonstrate the same mastery of the college course as is required of college students who take the course on campus.

5.2.3. Course/Section Eligibility: All students in a concurrent enrollment course should be enrolled for college credit. However, since meeting this standard is a problem for the state’s smaller school districts, at a minimum more than 50% of the students in a high school-based dual enrollment course must be enrolled for college credit.

5.3. Tuition & Fees

5.3.1. Externally Sponsored Tuition Rate

5.3.1.1. The use of the externally-supported tuition rate is controlled by Board of Regents Policy 2:13 – Third Party Requests for Academic Credit and Board
Policy 5:5:3 – Tuition and Fees: Special Course Types and requires approval by the System Vice President for Academic Affairs.

5.3.1.2. Students enrolled in concurrent credit coursework offered through the Externally Supported tuition receive a reduced rate of $40 per credit hour.

5.3.2. Course Materials & Lab Fees

5.3.2.1. Students are expected to cover all instructional costs associated with the courses they are enrolled in each semester including but not limited to course materials, texts, and related instructional supplies. The student is ultimately responsible for obtaining all required textbooks and supplies necessary to complete the course.

5.3.2.2. The textbooks for students participating in concurrent enrollment course(s) may be provided by the high school per local school/school district policy.

5.3.2.3. No additional course level fees (e.g., lab fee, program fee, discipline fee, laptop fee, delivery fee, etc.) may be assessed to students enrolled in concurrent enrollment coursework.

5.4. Reporting Requirements: Each Regental institution offering concurrent enrollment courses in a given term must submit a list of courses to the System Vice President of Academic Affairs at the end of each semester. Each course list must include student grade performance.

5.5. Immunization: Students who enroll in concurrent credit courses that are delivered at a designated school district location and that include only students from the district are waived from having to fulfill the immunization requirements as outlined in Board of Regents Policy 2:3 System Undergraduate Admission. Participating in concurrent credit through the Regental system does not waive the immunization requirement for students who may enroll as degree seeking students at a future date.

6. In-District Delivery

6.1. Program Overview

Individual sections of university courses may be offered in school districts by university faculty at the same rate as the High School Dual Credit program. These sections may restrict enrollments to only high school students enrolled at with the school district at the point of registration.

6.2. Student Eligibility

Students participating in Concurrent Credit must meet one of the eligibility criteria as specified in Section 3 of these guidelines.

6.3. District Participation Requirements

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6 Additional details regarding guidelines for a collaborative partnership between South Dakota Board of Regents and participating school districts are located at the end of the guidelines.
6.3.1. School Districts must meet the eligibility requirements outlined in Section 4 of these guidelines, and have a signed MOU with the SDDOE to participate in the High School Dual Credit program.

6.3.2. Participating school districts must enter into a partnership agreement with the Regental institution offering the courses for the term(s) during which dual credit coursework is offered (see Appendix D). These partnership agreements must be approved by the Board of Regents the term before course sections are offered at the participating school district.

6.3.2.1. South Dakota school districts have been assigned to a campus or university center for the purposes of In-District Delivery, based on the districts’ proximity to the campus or center location. These institutions are considered the “primary institution” for the purpose of In-District Delivery.

6.3.2.2. When geographic proximity does not present a clear primary institution, school districts shall have a secondary institution listed. Secondary institutions may only offer In-District delivery to a district by either 1) working through the primary institution to deliver the course, or 2) if the primary institution gives their permission for the secondary institution to offer the course independently.

6.3.2.3. An institution or center not listed as a primary or secondary institution may also be allowed to offer courses to districts they are not assigned to, but must go through the same process as secondary institutions for approval by the primary institution. A list of school districts with primary and secondary institutions is located in Appendix E of these guidelines.

6.3.3. In-district delivery shall only occur for sections with a minimum of 18 students. The school district shall be assessed the equivalent full HSDC tuition rate per student below the 18 student minimum.

6.3.4. Partnership agreements shall stipulate that the school districts will cover the tuition costs of participating students.

6.3.5. Additional courses beyond those approved by the Board of Regents to meet General Education Course requirements (see AAC General Education Guidelines) may be offered for in-district delivery. Any such courses shall be approved by the Board of Regents on a case-by-case basis.

6.4. In-District Delivery Approval

6.4.1. MOUs authorizing in-district delivery of dual credit are signed and approved by the Board of Regents.

6.4.2. To request authorization to deliver in-district delivery of dual credit, institutions shall work with the participating school district to complete an MOU (a sample MOU is provided in Appendix D). The System Vice President for Academic Affairs will review the proposed MOU for compliance with Board policies and AAC Guideline 7.1 prior to moving the MOU forward for to the system Academic Affairs Council and Board of Regents.
6.4.3. Requests to offer in-district delivery of dual credit shall directed to the System Vice President of Academic Affairs shall include a brief memorandum noting the specific names and numbers proposed courses to be offered.

6.4.4. If an institution requests to offer in-district delivery of dual credit is in a district assigned to CCSF in Appendix E, the accompanying memorandum identified in 6.4.3 shall include reference to permission from CCSF to offer the in-district delivery. A copy of the email granting such permission shall be forwarded to the System Vice President for Academic Affairs.

7. Campus Enrollment

7.1. High school juniors or seniors may enroll in regularly scheduled courses on campus, state sponsored centers, approved off campus locations, or online on a space available basis.

7.2. Students registering for campus enrollment courses must pay the respective full-tuition rate and applicable fees.

SOURCE:
BOR October 2011; BOR April 2015; AAC July 2015; AAC November 2015; AAC February 2016; AAC June 2016; AAC February 2017; May 2017 (Clerical); AAC August 2017; AAC November 2017; December 2017 (Clerical); AAC May 2018; AAC August 2018; AAC February 2019; AAC May 2019; June 2019 (Clerical); AAC November 2019; AAC April 2020; AAC May 2020.
Appendix A

Institutional Coding & Billing Requirements
South Dakota High School Dual Credit Program

1. Eligible Sections
   a. Coding of Sections
      i. HSDC – High School Dual Credit will be added on the SECT screen in field Course Types.

2. Billing Procedures
   a. Student Type
      i. Eligible students will be coded with a HSDC – High School Dual Credit student type. Each campus will need to establish procedures for coding the student type.
      ii. Student type will be treated as a special rate code. The student type will be dated for one term only (see colleague procedures for coding student type http://mytraining.sdbor.edu/resources/Colleague/AcademicRecords.pdf page 259).
   b. Tuition Table – A separate tuition table will bill the student type of HSDC.
      i. Student must have a student type of HSDC and an “R” resident status.
      ii. Sections with a course type of HSDC will be billed the High School Dual Credit rate of $145.
      iii. No fees (program fees or mandatory fees) will be charged on sections coded with a HSDC. The HSDC will have a separate RTRT table with will not bill lab fees or program fees to students with a student type of HSDC and a course type of HSDC. If the course type is not HSDC, the student will be billed the appropriate fees.
      iv. Sections without a course type of HSDC will be billed at the full resident rate with appropriate fees; if applicable.
   c. Start and End Dates
      i. Fall and Spring Semesters: The inputted start and end dates for Fall and Spring semesters will be the first and last days of the semester, as dictated by the academic calendar.
      ii. Summer Semesters: The inputted start and end dates for the summer semester will be the first and last days of the summer session the course takes place during.
d. Rate
   i. $145 Rate
      1. Student will be billed $145 per credit hour.
      2. Department of Education (DOE) sponsor will be added to credit the student for the
         $96.97 per credit hour.
      3. The SDBOR will bill the DOE for the balance in the DOE sponsor balance. This
         bill will be generated after the 60% date. The BOR will collect the revenue from
         DOE and distribute back to the campuses.

e. AR Codes
   i. Distribution – distributed as a State Tuition Rate (20% HEFF).
   ii. One AR code – not broken out by delivery method
      1. TUHSD – Tuition UG High School Dual Credit

f. NO new schedule types will be used for HSDC.

3. No Fees for Dual Credit sections
   a. No Lab fees – HSDC course types only.
   b. No program fees – HSDC course types only.
   c. E-text charges will be charged to HSDC courses.
      i. The student type HSDC will have a specific term rate table to bill high school dual credit
         students. Sections that are not coded with the course type of HSDC will be charged all
         applicable course, lab and program fees. Sections coded with a HSDC course type will not
         be charged lab or program fees. All students will have to pay the E-text charge, if
         applicable, to the course.

4. Sponsored billing
   a. The Business Office/Cashier’s office will be adding a sponsored billing for the DOE. Each campus
      will need to establish a process of informing the Business Office the students that need the sponsored
      billing. The following report will also provide the information:

      SELECT REG.AR.POSTING.ITEMS WITH RGARTERM EQ '2014SP'
      SELECT REG.AR.POSTING.ITEMS WITH D01.RGAR.LAST = '
      SELECT REG.AR.POSTING.ITEMS WITH RGARI.TUITION.AR.CODES EQ 'TUHSD'
      SAVE.LIST XXX
      GET.LIST XXX
Appendix B

National Alliance of Concurrent Enrollment Partnerships
Concurrent Enrollment Partnership Standards

I. Curriculum
   A. Courses administered through a Concurrent Enrollment Partnership (CEP) are college/university
catalogued courses with the same departmental designations, course descriptions, numbers, titles, and
credits.
   B. College/university courses administered through a CEP reflect the pedagogical, theoretical and
philosophical orientation of the sponsoring college/university departments.
   C. Faculty site visits ensure that college/university courses offered through the CEP are the same as the
courses offered on campus.

II. Faculty
   A. CEP instructors are approved by the respective college/university academic department and meet the
academic department’s requirements for teaching the college/university courses.
   B. The college/university provides new CEP instructors with discipline-specific training and orientation
regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and
administrative responsibilities and procedures prior to the instructor teaching the course.
   C. The CEP provides annual discipline-specific professional development activities and ongoing collegial
interaction to address course content, course delivery, assessment, evaluation, and/or research and
development in the field. The CEP ensures CEP instructor participation.
   D. CEP procedures address instructor non-compliance with college/university’s expectations for courses
offered through the CEP (for example, non-participation in CEP training and/or activities).

III. Student
   A. The college/university officially registers or admits CEP students as degree seeking, non-degree
seeking, or non-matriculated students of the college/university and records courses administered
through a CEP on official college/university transcripts.
   B. The CEP ensures its students meet the course prerequisites of the college/university.
   C. The CEP provides students and schools with a comprehensive publication that outlines rights and
responsibilities of enrolled college/university students.

IV. Assessment
   A. CEP students are held to the same standards of achievement as those expected of students in on campus
sections.
   B. The college/university ensures that CEP students are held to the same grading standards as those
expected of students in on campus sections.
   C. CEP students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as
students in on campus sections.

V. Program Evaluation
   A. The CEP conducts end-of-term student university/course evaluations for each course section offered
through the CEP.
   B. The CEP conducts an annual survey of CEP alumni who are one year out of high school. Survey
includes NACEP essential questions (additional questions may be used). Methodology includes one
follow-up contact with non-respondents. Qualified instructional evaluator/researcher collaborates
with the CEP to develop the survey and analyze the data.
   C. The CEP conducts a survey of CEP alumni who are four years out of high school at least once every
three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes on follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
   D. The CEP conducts surveys of participating high school instructors, principals and guidance counselors
at least once every three years. Survey includes NACEP essential questions (Additional questions
may be used). Methodology includes one follow-up contact with non-respondents. Qualified
institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
Appendix C

Agreement Between the
South Dakota Board of Regents and ______________ College/University
to Facilitate Transfer of College Credits Awarded
to High School Students Enrolled in High School-Based
Dual Enrollment Courses and Dual Credit Programs

Throughout the nation, it has become increasingly common to allow high school students to enroll in high school-based college-level courses offered by institutions of higher education. For the purposes of this agreement, such courses are called high school-based dual enrollment courses.

The South Dakota Board of Regents and ____________ College have entered into the present agreement to facilitate the transfer of credits earned in high school-based dual enrollment courses and dual credit programs specified below between institutions that each of the parties govern. The South Dakota Board of Regents and ____________ College agree that credits earned in high school-based dual enrollment courses will be accepted for transfer, so long as, but only if, each of the following criteria are satisfied, as determined by the institution accepting credit for transfer:

1. The high school-based dual enrollment course is taught by a high school faculty who meets one of the following criteria:
   - Master’s degree in the subject/discipline teaching,
   - Master’s degree with 18 graduate hours in the subject/discipline teaching

2. A faculty member in the discipline of the course from the credit granting college/university is assigned to and actively engaged as a mentor for the high school instructor.

3. The faculty of the institution granting credit developed the course syllabus. College courses require a minimum of 15 class hours (one hour equals 50 minutes) of class time for each semester credit hour. Additional class hours for science laboratories will be specified.

4. The preferred validation of student learning in the high school-based dual enrollment course for the Regental system is through the use of the national AP or CLEP exam instruments. An alternative is a student evaluation and assessment where there is joint responsibility of the discipline faculty of the institution granting credit and the high school teacher. Under this arrangement high school students are expected to demonstrate the same mastery of the college course as is required of college students who take the course on campus.

5. High school students must meet the criteria listed below in order to enroll.
   a. Students must be juniors or seniors who:
i. meet undergraduate admissions requirements (ACT or coursework); or

ii. if a high school senior, rank in the upper one-half of their class or score at or above the 50th percentile on a nationally standardized, norm-referenced test, such as the ACT or SAT; or

iii. if a high school junior, rank in the upper one-third of their class or score at or above the 70th percentile on a nationally standardized, norm-referenced test, such as the ACT or SAT; and

iv. students enrolling in math or English coursework will be expected to meet existing placement standards

b. Students must be admitted to the institution

6. All students in a dual enrollment course should be enrolled for college credit. However, since meeting this standard is a problem for smaller school districts, a minimum of 50% of the students in a high school-based dual enrollment course must be enrolled for college credit.

This agreement is in effect for the following specific College courses taught at the identified high schools (List may be attached): This list will be updated annually at the beginning of the fall term.

It is expected that any issues concerning the implementation of this agreement by either party will be communicated directly to the chief executive officer of the partner institution.

This agreement shall take effect upon approval of the parties and shall remain in effect until terminated by either party.

Approved this __________ day of ______________ 20__. 

________________________________________________________________________

Brian L. Maher <Insert Name>
Executive Director and CEO President
South Dakota Board of Regents <Insert Name of College>
Appendix D

MEMORANDUM OF UNDERSTANDING
South Dakota Board of Regents/Name of School District
(Month/Year)

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

1. Scope

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

2. Responsibilities

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

2.2 Development and coordination of course offerings
2.2.1 Institutional staff will serve as the point of contact for communications between the regental system office and the school district regarding course offerings, instructor assignments and schedule of classes.
2.2.2 Name of School District will propose course offerings for each semester, with the Institution determining the final schedule of course offerings in collaboration with the regental system office.

2.3 Scheduling and delivery of courses
2.3.1 The calendar and schedule for courses will align with the university calendar for each semester.
2.3.2 Course schedules must meet university accreditation requirements in regard to total hours of class time for the semester, as outlined in SDBOR Policy 2:32, Definition and Assignment of Credit Hours.
2.3.3 All courses will be taught by university personnel, to be approved by Name of University for each course.
2.4 Enrollment
2.4.1 The Name of University will determine the minimum/maximum enrollment for each course and the number of course sections offered each semester with input from Name of School District. However, guidelines and policies established by the Board of Regents require that in-district delivery shall only occur for sections with a minimum of 18 students; Name of School District shall be assessed the equivalent full HSDC tuition rate per student below the 18 student minimum.

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

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

Approved by:

Name of School District

Date

________________________________________________________

South Dakota Board of Regents

Date
### Appendix E

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<td>Yankton 63-3</td>
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Board of Regents & Board of Technical Education Joint Policy re: SB 142

As referenced, SB 142 requires the adoption of policy to ensure standardized implementation across the six public universities, four technical colleges, Boards of Regents and Technical Education System Offices, and the South Dakota Department of Education. The following policy¹ is recommended for adoption:

1. Per SDCL § 13-28-37.1, any student who earns a “W” or an “F” in any given term shall be denied any future enrollment unless he/she is able to demonstrate good cause or, at their own expense, successfully pass the course in which they withdrew or failed.

1.1. Good cause may be shown through demonstrating an extenuating circumstance which led the student to withdraw or fail the course(s).

1.2. A student who earns a “W” or an “F” and cannot demonstrate good cause may be reinstated into the HSDC program but must first successfully repeat the course(s) in which they earned a “W” or an “F” at the full HSDC tuition rate. The full HSDC tuition rate includes both the student portion of the tuition (1/3 of the full rate), as well as the portion typically paid for by the Department of Education (2/3 of the full rate).

1.3. Students wishing to continue in the program after receiving a “W” or “F” grade must first complete an Eligibility Exemption Form (EEF).

1.3.1. For students who wish to establish good cause through extenuating circumstances, they must submit the EEF to the institution they earned the “W” or “F” grade from, as that institution will determine good cause. Upon making a determination, the institution will forward the completed form to the institution(s) the student is planning to enroll at, as necessary.

1.3.2. For students who wish to continue at the full HSDC tuition rate, the EEF must be submitted to the campus they wish to enroll at.

1.3.3. A student may appeal the decision of the institution to the High School Dual Credit Joint Appeals Panel (Panel), consisting of a representative from SDBOR, the Board of Technical Education, and the Department of Education. The Panel will make a final determination as to whether the student showed good cause.

¹ The policy, if approved, will serve as shared guidance between the Boards of Regents and Technical Education. The policy has the flexibility to be supplemented with system-specific guidelines, as appropriate.
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

Consent

AGENDA ITEM: 4 – G (1)
DATE: August 4-5, 2020

******************************************************************************

SUBJECT
Articulation Agreements – DSU

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:27 – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION
BOR Policy 2:27 Program to Program Articulation Agreements 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 2:27, Dakota State University requests approval for the following articulation agreement:

- Students who have completed coursework in the Associate of Applied Sciences degree in Health Information Technology at Minnesota West Community and Technical College (MNWEST) can apply credit toward the Bachelor of Science degree in Health Information Administration at DSU.

Board staff recommends approval.

ATTACHMENTS
Attachment I – DSU Articulation Agreement: MNWEST

******************************************************************************

DRAFT MOTION 20200804_4-G(1):
I move to approve Dakota State University’s articulation agreement with Minnesota West Community and Technical College, as presented.
PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the

HEALTH INFORMATION TECHNOLOGY
Associate of Applied Sciences Degree Program

Towards the

HEALTH INFORMATION ADMINISTRATION MAJOR

Bachelor of Science in Health Information Administration Degree Program

Between

MINNESOTA WEST COMMUNITY AND TECHNICAL COLLEGE

and

DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are Minnesota West Community and Technical College (MNWEST) and Dakota State University (DSU).

II. Purpose

The purpose of this agreement is to:

A. Have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions’ programs;
B. Provide increased education opportunities for students from Minnesota, South Dakota and the region;
C. Extend and clarify educational opportunities for students;
D. Provide MNWEST students who have completed the A.A.S degree in Health Information Technology (Attachment A) an opportunity to earn a Bachelor of Science in Health Information Administration degree.

III. Academic Program

A. Upon successful completion of the major requirements specified in III. B below, Dakota State University will accept 38 major course credits from the MNWEST A.A.S. degree in Health Information Technology program. Students must successfully complete the A.A.S. degree in Health Information Technology from MNWEST prior to transferring to Dakota State University for the course credits to be accepted. General Education
coursework is in addition to the 38 major course credits. Students must meet all Board or Regents policies and university graduation requirements in order to receive a degree. The Bachelor of Science in Health Information Administration degree requires 120 credits. Course transfer comparison and distribution is shown in Attachment B.

B. Requirements to be completed at Dakota State University to earn a Bachelor of Science in Health Information Administration degree are outlined below. Degree residency requirements must be met including the following (see BOR Policy 2:29):
   1. A minimum of 30 credit hours must be earned at DSU.
   2. A minimum of 15 of the last 30 credit hours must be earned at DSU.
   3. At least 50% of HIM major courses must be completed at DSU.

**DSU Health Information Administration Course Requirements: 38 credits**

BADM 220 Business Statistics (3 credits) or MATH 281 Introduction to Statistics (3 credits)  
BADM 344 Managerial Communications (3 credits) or ENGL 379 Technical Communication (3 credits)  
BIOL323 Human Anatomy & Physiology (4 credits) and BIOL 323L Human Anatomy & Physiology Lab (0 credits) OR BIOL 221 Human Anatomy (4 credits) AND BIOL 221L Human Anatomy Lab (0) AND BIOL 325 Physiology (4 credits) AND BIOL 325L Physiology Lab (0 credits)  
CIS 123 Problem Solving and Programming (3 credits) OR CIS 130 Visual Basic Programming (3 credits) OR CSC 150 Computer Science I (3 credits)  
ACCT 210 Principles of Accounting I (3 credits)  
CIS 208 Advanced Applications: Database (1 credit)  
CIS 338 Project Management (3 credits)  
HIM 360 Leadership and Strategic Management (4 credits)  
HIM 380 Healthcare Data Analysis (3 credits)  
HIM 450 Research in Health Information Administration (3 credits)  
HIM 444 Advanced Health Data Systems (3 credits)  
HIM 440 Healthcare Information Governance (2 credits)  
HIM 488 HIM Classrooms to HIM Careers (1 credits)  
HIM 485 Health Information Administration Supervised Professional Practice (2 credits)

C. Requirements that will be accepted as transfer credit from MNWEST to earn a Bachelor of Science in Health Information Administration degree are outlined below. Transfer courses in the Health Information Technology major must have a minimum grade of “C” or satisfactory.

**DSU credits accepted as transfer credits from MNWEST: 38 credits**

HIM 130 Basic Medical Terminology (2 credits)  
HIM 101 Health Information Management Profession (1 credit)  
HIM 150 Introduction to the Health Information Management (3 credits)  
CSC 105 Introduction to Computers (3 credits)  
HIM 169 Legal Aspects of Health Information Management I (1 credit)  
HIM 170 Legal Aspects of Health Information Management II (2 credits)  
HIM 225 Intro to Health Info Systems (3 credits)  
HIM 180 Fundamentals of Disease & Diagnosis Coding I (4 credits)  
HIM 285 Supervised Professional Practice (1 credit)
Requirements that will be accepted as transfer credit from MNWEST to earn a Bachelor of Science in Health Information Administration degree or can be completed at Dakota State University are outlined below.

**General Education/Institutional Graduation Requirement Courses: 30 credits**

The 30 credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. *Note: Transferable general education course credits can be completed at MNWEST.*

**Electives: 14 credits**

Electives including at least 5 credits at the 300-400 level to be completed at MNWEST or DSU to earn a Bachelor of Science in Health Information Administration degree.

**Total Requirements for Bachelor’s of Science in Health Information Administration Degree at Dakota State University**

DSU Course Requirements: 38 credits
MN West Transfer Course Requirements: 38 credits
General Education/Institutional Requirement Course Requirements: 30 credits
Electives: 14 credits
TOTAL: 120 Credits

**Additional requirements:**

1. Students must complete DSU’s online undergraduate admission process.
2. Students must successfully complete DSU’s HIA Admission interview process outlined in the undergraduate catalog.
3. Students must take DSU’s Exit Exam prior to graduation, as required of all students graduating with the BS.

**IV. Obligations**

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

**V. Modification**

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

**VI. Effective Date of Agreement:** Start Date of the Fall 2020 term at Minnesota
West Community and Technical College and Dakota State University. The agreement
applies to students who graduated from Minnesota West Community and Technical
College in 2020 and subsequent years.

**VII. Acceptance of Agreement:**

For Dakota State University:

_________________________________________ Date: ________________
Dr. James Moran
Provost and VP of Academic Affairs

For Minnesota West Community and Technical College:

_________________________________________ Date: ________________
Attachment A: Minnesota West Community and Technical College
Health Information Technology Program Course Listing 2019-2020
Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 69

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<td>HC 1151</td>
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<td><strong>Total Credits Fall - Year 1</strong></td>
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| **Spring Year 1** | | |
| MEDA 2135 | Pharmacology | 3 |
| HC 2120 | Disease Conditions | 3 |
| HIMC 2100 | Computer Health Information | 3 |
| HIMC 2110 | Management and Supervision of Healthcare | 3 |
| HIMC 1120 | ICD 10-PCS | 2 |
| **Total Credits Spring - Year 1** | 14 |

| **Credits Summer - Year 1** | | |
| ENGL 1101 | Composition | 3 |
| SOC 1101 | Introduction to Sociology | 3 |
| **Total Credits Summer - Year 1** | 6 |

| **Fall - Year 2** | | |
| HIMC 1100 | CPT-4 | 3 |
| HIMC 1110 | ICD 10-CM | 3 |
| HIMC 2120 | Quality & Performance Improvement in Healthcare | 2 |
| HIMC 2140 | Calculating & Reporting Statistics in Healthcare | 2 |
| ENGL 2276 | Technical Writing | 3 |
| **Credits Fall - Year 2** | 13 |

| **Spring - Year 2** | | |
| HIMC 1150 | Reimbursement & Insurance in Healthcare | 2 |
| PHIL 2101 | Ethics Theory & Practice | 3 |
| SPCH 1103 | Interpersonal Communications | 3 |
| HIMC 2130 | Capstone | 2 |
| HIMC 2135 | HIT Seminar | 1 |
| ADSA 1141 | Customer Service for the Office Professional | 2 |
| **Credits Spring - Year 2** | 13 |
| **TOTAL CREDITS** | 60 |
## Attachment B: DSU and MNWEST Course Comparisons

### Course Credit Comparison and Distribution of DSU BS in Health Information Administration Program And Minnesota West Technical and Community College AAS in Health Information Technology Online Program

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SUBJECT
Articulation Agreements – USD

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:27 – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION
BOR Policy 2:27 Program to Program Articulation Agreements 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 2:27, the University of South Dakota requests approval for the following articulation agreements:

- Students who have completed coursework in the Associate of Arts degree in Music at Northeast Community College (NECC) can apply credit toward the Bachelor of Musical Arts degree at USD.
- Students who have completed coursework in the Associate of Arts degree in Music Education at Northeast Community College (NECC) can apply credit toward the Bachelor of Music with a specialization in Music Education degree at USD.
- Students who have completed coursework in the Associate of Arts degree in Music Performance at Northeast Community College (NECC) can apply credit toward the Bachelor of Music with a specialization in Performance degree at USD.

(Continued)
Students who have completed coursework in the Radiologic Technology Certificate at the Sanford Medical Center d/b/a Sanford School of Radiologic Technology (Sanford) can apply credit toward the Bachelor of Science degree in Health Sciences at USD.

Students who have completed coursework in the Radiologic Technology Certificate at Avera McKennan d/b/a Avera McKennan Hospital and University Health Center School of Radiologic Technology (Avera McKennan) can apply credit toward the Bachelor of Science degree in Health Sciences at USD.

Board staff recommends approval.

ATTACHMENTS
Attachment I – USD Articulation Agreement: NECC
Attachment II – USD Articulation Agreement: Sanford
Attachment III – USD Articulation Agreement: Avera McKennan
PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD) and
NORTHEAST COMMUNITY COLLEGE (NECC)

Agreement with Respect to Applying the MUSIC Associate of Arts Degree Program at NECC Towards the Bachelor of Musical Arts Program at USD

I. Parties

The parties to this agreement are The University of South Dakota (USD) and Northeast Community College (NECC).

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 the region;
C. extend and clarify educational opportunities for students;
D. provide NECC students who have completed the AA degree in Music an opportunity to earn a Bachelor of Musical Arts degree.

III. Academic Program

Graduation Requirements for the Bachelor of Musical Arts at USD

Music Major Requirements: 45
Minor Requirements: 18
General Education Credits: 30
Transfer block credits from NECC AA: Music: 27
Total credits required: 120
A. Requirements to be completed at USD for the Bachelor of Musical Arts major are reflected in the catalog website:  
http://catalog.usd.edu/preview_program.php?catoid=27&poid=4669&hl=%22Music%5C%22&returnto=search

<table>
<thead>
<tr>
<th>Music Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 240: Music Cultures of the World</td>
<td>3</td>
</tr>
<tr>
<td>MUS 250: Electronic Music</td>
<td>2</td>
</tr>
<tr>
<td>MUS 313: Form and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 330: Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 331: Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 360: Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 363: Advanced Instrumental Conducting or MUS 364: advanced Choral Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 411: Counterpoint or MUS 414: Post Tonal Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUAP 2XX, 3XX, 4XX: Applied Lessons</td>
<td>4</td>
</tr>
<tr>
<td>MUAP 170, 270, 370, 470: Recital Lab (4 semesters)*</td>
<td>0</td>
</tr>
<tr>
<td>MUEN 3XX: Major Ensemble</td>
<td>4</td>
</tr>
<tr>
<td>MUAP 115: Class Piano</td>
<td>2</td>
</tr>
<tr>
<td>MUAP 116: Class Piano</td>
<td>2</td>
</tr>
<tr>
<td><strong>Music Electives</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

**Notes:**  
* The expectation would be that NECC students who transfer to USD would be enrolled in Recital Lab during all on campus semesters. These would be noted by the MUAP X70 Recital Lab course for a minimum of four semesters.

B. The general education coursework to meet Regental System General Education Requirements must also be completed as outlined below. This coursework may be taken at NECC if courses are delivered under the current General Education agreement with the Board of Regents. Required general education coursework required for the AA in Music are identified in the chart below. Additional general education coursework will be transferred if the Regental System General Education transfer requirements are met.
## General Education Course Requirements

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>NECC Coursework (Must meet Regental System requirements)</th>
<th>Additional General Education courses needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication and Literacy Skills</td>
<td>ENGL 1010 Composition I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENGL 2050 Creating Stories</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td>SPCH 1010 Fundamentals of Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPCH 1110 Public Speaking</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td><strong>Complete Any 2:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• POLS 1000 American Government</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• GEOG 1020 World Regional Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ECON 2110 Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SOCI 1010 Intro to Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC 1810 Intro to Psychology</td>
<td></td>
</tr>
<tr>
<td>Humanities and Fine Arts</td>
<td>MUS 1010: Intro to Music &amp; HIST 1030 European Civilization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIST 1040 European Civilization II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIST 1050 World History I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIST 1060 World History II</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH 1100 Topics &amp; Ideas in Mathematics or MATH 1150 College Algebra</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>BIOS 1010: General Biology or CHEM 1090: General Chemistry I or PHYS 1130 Introductory Physics I</td>
<td>1 Science Courses plus lab</td>
</tr>
<tr>
<td>Total General Education Credit Hours</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>3</td>
</tr>
</tbody>
</table>
IV. Forward Articulation (completing the AA in Music at NECC and transferring to USD to complete the Bachelor of Musical Arts)

A. Upon successful completion of the requirements of the AA in Music, students may transfer to USD to complete the Bachelor of Musical Arts. At that time, USD will accept a block of up to 30 course credits from the AA degree in Music from NECC. Students must successfully complete the AA in Music from NECC prior to transferring to USD for the specialization course credits to be accepted. Transferable general education coursework in addition to up to 30 specialization course block credits will be accepted. USD will accept a total of 60 credits.

<table>
<thead>
<tr>
<th>NECC Course Name and Title</th>
<th>Credits</th>
<th>USD Equivalent USD Course and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1010 Intro to Music</td>
<td>3</td>
<td>MUS 100 Music Appreciation</td>
</tr>
<tr>
<td>MUSC 1220 Music Theory I</td>
<td>2</td>
<td>MUS 110 Basic Music Theory I</td>
</tr>
<tr>
<td>MUSC 1250 Ear Training/Sight Singing</td>
<td>2</td>
<td>MUS 110L Basic Music Theory I Lab</td>
</tr>
<tr>
<td>MUSC 1230 Music Theory II</td>
<td>2</td>
<td>MUS 111 Basic Music Theory II</td>
</tr>
<tr>
<td>MUSC 1260 Ear Training/Sight Singing II</td>
<td>2</td>
<td>MUS 111L Basic Music Theory I Lab</td>
</tr>
<tr>
<td>MUSC 2220 Music Theory III</td>
<td>2</td>
<td>MUS 210 Advanced Music Theory I</td>
</tr>
<tr>
<td>MUSC 2250 Ear Training/Sight Singing III</td>
<td>2</td>
<td>MUS 210L Adv. Music Theory I Lab</td>
</tr>
<tr>
<td>MUSC 2230 Music Theory IV</td>
<td>2</td>
<td>MUS 211 Advanced Music Theory II</td>
</tr>
<tr>
<td>MUSC 2260 Ear Training/Sight Singing IV</td>
<td>2</td>
<td>MUS 211L Adv. Music Theory II Lab</td>
</tr>
<tr>
<td>MUSC XXXX Individual Music Lessons</td>
<td>4</td>
<td>MUAP 1XX &amp; 2XX</td>
</tr>
<tr>
<td>MUSC 1130 or 1180 Chorus or Band</td>
<td>4</td>
<td>MUEN 1XX</td>
</tr>
<tr>
<td><strong>Total Transfer Credits</strong></td>
<td><strong>27 (-3)</strong></td>
<td></td>
</tr>
</tbody>
</table>

B. Students will complete the requirements for the Bachelor of Musical Arts major and any other general education or free elective requirements that remain unsatisfied.

C. Students must meet all Board of Regents policies and university graduation requirements to receive a degree.

V. Additional requirements

Students transferring coursework from NECC must have a cumulative GPA of 2.0 on a 4.0 scale.

VI. Obligations

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

VII. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Northeast Community College.
VIII. Termination

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 USD. Termination for any of these reasons is not a default by USD nor does it give rise to a claim against USD. Student(s) enrolled in the program at that time shall be allowed to complete the program.

IX. Effective Date of Agreement:

The agreement applies to students who graduated from NECC in 2020 or later. This agreement updated in 2020 is in effect upon approval of all parties.
X.

University of South Dakota

Date: 6/25/2020

Bruce Kelley
Interim Dean, College of Fine Arts
University of South Dakota

Sheila Gestring
President
University of South Dakota

Northeast Community College

Date: 

Faye Kilday
Dean of HASS Division
Northeast Community College

Leah Barrett
President
Northeast Community College
PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD)  
AND  
NORTHEAST COMMUNITY COLLEGE (NECC)

Agreement with Respect to Applying the  
MUSIC - EDUCATION  
Associate of Arts Degree Program at NECC  
Towards the  
Bachelor of Music with a specialization in Music Education Program at USD

I. Parties

The parties to this agreement are The University of South Dakota (USD) and Northeast Community College (NECC).

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 the region;
C. extend and clarify educational opportunities for students;
D. provide NECC students who have completed the AA degree in Music – Education with a minimum cumulative grade point average of a 2.5 the opportunity to earn a Bachelor of Music degree with a specialization in Music Education.

III. Academic Program

Graduation Requirements for the Bachelor of Music: Music Education at USD
Music Major Requirements: 50-51
Education Courses (-3 for INED 211) 24
General Education Credits: (24 from NECC + 6 from USD) 30
Transfer block credits from NECC AA: Music – Education (2) + Intro (-3): 25
Total credits required: 129-130
A. Requirements to be completed at USD for the Bachelor of Music in Music Education major are reflected in the catalog website:
http://catalog.usd.edu/preview_program.php?catoid=27&poid=4669&hl=%22Music%5C%22&returnto=search

<table>
<thead>
<tr>
<th>Music Requirements (39 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 175: Public School String Methods</td>
<td>2</td>
</tr>
<tr>
<td>MUS 240: Music Cultures of the World</td>
<td>3</td>
</tr>
<tr>
<td>MUS 250: Electronic Music</td>
<td>2</td>
</tr>
<tr>
<td>MUS 330: Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 331: Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 351: Elementary School Music Methods</td>
<td>3</td>
</tr>
<tr>
<td>MUS 360: Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 374: Percussion Methods</td>
<td>1</td>
</tr>
<tr>
<td>MUS 420: Orchestration and Arranging</td>
<td>3</td>
</tr>
<tr>
<td>MUS 452: Teaching Music in the Secondary Schools</td>
<td>2</td>
</tr>
<tr>
<td>MUAP 3XX, 4XX: Applied Lessons</td>
<td>8</td>
</tr>
<tr>
<td>MUAP 370, 470: Recital Lab (4 semesters) *</td>
<td>0</td>
</tr>
<tr>
<td>MUAP 483: Public Recital</td>
<td>1</td>
</tr>
<tr>
<td>MUEN 3XX: Major Ensemble</td>
<td>2</td>
</tr>
<tr>
<td>Music Electives **</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following areas of focus (11-12 credit)

1. Vocal Music (11 credits)
   MUS 171: Pedagogy (2 credits)
   MUS 302: Vocal Diction I (1 credit)
   MUS 303: Vocal Diction II (1 credit)
   MUS 342: Pub. School Choral Literature & Techniques (3 credits)
   MUS 364: Advanced Choral Conducting (2 credits)
   MUS 376: Instrumental Methods for Vocal Ed (2 credits)

2. Instrumental Music (12 credits)
   MUS 346: Vocal Lit and Tech for Inst. Major (2 credits)
   MUS 363: Advanced Instrumental Conducting (2 credits)
   MUS 366: Instrumental Lit and Tech (2 credits)
   MUS 369: Marching Band Techniques (1 credit)
   MUS 373: Pub. School Woodwind Methods (3 credits)
   MUS 375: Pub. School Brass Methods (2 credits)

Teacher Education Requirements (27 credits)

<table>
<thead>
<tr>
<th>All Students Must Complete Ed School Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 450: Reading Development</td>
<td>3</td>
</tr>
<tr>
<td>EDFN 440: Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>EDER 415: Educational Measurement</td>
<td>2</td>
</tr>
<tr>
<td>SEED 488: 7-12 Student Teaching</td>
<td>4</td>
</tr>
<tr>
<td>ELED 488: K-8 Student Teaching</td>
<td>4</td>
</tr>
<tr>
<td>EDFN 475: Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 200: Child/Adolescent Development &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td>INED 211: SD American Indian Culture and Education***</td>
<td>3</td>
</tr>
<tr>
<td>SPED 100: Introduction to Persons with Exceptionalities</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits 77-78 (-3)
Notes:
* The expectation would be that NECC students who transfer to USD would be enrolled in Recital Lab during all on campus semesters. These would be noted by the MUAP X70 Recital Lab course for a minimum of four semesters.

** The USD Music Department would agree to substitute 4 music elective credits in place of Applied Lessons based on NECC only offering applied music at the one credit level. The expectation would be that NECC students who transfer to USD would be enrolled in Applied Lessons during all on campus semesters.

*** Also a General Education Requirement

B. The general education coursework to meet Regental System General Education Requirements must also be completed as outlined below. This coursework may be taken at NECC if courses are delivered under the current General Education agreement with the Board of Regents. Required general education coursework required for the AA in Music are identified in the chart below. Additional general education coursework will be transferred if the Regental System General Education transfer requirements are met.

### General Education Course Requirements

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<thead>
<tr>
<th>General Education Requirements</th>
<th>NECC Coursework (Must meet Regental System requirements)</th>
<th>Additional General Education courses needed</th>
</tr>
</thead>
</table>
| Written Communication and Literacy Skills | ENGL 1010 Composition I  
ENGL 2050 Creating Stories                      |                                                     |
| Oral Communication                     | SPCH 1010 Fundamentals of Communication  

or  

SPCH 1110 Public Speaking                 |                                                     |
| Social Sciences                         | Complete Any 2:  

- POLS 1000 American Government  
- GEOG 1020 World Regional Geography  
- ECON 2110 Principles of Macroeconomics  
- SOCI 1010 Intro to Sociology  
- PSYC 1810 Intro to Psychology           |                                                     |
| Humanities and Fine Arts               | MUS 1010: Intro to Music                            | INED 211: SD American Indian Culture and Education (Required in the Education Curriculum) |
| Mathematics                            | MATH 1100 Topics & Ideas in Mathematics or  

MATH 1150 College Algebra                  |                                                     |
| Natural Sciences                        | BIOS 1010: General Biology or  

CHEM 1090: General Chemistry 1 or  

PHYS 1130 Introductory Physics I           | 1 Science Courses plus lab                         |
| Total General Education Credit Hours    | 30                                                    | 24                                                  |
|                                        | 30                                                    | 6                                                   |
IV. Forward Articulation (completing the AA in Music - Education at NECC and transferring to USD to complete the Bachelor of Music in Music Education)

A. Upon successful completion of the requirements of the AA in Music - Education, students may transfer to USD to complete the Bachelor of Music in Music Education. At that time, USD will accept a block of up to 30 course credits from the AA degree in Music from NECC. Students must successfully complete the AA in Music from NECC prior to transferring to USD for the specialization course credits to be accepted. Transferable general education coursework in addition to up to 30 specialization course block credits will be accepted. USD will accept a total of 60 credits.

<table>
<thead>
<tr>
<th>NECC Course Name and Title</th>
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<th>USD Equivalent USD Course and Title</th>
</tr>
</thead>
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<td>MUS 100 Music Appreciation</td>
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<td>MUSC 1220 Music Theory I</td>
<td>2</td>
<td>MUS 110 Basic Music Theory I</td>
</tr>
<tr>
<td>MUSC 1250 Ear Training/Sight Singing</td>
<td>2</td>
<td>MUS 110L Basic Music Theory I Lab</td>
</tr>
<tr>
<td>MUSC 1320 Music Theory II</td>
<td>2</td>
<td>MUS 111 Basic Music Theory II</td>
</tr>
<tr>
<td>MUSC 1260 Ear Training/Sight Singing II</td>
<td>2</td>
<td>MUS 111L Basic Music Theory I Lab</td>
</tr>
<tr>
<td>MUSC 2220 Music Theory III</td>
<td>2</td>
<td>MUS 210 Advanced Music Theory I</td>
</tr>
<tr>
<td>MUSC 2250 Ear Training/Sight Singing III</td>
<td>2</td>
<td>MUS 210L Adv. Music Theory I Lab</td>
</tr>
<tr>
<td>MUSC 2230 Music Theory IV</td>
<td>2</td>
<td>MUS 211 Advanced Music Theory II</td>
</tr>
<tr>
<td>MUSC 2260 Ear Training/Sight Singing IV</td>
<td>2</td>
<td>MUS 211L Adv. Music Theory II Lab</td>
</tr>
<tr>
<td>MUSC XXXX Individual Music Lessons</td>
<td>4</td>
<td>MUAP 1XX &amp; 2XX</td>
</tr>
<tr>
<td>MUSC 1130 or 1180 Chorus or Band</td>
<td>2</td>
<td>MUEN 1XX</td>
</tr>
<tr>
<td>EDUC 1110 Intro to Professional Education</td>
<td>3 (+1)</td>
<td>EDFN 338 Foundations in American Education</td>
</tr>
<tr>
<td>EDUC 1700 or EDUC 1710 – Prof. Practicum</td>
<td>2 (+1)</td>
<td>SEED 296 Field Experience</td>
</tr>
<tr>
<td><strong>Total Transfer Credits</strong></td>
<td><strong>30 (-3)</strong></td>
<td></td>
</tr>
</tbody>
</table>

A. Students will complete the requirements for the Bachelor of Music in Music Education major and any other general education or free elective requirements that remain unsatisfied.

B. Students must meet all Board of Regents policies and university graduation requirements to receive a degree.

V. Additional requirements

Students transferring coursework from NECC must have a cumulative GPA of 2.0 on a 4.0 scale.

VI. Obligations

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

VII. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Northeast Community College.
VIII. Termination

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IX. Effective Date of Agreement:

The agreement applies to students who graduated from NECC in 2020 or later. This agreement updated in 2020 is in effect upon approval of all parties.
X.

University of South Dakota

Date: ______________

Bruce Kelley
Interim Dean, College of Fine Arts
University of South Dakota

Date: ______________

Sheila Gestring
President
University of South Dakota

Northeast Community College

Date: ______________

Faye Kilday
Dean of HASS Division
Northeast Community College

Date: ______________

Leah Barrett
President
Northeast Community College
PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD)

and

NORTHEAST COMMUNITY COLLEGE (NECC)

Agreement with Respect to Applying the
MUSIC - PERFORMANCE
Associate of Arts Degree Program at NECC
Towards the
Bachelor of Music with a specialization in Performance Program at USD

I. Parties

The parties to this agreement are The University of South Dakota (USD) and Northeast Community College (NECC).

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 the region;
C. extend and clarify educational opportunities for students;
D. provide NECC students who have completed the AA degree in Music - Performance an opportunity to earn a Bachelor of Music degree with a specialization Performance.

III. Academic Program

Graduation Requirements for the Bachelor of Music: Performance at USD
Music Major Requirements: 60
General Education Credits (27 from NECC and 3 from USD): 30
Transfer block credits from NECC AA: Music - Performance: 30
Total credits required: 120
A. Requirements to be completed at USD for the Bachelor of Music in Performance major are reflected in the catalog website:

http://catalog.usd.edu/preview_program.php?catoid=27&poid=4669&hl=%22Music%5C%22&returnto=search

<table>
<thead>
<tr>
<th>Music Requirements (60 credits)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MUS 171: Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>MUS 240: Music Cultures of the World</td>
<td>3</td>
</tr>
<tr>
<td>MUS 250: Electronic Music</td>
<td>2</td>
</tr>
<tr>
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<tr>
<td>MUS 330: Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 331: Music History II</td>
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<tr>
<td>MUS 360: Conducting</td>
<td>2</td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>MUS 411: Counterpoint or MUS 414: Post Tonal Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUAP 3XX, 4XX: Applied Lessons</td>
<td>16</td>
</tr>
<tr>
<td>MUAP 370, 470: Recital Lab (4 semesters) *</td>
<td>0</td>
</tr>
<tr>
<td>MUEN 3XX: Major Ensemble</td>
<td>4</td>
</tr>
<tr>
<td>MUAP 483: Public Recital (Junior)</td>
<td>1</td>
</tr>
<tr>
<td>MUAP 483: Public Recital (Senior)</td>
<td>1</td>
</tr>
<tr>
<td>Music Electives **</td>
<td>9</td>
</tr>
</tbody>
</table>

Select one of the following areas of focus (6 credit total)

1. **Voice (6 credits)**
   - MUS 302: Vocal Diction I (1 credit)
   - MUS 303: Vocal Diction II (1 credit)
   - MUS 364: Advanced Choral Conducting (2 credits)
   - MUS 445: Song Literature (2 credits) 6

2. **Piano (6 credits)**
   - MUS 340: Piano Literature (2 credits)
   - Music Electives (4 credits) 6

3. **Winds, Percussion, Strings (6 credits)**
   - MUS 363: Advanced Instrumental Conducting (2 credits)
   - Music Electives (4 credits) 6

4. **Organ (6 credits)**
   - MUS 490: Seminar (Organ Lit & Construction) (2 credits)
   - Music Electives (4 credits) 6

**Other Electives** 3***

**Total credits** 60

**Notes:**

* The expectation would be that NECC students who transfer to USD would be enrolled in Recital Lab during all on campus semesters. These would be noted by the MUAP X70 Recital Lab course for a minimum of four semesters.
** The USD Music Department would agree to substitute 12 music elective credits in place of Applied Lessons based on NECC only offering applied music at the one credit level. The expectation would be that NECC students who transfer to USD would be enrolled in Applied Lessons during all on campus semesters.

*** USD will accept HPER 1550 Lifetime Wellness as an elective to fulfill an elective program requirement.

**B.** The general education coursework to meet Regental System General Education Requirements must also be completed as outlined below. This coursework may be taken at NECC if courses are delivered under the current General Education agreement with the Board of Regents. Required general education coursework required for the AA in Music - Performance are identified in the chart below. Additional general education coursework will be transferred if the Regental System General Education transfer requirements are met.

**General Education Course Requirements**

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>NECC Coursework (Must meet Regental System requirements)</th>
<th>Additional General Education courses needed</th>
</tr>
</thead>
</table>
| Written Communication and Literacy Skills       | 6 ENGL 1010 Composition I
|                                                 | 6 ENGL 2050 Creating Stories                                                          |                                             |
| Oral Communication                              | 3 SPCH 1010 Fundamentals of Communication or SPCH 1110 Public Speaking               |                                             |
| Social Sciences                                 | 6 Complete Any 2:
|                                                 | • POLS 1000 American Government
|                                                 | • GEOG 1020 World Regional Geography
|                                                 | • ECON 2110 Principles of Macroeconomics
|                                                 | • SOCI 1010 Intro to Sociology
|                                                 | • PSYC 1810 Intro to Psychology                                                       |                                             |
| Humanities and Fine Arts                        | 6 MUS 1010: Intro to Music & HIST 1030 European Civilization or HIST 1040 European Civilization II or HIST 1050 World History I or HIST 1060 World History II |                                             |
| Mathematics                                     | 3 MATH 1100 Topics & Ideas in Mathematics or MATH 1150 College Algebra                |                                             |
| Natural Sciences                                | 6 BIOS 1010: General Biology or CHEM 1090: General Chemistry I or PHYS 1130 Introductory Physics I | 1 Science Courses plus lab                 |
| **Total General Education Credit Hours**        | **30**                                                                                 | **27**                                      | **3**                                      |
IV.  Forward Articulation (completing the AA in Music - Performance at NECC and transferring to USD to complete the Bachelor of Music in Performance)

A.  Upon successful completion of the requirements of the AA in Music, students may transfer to USD to complete the Bachelor of Music in Performance. At that time, USD will accept a block of up to 27 course credits from the AA degree in Music - Performance from NECC. Students must successfully complete the AA in Music from NECC prior to transferring to USD for the specialization course credits to be accepted. Transferable general education coursework in addition to up to 27 specialization course block credits will be accepted. USD will accept a total of 57 credits.

<table>
<thead>
<tr>
<th>NECC Course Name and Title</th>
<th>Credits</th>
<th>USD Equivalent USD Course and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1010 Intro to Music</td>
<td>3</td>
<td>MUS 100 Music Appreciation</td>
</tr>
<tr>
<td>MUSC 1220 Music Theory I</td>
<td>2</td>
<td>MUS 110 Basic Music Theory I</td>
</tr>
<tr>
<td>MUSC 1250 Ear Training/Sight Singing</td>
<td>2</td>
<td>MUS 110L Basic Music Theory I Lab</td>
</tr>
<tr>
<td>MUSC 1230 Music Theory II</td>
<td>2</td>
<td>MUS 111 Basic Music Theory II</td>
</tr>
<tr>
<td>MUSC 1260 Ear Training/Sight Singing II</td>
<td>2</td>
<td>MUS 111L Basic Music Theory I Lab</td>
</tr>
<tr>
<td>MUSC 2220 Music Theory III</td>
<td>2</td>
<td>MUS 210 Advanced Music Theory I</td>
</tr>
<tr>
<td>MUSC 2250 Ear Training/Sight Singing III</td>
<td>2</td>
<td>MUS 210L Adv. Music Theory I Lab</td>
</tr>
<tr>
<td>MUSC 2230 Music Theory IV</td>
<td>2</td>
<td>MUS 211 Advanced Music Theory II</td>
</tr>
<tr>
<td>MUSC 2260 Ear Training/Sight Singing IV</td>
<td>2</td>
<td>MUS 211L Adv. Music Theory II Lab</td>
</tr>
<tr>
<td>MUSC XXXX Individual Music Lessons</td>
<td>4</td>
<td>MUAP 1XX &amp; 2XX</td>
</tr>
<tr>
<td>MUSC 1130 or 1180 Chorus or Band</td>
<td>4</td>
<td>MUEN 1XX</td>
</tr>
<tr>
<td><strong>Total Transfer Credits</strong></td>
<td><strong>27 (-3)</strong></td>
<td></td>
</tr>
</tbody>
</table>

B.  Students will complete the requirements for the Bachelor of Music in Performance major and any other general education or free elective requirements that remain unsatisfied.

C.  Students must meet all Board of Regents policies and university graduation requirements to receive a degree.

V.  Additional requirements

Students transferring coursework from NECC must have a cumulative GPA of 2.0 on a 4.0 scale.

VI.  Obligations

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

VII.  Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Northeast Community College.
VIII. Termination

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 USD. Termination for any of these reasons is not a default by USD nor does it give rise to a claim against USD. Student(s) enrolled in the program at that time shall be allowed to complete the program.

IX. Effective Date of Agreement:

The agreement applies to students who graduated from NECC in 2020 or later. This agreement updated in 2020 is in effect upon approval of all parties.
X.

University of South Dakota

________________________________________________________________________ Date: ______________
Bruce Kelley  
Interim Dean, College of Fine Arts  
University of South Dakota

________________________________________________________________________ Date: ______________
Sheila Gestring  
President  
University of South Dakota

Northeast Community College

________________________________________________________________________ Date: ______________
Faye Kilday  
Dean of HASS Division  
Northeast Community College

________________________________________________________________________ Date: ______________
Leah Barrett  
President  
Northeast Community College
PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD)  
AND  
SANFORD MEDICAL CENTER dba SANFORD SCHOOL OF RADIOLOGIC TECHNOLOGY

Agreement with Respect to Applying the  
RADIOLOGIC TECHNOLOGY CERTIFICATE  
Towards the  
HEALTH SCIENCES  
Bachelor of Science Degree Program at USD

I. Parties

The parties to this agreement are The University of South Dakota (USD) and Sanford Medical Center dba Sanford School of Radiologic Technology (Sanford) in Sioux Falls, 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 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. have a signed agreement that addresses the needs of students in the Sanford Radiologic Technology program to complete an academic degree, enabling the radiologic technology graduate to sit for the American Registry of Radiologic Technologist’s exam to be credentialed as a Registered Radiologic Technologist.

III. Academic Program

Graduation Requirements for the BS in Health Sciences at USD  
Health Science Major Requirements:  
General Education Credits:  
Transfer up to 49 block credits from Sanford Radiologic Technology:  
Total credits required:  

\[44\]  
\[30-32\]  
\[49\]  
\[120\]

\[1\] Natural Science general education requirements are reflected in the Health Sciences major requirements too.

Updated 2020
A. Requirements to be completed at USD for the Health Sciences major are reflected in the catalog website: [USD Catalog: B.S. in Health Sciences](#)

B. The general education coursework to meet Regental System General Education Requirements must also be completed as outlined below. General education coursework will be transferred if the Regental System General Education transfer requirements are met.

**General Education Course Requirements**

| General Education Requirements                                      | Course                                                                 | Credit Hours |
|----------------------------------------------------------------------|                                                                      |              |
| Written Communication and Literacy Skills                            | ENGL 101 Composition                                                 | 3            |
| Oral Communication                                                   | SPCM 101 Fundamentals of Speech                                      | 3            |
| Social Sciences                                                      | PSYC 101 General Psychology                                          | 3            |
| Humanities and Fine Arts                                            | ENGL 210                                                             | 3            |
| Mathematics                                                          | Math 114 College Algebra or higher                                    | 3            |
| Natural Sciences                                                     | PHGY 220/Lab Human Anatomy and Physiology I                          | 3-4*         |
|                                                                      | HSC 280/Lab Essentials of Anatomy and Physiology                      |              |

| Institution Designated General Education Requirements                |                                                                      |              |
|                                                                      | Advanced Composition                                                 | 3            |
|                                                                      | Additional Social Science Course                                      | 3            |
|                                                                      | Additional Fine Arts/Humanities                                      | 3            |
|                                                                      | Additional lab science course/lab                                    | 3-4*         |
|                                                                      | Human Disease 281 or PHGY 230/Lab Human Anatomy and Integrated Physiology II |                |

| Total General Education Credit Hours                                 |                                                                      | 30-32*       |

*Science credits double counted in total for the major
IV. **Pathway One: Reverse Articulation (completing years one and two at USD, years three and four at Sanford Radiologic Technology Program, and transferring radiologic technology block credits back to USD for completion of degree)**

A. Students will complete the required Health Science major courses through the University of South Dakota during the first two years of their education. While completing the required USD credit hours (71), the student will apply for admission to the Sanford Medical Center School of Radiologic Technology. This is a competitive process and admission is not guaranteed. Students who are granted admission will enter the radiologic technology program at Sanford (Sioux Falls) at the beginning of their third year and complete the requirements of the radiologic technology program at the end of the fourth year.

B. Upon successful completion of the requirements of the radiologic technology program, the student will transfer back to USD and apply for graduation. At that time, USD will accept a block of up to 49 radiologic technology credits in transfer.

C. USD will waive the graduation requirement that 15 of the last 30 credits for the baccalaureate degree must be earned as institutional credit.

D. Students must meet all other Board of Regents and university graduation requirements in order to receive a degree.

V. **Pathway Two: Forward Articulation (completing the Radiologic Technology Program at Sanford and transferring to USD to complete the Bachelor of Science in Health Sciences)**

A. Upon successful completion of the requirements of the radiologic technology program, students may transfer to USD to complete the BS in Health Sciences. At that time, USD will accept a block of up to 49 radiologic technology course credits from the radiologic technology program. Students must successfully complete the radiologic technology program at Sanford prior to transferring to USD for the technical course credits to be accepted.

B. Students will complete the requirements for the Health Sciences major and any other general education or free elective requirements that remain unsatisfied.

C. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

VI. **Additional requirements**

Students transferring coursework from Sanford must have a cumulative GPA of 2.0 on a 4.0 scale.

VII. **Obligations**

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

This agreement may be modified from time to time by the South Dakota Board of Regents and Sanford, but only in a writing signed by both parties.

IX. Termination

This agreement may be terminated by either party upon one year’s written notice to the other. Student(s) enrolled in good standing in the program at that time shall be allowed to complete the program.

X. Effective Date of Agreement:

This Agreement is effective July 1, 2020 and shall continue for a term of one year. Unless earlier terminated as set forth herein, this Agreement will automatically renew for successive terms of one year each.
XI. Signatures

For the University of South Dakota:

__________________________________________________ Date: _______________
Dr. Haifa AbouSamra
Dean, School of Health Sciences
University of South Dakota

__________________________________________________ Date: _______________
Sheila K. Gestring
President
University of South Dakota

For Sanford Medical Center dba Sanford School of Radiologic Technology:

__________________________________________________ Date: _______________
Candace R. McNamara
Program Director
Sanford School of Radiologic Technology
PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD) 
AND 
AVERA MCKENNAN d/b/a AVERA MCKENNAN HOSPITAL AND 
UNIVERSITY HEALTH CENTER SCHOOL OF RADIOLOGIC TECHNOLOGY

Agreement with Respect to Applying the 
RADIOLOGIC TECHNOLOGY CERTIFICATE 
Towards the 
HEALTH SCIENCES 
Bachelor of Science Degree Program at USD

I. Parties

The parties to this agreement are The University of South Dakota (USD) and Avera McKennan d/b/a Avera McKennan Hospital and University Health Center School of Radiologic Technology (Avera McKennan).

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;
D. have a signed agreement that addresses the needs of students in the Avera McKennan Radiologic Technology program to complete an academic degree, enabling the radiologic technology graduate to sit for the American Registry of Radiologic Technologist’s exam to be credentialled as a Registered Radiologic Technologist.

III. Academic Program

Graduation Requirements for the BS in Health Sciences at USD

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science Major Requirements:</td>
<td>44</td>
</tr>
<tr>
<td>General Education Credits:</td>
<td>30-32&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>Transfer up to 49 block credits from Avera McKennan Radiologic Technology:</td>
<td>49</td>
</tr>
<tr>
<td><strong>Total credits required:</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

<sup>1</sup>Natural Science general education requirements are reflected in the Health Sciences major requirements.

A. Requirements to be completed at USD for the Health Sciences major are reflected in the catalog website: [USD Catalog: B.S. in Health Sciences](#)
B. The general education coursework to meet Regental System General Education Requirements must also be completed as outlined below. General education coursework will be transferred if the Regental System General Education transfer requirements are met.

**General Education Course Requirements**

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication and Literacy Skills</td>
<td>ENGL 101 Composition</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>SPCM 101 Fundamentals of Speech</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>PSYC 101 General Psychology</td>
</tr>
<tr>
<td>Humanities and Fine Arts</td>
<td>ENGL 210</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math 114 College Algebra or higher</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>PHGY 220/Lab Human Anatomy and Physiology I</td>
</tr>
<tr>
<td></td>
<td>HSC 280/Lab Essentials of Anatomy and Physiology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution Designated General Education Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>Additional Social Science Course</td>
<td>SOC 100 Introduction to Sociology</td>
</tr>
<tr>
<td>Additional Fine Arts/Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Additional lab science course/lab</td>
<td>Human Disease 281 or PHGY 230/Lab Human Anatomy and Integrated Physiology II</td>
</tr>
</tbody>
</table>

| Total General Education Credit Hours                                | 30-32*   |

*Science credits double counted in total for the major
IV. Pathway One: Reverse Articulation (completing years one and two at USD, years three and four at Avera McKennan Radiologic Technology Program, and transferring radiologic technology block credits back to USD for completion of degree)

A. Students will complete the required Health Science major courses through the University of South Dakota during the first two years of their education. While completing the required USD credit hours (71), the student will apply for admission to the Avera McKennan School of Radiologic Technology. This is a competitive process and admission is not guaranteed. Students who are granted admission will enter the radiologic technology program at Avera McKennan at the beginning of their third year and complete the requirements of the radiologic technology program at the end of the fourth year.

B. Upon successful completion of the requirements of the radiologic technology program, the student will transfer back to USD and apply for graduation. At that time, USD will accept a block of up to 49 radiologic technology credits in transfer.

C. USD will waive the graduation requirement that 15 of the last 30 credits for the baccalaureate degree must be earned as institutional credit.

D. Students must meet all other Board of Regents and university graduation requirements in order to receive a degree.

V. Pathway Two: Forward Articulation (completing the Radiologic Technology Program at Avera McKennan and transferring to USD to complete the Bachelor of Science in Health Sciences).

A. Upon successful completion of the requirements of the radiologic technology program, students may transfer to USD to complete the BS in Health Sciences. At that time, USD will accept a block of up to 49 radiologic technology credits from the radiologic technology program. Students must successfully complete the radiologic technology program at Avera McKennan prior to transferring to USD for the technical course credits to be accepted.

B. Students will complete the requirements for the health sciences major and any other general education or free elective requirements that remain unsatisfied.

C. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

VI. Additional requirements

Students transferring coursework from Avera McKennan must have a cumulative GPA of 2.0 on a 4.0 scale.

VII. Obligations

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

VIII. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Avera McKennan.
IX. Termination

This agreement may be terminated by either party upon one year’s written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

X. Effective Date of Agreement:

This agreement updated in 2020 is in effect upon signature of all parties.

XI. Signatures
XII.

University of South Dakota

________________________________________________________________________ Date: _____________
Dr. Haifa AbouSamra
Dean, School of Health Sciences
University of South Dakota

________________________________________________________________________ Date: _____________
Sheila K. Gestring
President
University of South Dakota

Avera McKennan School of Radiologic Technology

________________________________________________________________________ Date: _____________
David Flicek
President and CEO
Avera McKennan

Updated 2020
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – H
DATE: August 4-5, 2020

SUBJECT
Inactive Status and Program Termination Requests – USD

CONTROLLING STATUTE, RULE, OR POLICY
AAC Guideline 2.12 – Programs on Inactive Status
AAC Guideline 2.13 – Program Termination

BACKGROUND / DISCUSSION
The University of South Dakota has submitted a request asking that the following program be inactivated (see Attachment I).

- Degree Program: BSED in Physical Education (Inactivate)
  Justification: There are currently only 6 students in the major. A new emphasis will be created within the BSED in Secondary Education program for Physical Education within the Teacher Residency and Education division. Physical Education is more akin to teacher education than kinesiology and sport management and, thus, makes more sense as part of a teacher education program. Students who complete an elementary or K-12 teaching degree may add a PE endorsement with a Praxis exam.

- Degree Program: Latin Minor (Inactivate)
  Justification: Due to small enrollments, the department is unable to offer the courses required for the minor.

- Degree Program: PhD in Biological Sciences – Bioinformatics Specialization (Inactivate)
  Justification: Due to the departure of faculty members, the department is unable to offer the required courses or to advise and mentor students who wish to pursue this specialization.

IMPACT AND RECOMMENDATION
Board staff recommends approval.

ATTACHMENTS
Attachment I – USD Program Inactivation Requests

DRAFT MOTION 20200804_4-H:
I move to approve USD’s requests to inactivate the BSED in Physical Education; Latin Minor; and the PhD in Biological Sciences – Bioinformatics Specialization, as presented.
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or Placement on Inactive Status

UNIVERSITY: University of South Dakota
DEGREE(S) AND PROGRAM: B.S. Ed., Physical Education
CIP CODE: 13.1314
UNIVERSITY DEPARTMENT: Kinesiology and Sport Management
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.

[Signature] 6/9/2020
President of the University  Date

1. Program Degree Level:
   - Associate ☐
   - Bachelor’s ☒
   - Master’s ☐
   - Doctoral ☐

2. Category:¹
   - Certificate ☐
   - Specialization ☐
   - Minor ☐
   - Major ☒

3. The program action proposed is:²
   - Inactive Status ☒
   - Termination ☐
   - See question 4
   - See questions 5 and 6

4. INACTIVE STATUS
   A. Provide a justification for inactivating the program: There are currently only 6 students in the major. A new emphasis will be created within the BSED in Secondary Education program for Physical Education within the Teacher Residency and Education division. Physical Education is more akin to teacher education than kinesiology and sport management and, thus, makes more sense as part of a teacher education program. Students who complete an elementary or K-12 teaching degree may add a PE endorsement with a Praxis exam.

   B. If there are current students in the program, what are the implications of placing the program on inactive status? Current students will be able to complete the program or switch to the BSED in secondary education.

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in Colleague. [No longer the rule with Banner 2020.01.28 Tammy Leitru]
² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.
The following courses will be offered one additional time, and students who plan to complete the degree will need to enroll during these semesters. Students’ advisors have been alerted.

- PE 352 – Adapted PE – offered summer 2020
- PE 480 – 7-12 PE Methods – offered fall 2020
- PE 452 Motor Learning and Development – offered spring 2021

The following substitutions will be made for courses not offered in upcoming semesters:

- KSM 180 or 150 – may replace PE 180 Foundations of HPER
- PE 271, 470, 471, 473 (coaching courses – any combination) may replace PE 200, 202, 203, 204

The following courses will continue to be offered:

- PE 296 – Field Experience
- PE 394 – Internship
- PE 330 – PK-8 Health, First Aid, Safety, Physical Education Methods
- PE 354 – Prevention and Care of Athletic Injuries
- PE 271 – Introduction to Coaching Men and Women
- PE 470 – Coaching Basketball (fall)
- PE 471 – Coaching Football (spring)
- PE 473 – Coaching Track and Field (spring)

Students completing either an elementary, secondary, or K-12 teaching degree may add a Physical Education endorsement to their South Dakota license with a Praxis exam.

C. What is the last date (day/month/year) by which a student can graduate in the program?
   May 2025

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)? 2020-2021 catalog
SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or Placement on Inactive Status

UNIVERSITY: University of South Dakota
DEGREE(S) AND PROGRAM: Latin Minor
CIP CODE: 161203
UNIVERSITY DEPARTMENT: History
UNIVERSITY DIVISION: College of Arts & Sciences

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

President of the University

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 ☐

See question 4
See questions 5 and 6

4. INACTIVE STATUS
A. Provide a justification for inactivating the program:
   Due to small enrollments, the department is unable to offer the courses required for the minor.

B. If there are current students in the program, what are the implications of placing the program on inactive status?
   No students are currently enrolled.

C. What is the last date (day/month/year) by which a student can graduate in the program:
   N/A
   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)? 5/9/2020

1 Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in Colleague.
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.

Program Forms: Program Termination or Placement or Inactive Status (Last Revised 08/2016)
**UNIVERSITY:** University of South Dakota  
**DEGREE(S) AND PROGRAM:** Biological Sciences, Ph.D., Bioinformatics Specialization  
**CIP CODE:** 26.0101  
**UNIVERSITY DEPARTMENT:** Biology  
**UNIVERSITY DIVISION:** College of Arts & Sciences

**University Approval**

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

President of the University  
6/9/2020  
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 ☐  

   See question 4  
   See questions 5 and 6

4. **INACTIVE STATUS**

   **A. Provide a justification for inactivating the program:**
   Due to the departure of faculty members, the department is unable to offer the required courses or to advise and mentor students who wish to pursue this specialization.

   **B. If there are current students in the program, what are the implications of placing the program on inactive status?** No students are currently enrolled.

   **C. What is the last date (day/month/year) by which a student can graduate in the program:**  
   N/A

   **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)?** 5/9/2020

---

1 Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in Colleague.

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.
SUBJECT
Revisions to Terminal Degrees Table – SDSU

CONTROLLING STATUTE, RULE, OR POLICY
AAC Guideline 6.1 – Terminal Degree Table Modifications
AAC Guideline 6.2 – Terminal Degrees Table

BACKGROUND / DISCUSSION
The South Dakota State University requests to make the following revisions to the terminal degree table (also noted in Yellow within Attachment I):

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Current Listing</th>
<th>Proposed Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respiratory Care</td>
<td></td>
<td>MS + RRT or MA + RRT</td>
</tr>
</tbody>
</table>

IMPACT AND RECOMMENDATIONS
With this change, SDSU feels the terminal degrees table would be more aligned the Respiratory Care faculty appointments transferred to SDSU from DSU.

Board staff recommends approval.

ATTACHMENTS
Attachment I – Proposed Revisions to AAC Guideline 6.2 – Terminal Degrees Table

DRAFT MOTION 20200804_4-I:
I move to approve the proposed revisions to AAC Guideline 6.2 – Terminal Degrees Table as provided in Attachment I.
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Updated July 2020
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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)
## TERMINAL DEGREES

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<th>Discipline</th>
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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 promotion among 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)
- 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 Technology (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)

Updated July 2020
### TERMINAL DEGREES

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<td>Doctor of Veterinary Medicine (DVM)</td>
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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
- Engineering Technology - a combination of degree plus industrial experience is described relative to the various ranks

Both of these internally approved documents are justified with data about faculty in the profession and reference to accreditation criteria. In both areas the combination of academic degree and work experience is more relevant than looking solely at the doctorate as the terminal degree.

### 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
- Wellness 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
- Social Work: MSW required regardless of terminal degree

Updated July 2020
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – J (1)
DATE: August 4-5, 2020

*******************************************************************************

SUBJECT
Extension Forestry Joint Powers Agreement – SDSU & SD Department of Agriculture

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 5:3 – Agreements and Contracts

BACKGROUND / DISCUSSION
The South Dakota Department of Agriculture (SDDA) has contracted with South Dakota State University (SDSU) for a number of years to establish and continue an Extension Forester position at SDSU within the Cooperative Extension Service. The current Joint Powers Agreement, which was originally approved by the Board at its December 2017 meeting, runs through September 30, 2020. The Joint Powers Agreement (JPA) set forth in Attachment I will allow the parties to continue their relationship, with the new JPA spanning October 1, 2020 through September 30, 2023. SDDA will provide up to $80,000 to SDSU in year one (October 1, 2020 – September 30, 2021) with SDSU providing non-federal matching funds, as provided for in Exhibit A to Attachment I.

BOR Policy 5:3 (“Contracts Requiring Board Action…D. Joint powers agreements”), requires Board approval of Joint Powers Agreements (JPA). As such, Board of approval of the JPA set forth in Attachment I is necessary.

IMPACT AND RECOMMENDATION
The attached JPA will allow SDSU to continue to receive funding from SDDA to maintain the Extension Forester position within the Cooperative Extension Service at SDSU.

Staff recommends approval.

ATTACHMENTS
Attachment I – Extension Forestry JPA

*******************************************************************************

DRAFT MOTION 20200804_4-J(1):
I move to approve the Joint Powers Agreement set forth in Attachment I.
This Agreement is made and entered into by and between the South Dakota Department of Agriculture, an agency of the State of South Dakota, 523 East Capitol Ave., Pierre, SD 57501-3182, (hereinafter “SDDA”) and the South Dakota State University, Brookings for the SDSU Cooperative Extension Service of Ag Hall 154, Box 2207D, Brookings, SD 57007 (hereinafter “SDSU”).

I

GENERAL PROVISIONS

A. SDDA hereby enters into this Agreement for services with SDSU in consideration of and pursuant to the terms and conditions set forth herein.

1. SDDA and SDSU will perform those services described in the Work Plan, attached hereto as Exhibit A and by this reference incorporated herein. The Work Plan will be reviewed and approved annually by the above mentioned parties.

2. Services under this Agreement shall commence on October 1, 2020 and end on September 30, 2023, unless sooner terminated pursuant to the terms hereof.

3. SDSU will have access to SDDA equipment, supplies, and facilities as needed and approved by SDDA.

4. SDDA will make payment for services as provided in the annual work plan. Payments will be made upon submission of non-cash vouchers from SDSU. Documentation of expenditures is necessary to show that the required match for federal funds has been met by SDSU.

5. SDSU agrees to report to the SDDA any event encountered in the course of performance of this Agreement which results in injury to a person or property of third parties, or which may otherwise subject SDSU or the SDDA to liability. SDSU shall report any such event to the SDDA immediately upon discovery. SDSU’s obligation under this section shall only be to report the occurrence of any event to the SDDA and to make any other report provided for by their duties or applicable law. SDSU’s obligation to report shall not require disclosure of any information subject to privilege or confidentiality under law (e.g., attorney-client communications). Reporting to the SDDA under this section shall not excuse or satisfy any obligation of SDSU to report any event to law enforcement or other entities under the requirements of any applicable law.
6. This Agreement may be terminated by any of the above listed parties hereto upon thirty (30) days written notice. In the event that SDSU breach any of the terms or conditions hereof, this Agreement may be terminated by SDDA at any time with or without notice. If termination for such a default is effected by SDDA, any payments due to SDSU at the time of termination may be adjusted to cover any additional costs to SDDA because of SDSU’s default. Upon termination SDDA may take over the work and may award another party an agreement to complete the work under this Agreement. If after SDDA terminates for a default by SDSU it is determined that SDSU was not at fault, then SDSU shall be paid for eligible services rendered and expenses incurred up to the date of termination.

7. 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 funds or grant expenditure authority, or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by SDDA. Termination for any of these reasons is not a default by SDDA nor does it give rise to a claim against SDDA.

8. This Agreement may not be assigned without the expressed prior written consent of SDDA. This Agreement may not be amended except in writing, which writing shall be expressly identified as a part hereof, and be signed by an authorized representative of each of the parties hereto.

9. This Agreement shall be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be vened in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

10. SDSU will comply with all federal, state and local laws, regulations, ordinances, guidelines, permits and requirements applicable to providing services pursuant to this Agreement, and will be solely responsible for obtaining current information on such requirements.

11. SDSU may not use subcontractors to perform the services described herein without the express prior written consent of SDDA. SDSU will include provisions in its subcontracts requiring its subcontractors to comply with the applicable provisions of this Agreement, to indemnify the SDDA, and to provide insurance coverage for the benefit of the SDDA in a manner consistent with this Agreement. SDSU will cause its subcontractors, agents, and employees to comply with applicable federal, state and local laws, regulations, ordinances, guidelines, permits and requirements and will adopt such review and inspection procedures as are necessary to assure such compliance.

12. Any notice or other communication required under this Agreement shall be in writing and sent to the address set forth above. Notices shall be given by and to Gregory Josten on behalf of SDDA, and Dr. James Doolittle on behalf of SDSU, or such authorized designees as either party may from time to time designate in writing. Notices or communications to or between the parties shall be deemed to have been delivered when
mailed by first class mail, provided that notice of default or termination shall be sent by registered or certified mail, or, if personally delivered, when received by such party.

13. In the event that any court of competent jurisdiction shall hold any provision of this Agreement unenforceable or invalid, such holding shall not invalidate or render unenforceable any other provision hereof.

14. All other prior discussions, communications and representations concerning the subject matter of this Agreement are superseded by the terms of this Agreement, and except as specifically provided herein, this Agreement constitutes the entire agreement with respect to the subject matter hereof.

II. JOINT POWERS

A. SDDA and SDSU agree to the following provisions pursuant to the Joint Powers Act (SDCL 1-24):

1. This Agreement does not establish a separate legal entity as contemplated by SDCL 1-24-5. The cooperative undertaking described herein will be financed and conducted under the provisions of this agreement by SDDA and SDSU respectively. Each party has responsibilities under the terms of this Agreement and no joint board or joint administrator will be used. Purchase and maintenance of equipment used to fulfill the agreement will be undertaken by the respective agencies as described herein. No real property will be purchased to use for this Agreement.

2. A copy of this Agreement will be filed by SDDA, with the Attorney General and the Legislative Research Council not more than 14 days after execution as required by SDCL 1-24-6.1

3. Financing required by this agreement will come from regular annual budgets

4. All parties must comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352, 42 U.S.C. 2000d) and, in accordance with Title VI of that act, no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.

5. Nothing in this Agreement shall be construed as an indemnification by one party of the other for liabilities of a party or third person for property loss, or damage, or death, or personal injury arising out of the performance of this Agreement. Any liabilities or claims for property loss, or death, or personal injury by a party or its agents, employees, contractors or assigns or by third persons, arising out of and during this agreement shall be determined according to applicable law.
In Witness Whereof, the parties signify their agreement effective the date above first written by the signatures affixed below.

SDSU

BY: ______________________________  Dated this __ Day of ______, 2020.
James Doolittle, Associate VP Research Assurance and Sponsored Programs.

SDDA

BY: _____________________________  Dated this __ Day of ______, 2020.
William Smith, Division Director
SD Department of Agriculture
This annual work plan for the extension forestry position assigned to Dr. John Ball is in effect from October 1, 2020 until September 30, 2021 and supersedes any previous work plans or addendums to the Joint Powers Agreement (JPA) between the South Dakota Department of Agriculture, Resource Conservation and Forestry Division (SDDA) and South Dakota State University, Cooperative Extension Service (SDSU).

This annual work plan also addresses the financial assistance that will be provided by SDDA in support of the extension forestry efforts provided by SDSU within the parameters of the work plan listed below.

1. **Financial Assistance to be Provided By SDDA**
   a. SDDA agrees to provide an amount not to exceed $80,000 in federal funds to SDSU.
   b. SDDA will make payments only on a reimbursement basis.
   c. SDDA will make quarterly reimbursements upon receipt of an appropriate reimbursement claim with supporting documentation.

2. **Match Requirements for SDSU**
   a. SDSU must match all funds provided by SDDA. Each dollar provided by SDDA must be matched by non-federal funds or qualifying in-kind expenses incurred by SDSU.
   b. SDSU must provide adequate documentation of the required match before payment is made.
   c. SDSU may charge an administrative fee or indirect charge equal to the indirect rate allowed by the United States Forest Service for federal grants provided to SDDA. This rate is negotiated by SDDA each year with the United States Forest Service. For this work plan, the indirect rate is 17.5 percent. The difference between the University's administrative fee and the allowed indirect rate for SDDA may be used as in-kind match.
   d. SDSU must provide quarterly progress and accomplishment reports before reimbursement claims will be paid.
   e. SDSU must submit final reimbursement claims by no later than October 31, 2021.

3. **Work Plan for the Extension Forester Position** – based on 50% of Dr. Ball’s work year (130 workdays).
   a. **General Forest Health Assistance to SDDA** *(Anticipated workload – 20 workdays)*
      i. Provide advice and assistance to the Forest Health (FH) Administrator and the State Forester about insect and disease issues within the state.
      ii. Monitor potential and existing insects and diseases that may affect trees in South Dakota.
iii. Assist in the planning and development of forest insect and disease suppression efforts as directed by the State Forester.
iv. Conduct appropriate reviews of applicable research that will enable SDDA to attack infestations in the most effective manner.

b. **Western Bark Beetle (WBB) on Private Lands** *(Anticipated workload – 5 workdays)*
   i. Conduct workshops and public forums on WBB at the request of SDDA
   ii. Assess the extent and severity of WBB outbreaks
   iii. Attend and participate in public forums, hearings, and other events as a Forest Health Specialist for SDDA as directed by the State Forester.

c. **Custer State Park (CSP) WBB Monitoring** *(Anticipated Workload – 5 workdays)*
   i. Assist SDDA to conduct monitoring of beetle activity in CSP and prepare a written report of findings to be submitted to the State Forester and CSP
   *(Workload – Schedule 2 trips to CSP)*
   ii. Each field trip should be scheduled with the FH Administrator and SDSU at least 2 weeks in advance.

d. **Emerald Ash Borer Project (EAB)** *(Anticipated Workload – 20 workdays)*
   i. Assist SDDA to maintain the state readiness plan to slow the spread of any EAB infestations within the state.
   ii. Assist SDDA to plan one EAB readiness field exercise in a community with an EAB readiness plan.
   iii. Assist SDDA to implement the EAB readiness plans as necessary.
   iv. Conduct workshops and public forums on EAB at the request of SDDA.
   v. Assess the extent and severity of EAB infestations.
   vi. Attend and participate in public forums, hearings, and other events as a Forest Health Specialist for SDDA as directed by the State Forester.

e. **Urban Forestry Volunteer Coordinator for SDDA** *(Anticipated Workload – 5 workdays)*
   i. Continue to conduct a statistically valid urban tree inventory system for the entire state using volunteers from the local communities.
   ii. Assist division personnel to conduct regional tree care workshops.

f. **Training Sessions, Workshops, and Conferences** *(Anticipated Workload – 15 workdays)*
   i. Assist SDDA to plan and conduct forest health training sessions for SDDA personnel and others as directed by the State Forester.
   ii. Assist SDDA to plan and conduct training sessions on forest management, agro-forestry, and other topics as directed by the State Forester.
   iii. Workshops may be live and/or recorded and posted on the internet.

g. **Insect and Disease Identification and Diagnostic Services** *(Anticipated Workload – 15 workdays)*
   i. Review Insect & Disease reports, e-samples, and samples submitted by SDDA personnel or staff and follow-up with a written report on each submitted sample *(Anticipated Workload – 36 samples)*. Copies of the written report should be provided to the Forest Health Administrator.
   ii. Provide lab diagnostics when needed to identify a sample *(Anticipated Workload – 12 samples).*
iii. Conduct an on-site field investigation when identification cannot be made from a sample (Anticipate Workload – 20 field investigations). All field visits will be approved and scheduled through the Forest Health Administrator.

h. **Publish Pest Alerts, Pest Bulletins, and communications using other forms of media** (Anticipated Workload – 35 workdays)
   i. Publish pest updates weekly throughout the growing season and at least bi-weekly throughout the rest of the year (Anticipated Workload – 21 updates – 10 workdays).
   ii. Review existing pest bulletins and update 12 per year that are older than 5 years (Anticipated Workload 12 bulletins – 10 workdays).
   iii. Develop new pest bulletins on common tree and shrub pests that can be used by the general public and other natural resource professionals (Anticipated Workload – 10 workdays).

4. **Reporting Requirements** (Anticipated Workload – 10 workdays)
   a. Prepare and submit a detailed monthly report to the State Forester and FH Administrator on all activities covered by this work plan. The report will consist of a short narrative and a completed spreadsheet report provided by the FH Administrator.
   b. Prepare and submit annual federal reports to the State Forester, Greg Josten, and the Forest Health Supervisor as requested. SDDA will submit all federal reports to the US Department of Agriculture, Forest Service (USFS).
   c. Provide an updated weekly schedule (each Friday) via email to the FH Administrator and the State Forester.
   d. Participate in weekly staff conference calls, division meetings, tours, official program reviews, and other meetings as directed by the State Forester.

5. **Recognition**
   SDSU agrees to provide recognition of the contribution SDDA and USFS has made to the extension forester position within SDSU by acknowledging all work accomplished through this work plan. SDSU must acknowledge SDDA and USFS support in all published media including written, video, audio, electronic or other media developed as a result of this award. Work performed by SDSU outside of the work plan is not to be attributed to SDDA without prior authorization.
6. **Signatures**
   The parties signify their agreement to this work plan by the signatures affixed below.

**SDDA**

BY: __________________________   Date: _______________

William Smith, Director SD Department of Agriculture

**SDSU**

BY: __________________________   Date: _______________

James Doolittle, Associate VP Research Assurance and Sponsored Programs
SD State University
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – J (2)
DATE: August 4-5, 2020

**************************************************************************

SUBJECT
Herbicide Injury Study Joint Powers Agreement – SDSU & SD Department of Agriculture

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 5:3 – Agreements and Contracts

BACKGROUND / DISCUSSION
The South Dakota Department of Agriculture (SDDA) desires to contract with South Dakota State University (SDSU) to investigate and survey the impact of herbicide use on trees in community and rural forests. The Joint Powers Agreement will commence upon signing and run through September 30, 2021. SDDA will provide up to $20,000 to SDSU to complete the work, with SDSU providing matching funds, as provided for in Attachment I.

BOR Policy 5:3 (“Contracts Requiring Board Action…D. Joint powers agreements”), requires Board approval of Joint Powers Agreements (JPA). As such, Board of approval of the JPA set forth in Attachment I is necessary.

IMPACT AND RECOMMENDATION
The attached JPA will allow SDSU to receive up to $20,000 to conduct the investigation and survey on the impact of herbicide use on trees in community and rural forests set forth in Attachment I.

Staff recommends approval.

ATTACHMENTS
Attachment I – Herbicide Injury Study JPA

**************************************************************************

DRAFT MOTION 20200804_4-J(2):
I move to approve the Joint Powers Agreement set forth in Attachment I.
This Agreement made and entered into by and between the South Dakota Department of Agriculture, Resource Conservation and Forestry Division, an agency of the State of South Dakota, 523 East Capitol Ave., Pierre, SD 57501-3182, (hereinafter "SDDA") and the South Dakota State University, 1015 Campanile Ave, SAD 200, Box 2201, Brookings, SD 57007 (hereinafter "SDSU").

I. GENERAL PROVISIONS

A. SDDA and SDSU hereby enter into this Agreement in consideration of and pursuant to the terms and conditions set forth herein.

1. SDSU and SDDA will perform those services described in the Work Plan, attached hereto as Exhibit A “Investigation and Survey of Herbicide Injury on Trees in Community and Rural Forests” and by this reference incorporated herein.

2. Services under this Agreement shall commence on upon signing and end on September 30, 2021, unless sooner terminated pursuant to the terms hereof.

3. SDDA will make payment for services as provided in Exhibit A. The total contract amount will not exceed $20,000. SDSU will provide matching expenditures that at least equal the total contract amount. Payments will be made upon submission of non-cash vouchers from SDSU. Documentation of expenditures is necessary to show that the required match for federal funds has been met by SDSU.

4. SDSU may charge an administrative fee or indirect charge equal to the indirect rate allowed by the United States Forest Service for federal grants provided to SDDA. For this agreement, the SDDA indirect rate is 17.5 percent. The difference between the SDSU’s administrative fee and the allowed indirect rate for SDDA may be used as in-kind match.

5. SDSU agrees to report to SDDA any event encountered in the course of performance of this Agreement which results in injury to a person or property of third parties, or which may otherwise subject SDSU or SDDA to liability. SDSU shall report any such event to SDDA immediately upon discovery. SDSU’s obligation under this section shall only be to report the occurrence of any event to SDDA and to make any other report provided for by their duties or applicable law. SDSU’s obligation to report shall not require disclosure of any information subject to privilege or confidentiality under law (e.g., attorney-client communications). Reporting to SDDA under this section shall not excuse or satisfy any obligation of SDSU to report any event to law enforcement or other entities under the requirements of any applicable law.

6. This Agreement may be terminated by SDDA or SDSU hereto upon thirty (30) days written notice. In the event SDSU breaches any of the terms or conditions hereof, this Agreement may be terminated by SDDA at any time with or without notice. If termination for such default is effected by SDDA, any payments due to SDSU at the time of termination may be adjusted to cover any additional costs to SDDA because of SDSU’s default. Upon termination SDDA may take over the work and may award another party an agreement to complete the work under this Agreement. If after SDDA
terminates for a default by SDSU it is determined that SDSU was not at fault, then SDSU shall be paid for eligible service rendered and expenses incurred up to the date of termination.

7. 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 funds or grant expenditure authority, or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by SDDA. Termination for any of these reasons is not a default by SDDA nor does it give rise to a claim against SDDA.

8. This Agreement may not be assigned without the express prior written consent of SDDA. This Agreement may not be amended except in writing, which writing shall be expressly identified as a part hereof, and be signed by an authorized representative of each of the parties hereto.

9. This Agreement shall be governed by and construed in accordance with the laws of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

10. SDSU will comply with all federal, state and local laws, regulations, ordinances, guidelines, permits and requirements applicable to providing services pursuant to this Agreement, and will be solely responsible for obtaining current information on such requirements.

11. SDSU may not use subcontractors to perform the services described herein without the express prior written consent of SDDA. SDSU will include provisions in its subcontracts requiring its subcontractors to comply with the applicable provisions of this Agreement, to indemnify SDDA, and to provide insurance coverage for the benefit of SDDA in a manner consistent with this Agreement. SDSU will cause its subcontractors, agents, and employees to comply, with applicable federal, state and local laws, regulations, ordinances, guidelines, permits and requirements and will adopt such review and inspection procedures as are necessary to assure such compliance.

12. Any notice or other communication required under this Agreement shall be in writing and sent to the address set forth above. Notices shall be given by and to Gregory Josten on behalf of the SDDA, Dr. James J. Doolittle on behalf of SDSU, or such authorized designees as either party may from time to time designate in writing. Notices or communications to or between the parties shall be deemed to have been delivered when mailed by first class mail, provided that notice of default or termination shall be sent by registered or certified mail, or, if personally delivered, when received by such party.

13. In the event that any court of competent jurisdiction shall hold any provision of this Agreement unenforceable or invalid, such holding shall not invalidate or render unenforceable any other provision hereof.

14. All other prior discussions, communications and representations concerning the subject matter of this Agreement are superseded by the terms of this Agreement, and except as specifically provided herein, this Agreement constitutes the entire agreement with respect to the subject matter hereof.
II. JOINT POWERS

A. SDDA and SDSU agree to the following provisions pursuant to the Joint Powers Act (SDCL 1-24):

1. This Agreement does not establish a separate legal entity as contemplated by SDCL 1-24-5. The cooperative undertaking described herein will be financed and conducted under the provisions of this agreement by SDDA and SDSU respectively. Each party has responsibilities under the terms of this Agreement and no joint board or joint administrator will be used. Purchase and maintenance of equipment used to fulfill the agreement will be undertaken by the respective agencies as described herein. No real property will be purchased to use for this Agreement.

2. A copy of this Agreement will be filed by SDDA, with the Attorney General and Legislative Research Council not more than 14 days after the execution as required by SDCL 1-24-6.1.

3. All parties must comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352, 42 U.S.C 2000d) and, in accordance with Title VI of that act, no person in the United States shall, on the grounds of race, color, or national origin, be exclude from participating in, be denied the benefits of, or be otherwise subject to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediate take any measures necessary to effectuate this agreement.

4. Nothing in this Agreement shall be construed as an indemnification by one party or the other for liabilities of a party or third party for property loss, or damage, or death, or personal injury arising out of the performance of this Agreement. Any liabilities or claims for property loss, or death, or personal injury by a party or its agents, employees, contractors or assigns or by third persons, arising out of and during this agreement shall be determined according to applicable law.

In witness hereto, the parties signify their agreement by affixing their signatures.

SDDA

BY: ___________________________ Dated this __ Day of ________________, 2020.

William Smith, Director
SD Department of Agriculture

SDSU

BY: ___________________________ Dated this __ Day of ________________, 2020.

James Doolittle, Associate VP Research Assurance and Sponsored Programs
SD State University
Exhibit A

Investigation and Survey of Herbicide Injury on Trees in Community and Rural Forests

Introduction
Herbicides have long been used in communities and on agricultural lands across the country. However, in the Midwest and Great Plains region, due to the dominance of cropland and pastures, the use of herbicides is widespread. Glyphosate, atrazine, 2,4-D, and dicamba are widely used agricultural herbicides with some of the highest usage, measured in pounds per acres, in the croplands of the Midwestern and Great Plains states. The past several years there has been an increase in herbicide drift complaints from small communities surrounded by agricultural fields and landowners with crop windbreaks or woodlots, as the use of glyphosate-resistant crops became common place. The problem became compounded with the introduction of dicamba-resistant soybeans. During 2017, thousands of herbicide drift complaints alleged damage to community trees, windbreaks, and rural woodland, due to the suspected application of dicamba to soybean fields throughout the region.

No reliable information exists to describe characteristic symptoms on common tree species, or the concentration threshold between symptomatic (injured) and asymptomatic (non-injured) trees. Accurate diagnoses of herbicide injury is difficult as damage symptoms may be appear very similar to those of other agents and factors. Unlike biotic agents - insects, mites, and pathogens - there are no signs, only symptoms so the impact of the herbicide is often lost among the other factors that can mimic its symptoms.

Objectives
As the use of herbicide resistant crops becomes more common, we need to have better information on the identification and impact of low-levels or repeated applications of these common herbicides. Trees presenting symptoms will have foliage collected and analyzed for herbicides, identification of the active ingredients, and the parts per billion (ppb) within the foliage tissue. Collection will be throughout the regions and representative of community, windbreak and forest trees. This data, combined with images and descriptions of the injury, will be used to build a data base of information for forest health foresters to use to determine what herbicide may be responsible for the symptoms expressed by an injured tree and what ppb are a threshold for damage. Furthermore, data will be geospatially linked, to allow for further future analysis of patterns and geographic correlations. The objective is to provide residue concentrations associated with foliage symptoms so forest health personnel can better determine possible drift agents.

Methods
The proposed project will involve forest health personnel from states across the Midwest and Great Plains: Illinois, Indiana, Iowa, Missouri, Nebraska and South Dakota. The forest health specialists of the six states will oversee collection of leaves from trees presenting symptoms of possible herbicide injury. The data and sample collection will be made by forest staff from each state as well as other partners to include the professional green industry, cooperative extension, conservation districts, and municipalities.

Since the symptoms of drift can be mimicked by other agents, additional information will be collected from the site including the symptom pattern on the plant, a description of the symptoms and whether they appear on the newest leaves or the foliage at the base of the shoot, pattern to damage in the adjacent trees and vegetation, the surrounding vegetation, and any identified abiotic or biotic agents that may be contributing to the symptom pattern. Photographs will also be taken of the leaves and tree.
Small twigs with leaves presenting symptoms will be cut from four sides of the canopy and the leaves will be separated by hand. To avoid external contamination, nitrile gloves will be worn when handling and packaging the foliage. Enough leaves will be collected to fill a ½-gallon bag. The composite sample will be packaged in a perforated paper bag within the mailing box and sent overnight to South Dakota State University. South Dakota State University will be the lead agency for the study with Dr. John Ball, SD Extension Forestry Specialist and SD Department of Agriculture Forest Health Specialist, the principal investigator.

Samples that cannot be sent that day may be stored in a freezer until mailing, but samples will be sent as soon as possible. The sample information will be recorded once it arrives at the lab and the foliage stored at -20°C until analysis. The samples will be ground and analytes extracted. Gas chromatography will be used as the one method of analysis with residues reported as part per billion (ppb). An enzyme-linked immunosorbent assay (ELISA) test will also be utilized for the dicamba analysis.

The herbicide drift survey of community and windbreak trees has focused on dicamba. This will be expanded in 2021 to survey and document exposure to include other plant growth regulator (PGR) herbicides used in agriculture. Samples will be collected from state lands in Illinois, Iowa, and Missouri and from both state and private lands in the remaining states. A report prepared of the findings will be completed by September 2021.

**Outcomes**

The results of this project will be disseminated to all interested parties and stakeholders through two main channels. First, a publication will be created as a reference for herbicide injury on the species of interest, to include information regarding typical symptoms and residue concentration thresholds associated with symptomatic trees. The publication will describe symptoms presented with each herbicide as well as information on the ppb for injury. The publication will be available on each of the cooperating states' forest health website and we will record the number of download or viewing for a one-year period. Second, a GIS data layer will be created and shared with partners to facilitate further study of the data collected in this project.

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SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – J (3)
DATE: August 4-5, 2020

SUBJECT
High School Dual Credit Program Joint Powers Agreement – BOR & DOE

CONTROLLING STATUTE, RULE, OR POLICY
SDCL § 13-28-27.1
BOR Policy 5:3 – Agreements and Contracts
AAC Guideline 7.1 – Dual and Concurrent Credit Administration Guidelines

BACKGROUND / DISCUSSION
Every two years, the Board of Regents signs a Joint Powers Agreement with the Department of Education (DOE) to outline the parameters of the High School Dual Credit Program. Specifically, the agreement describes the reimbursement rate for dual credit courses that students take through the program, as well as any student data that needs to be transmitted to DOE in order for them to properly administer the program.

BOR Policy 5:3 (“Contracts Requiring Board Action…D. Joint powers agreements”), requires Board approval of Joint Powers Agreements (JPA). As such, Board of approval of the JPA set forth in Attachment I is necessary.

IMPACT AND RECOMMENDATIONS
The JPA will allow the High School Dual Credit Program to continue per South Dakota Codified Laws, and will ensure that the necessary information is shared between the Board and DOE.

Board staff recommends the approval.

ATTACHMENTS
Attachment I – Proposed High School Dual Credit Program Joint Powers Agreement

********************DRAFT MOTION 20200804_4-J(3):********************
I move to approve the Joint Powers Agreement between the South Dakota Board of Regents and the Department of Education for the High School Dual Credit program as set forth in Attachment I.

2096
JOINT POWERS AGREEMENT BETWEEN  
THE SOUTH DAKOTA DEPARTMENT OF EDUCATION  
AND  
THE SOUTH DAKOTA BOARD OF REGENTS  

This Joint Powers Agreement (JPA) is entered into between the South Dakota Department of Education (DOE), 800 Governors Drive, Pierre, SD 57501, and the South Dakota Board of Regents (BOR), 306 East Capitol Avenue, Suite 200, Pierre, SD 57501, pursuant to the authority provided in SDCL Chapter 1-24.

1. TERM AND TERMINATION

A. The term of this JPA shall commence upon July 1, 2020 and shall end on June 30, 2023 unless otherwise extended or terminated as provided in this JPA.

B. This Agreement may be terminated by either party upon thirty (30) days written notice to the other agency.

C. Upon termination, each agency shall retain control of the agency’s property as provided in this JPA.

2. PURPOSE

The purpose of this JPA is to provide for joint action between the agencies to provide dual credit opportunities to high school and homeschool students across the State of South Dakota who wish to take dual credit courses from public postsecondary institutions under the control of the BOR ("BOR Institution"). Both agencies concur that it is a more efficient use of state resources to enter into this joint undertaking.

3. FINANCING

A. Except as specifically provided in this JPA, each agency shall be responsible for the costs of the equipment, personnel, and services it provides in the course of joint action under this agreement. The agencies shall also be responsible for the costs of their officers, employees, and agents participating in the coordination and management of joint actions under this agreement.

B. Payment under this agreement will be made from state funds. BOR is responsible for compliance with all state requirements imposed on these funds and accepts full financial responsibility for any requirements imposed by BOR’s failure to comply with state requirements incorporated into this Agreement as Attachment A.

C. DOE will make payment to BOR in the amount of per credit hour as dictated by SDCL § 13-28-37.1 for each student enrolled in a dual credit course at a BOR Institution on BOR’s last academic add/drop date. If current appropriations may be inadequate to fund all participants, DOE will cover student credit hour costs, as permitted under SDCL § 4-8-4, and will request such additional appropriations or other funds as may be necessary.
D. BOR will submit itemized invoices three times yearly to the DOE Director of Career & Technical Education.

4. FUNDING REQUIREMENT

This JPA depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for the purposes contemplated herein. DOE intends to include, within its budget for all the fiscal years this JPA is in effect, an amount sufficient to cover the services required by this JPA. If sufficient funds or expenditure authority are not available, whether through the lack of appropriations by the State Legislature or otherwise, DOE may immediately terminate this JPA. Termination pursuant to this paragraph is not a default by DOE nor does it give rise to a claim against DOE.

5. CONTROL OF PROPERTY AND PERSONNEL

Personnel and property utilized in joint action under this JPA shall be controlled by the agencies in the following manner:

A. Each agency shall retain title, ownership, and control of all property deployed in joint action under this agreement. Each party shall also remain responsible for any loss or damage of its property deployed in joint action under this JPA.

B. Any officer, employee, or agent deployed on joint action under this agreement shall remain an employee with their agency during participation in joint action under this agreement. Each agency shall retain exclusive responsibility for its officers, employees, and agents while they are deployed in joint action under this agreement, including but not limited to regular and overtime wages and salaries, unemployment benefits, worker’s compensation coverage, health insurance or other benefits, and liability coverage and indemnity except as otherwise specifically provided in this agreement.

C. Each agency shall retain authority to recall property or personnel previously deployed in joint action if the agency deems it reasonably necessary to meet their own service provision requirements.

6. OWNERSHIP OF REPORTS

Reports and supporting materials submitted by the BOR to DOE pursuant to this JPA will be the property of the DOE. Original records and related materials used by the BOR to generate such reports and supporting materials will remain the property of BOR.

7. CONFIDENTIAL INFORMATION AND DATA PROTECTION

A. Upon request, BOR will disclose the following information to DOE for dual credit program participants: student name, course enrollment data, and grade received.

B. For purposes of this JPA, BOR designates DOE as an authorized representative in connection with the audit or evaluation of state or federal supported educational programs.

C. DOE will use the information for the sole purposes of fulfilling its responsibilities in administering the dual credit program and evaluating the effectiveness of the dual credit program.
D. The parties shall comply with all state and federal laws protecting the privacy of the data. Nothing in this JPA may be construed to allow any party to maintain, use, disclose or share data in a manner not allowed by state or federal law.

E. Each party shall be responsible for designating an individual or individuals who shall be responsible for processing and responding to data requests from the other party.

F. Transmission of all data must be by secure electronic systems/networks. DOE agrees that all data processed, stored, and/or transmitted under the provisions of this JPA shall be maintained in a secure manner that prevents further disclosure. DOE agrees to restrict access of data to DOE personnel who are authorized to have access for the purposes of administering the dual credit program and evaluating the effectiveness of this program.

G. If either party learns that the confidentiality of any student data is breached or potentially breached, the party shall report this information in detail to the other party immediately upon discovery.

H. The ability to access or maintain data under this JPA shall not under any circumstances transfer from or be assigned to any other individual, institution, organization, government or entity unless otherwise provided by this JPA.

I. DOE will protect the data from further disclosure. DOE may redisclose the data only if all identifying information has been removed in accordance with 34 C.F.R. § 99.31(b).

8. GENERAL OBLIGATIONS

A. As part of the services to be performed pursuant to this JPA, BOR agrees to:

i. Provide dual credit courses listed in Board Policy 2:7, Baccalaureate General Education Curriculum and those agreed to by BOR policy and in consultation with the DOE, to high school students or homeschool students, who meet admissions standards in accordance with the BOR Institution’s policies and processes for admissions, registration, billing and grade reporting.

ii. Provide the courses referenced in paragraph 8.A.i at the rate per hour established by SDCL § 13-28-37.1 and charge each 11th or 12th grade South Dakota resident at the rate per credit hour established by SDCL § 13-28-37.1, payment for which shall be the responsibility of the student.

iii. Bill DOE for the remaining of the agreed upon per credit hour rate in accordance with paragraph 3 of this JPA.

iv. Provide postsecondary credit for each student who obtains the minimum grade necessary for course credit according to BOR policy.

v. Identify a single point of contact to coordinate student registrations, grade reports, and student/school district inquiries related to the dual credit program.

vi. Work with the point of contact at each high school participating in the dual credit program and provide technical assistance as needed to enroll students in the program.

vii. Identify courses which qualify for the reduced rate dual credit program. Post courses to the DOE online storefront.
viii. Provide the information referenced in paragraph 7.A. to DOE as required within two weeks after the BOR Institution’s deadline for submitting final semester grades.

ix. Provide information about course offerings and reports of enrollments to the DOE as required within two weeks after the completion of each semester. Data will be provided according to the specifications outlined by the DOE. If provided data does not meet the identified data specifications, payment will be withheld until data is provided to match specifications.

x. Provide grade reports for each student enrolled in the dual credit course to the local school district within two weeks after the completion of each semester.

xi. In accordance with SDCL 13-28-37.1, If a student receives a failing grade in any course or withdraws from a course after the deadline and does not receive credit for the course, the student may no longer participate in the program. BOR or Board of Technical Education may reinstate a student who is prohibited from participating in the dual credit program if the student demonstrates good cause for failing a course or withdrawing from a course, or if at the student's expense the student retakes and passes the course that the student withdrew from or failed. The dual credit program may not be used for remedial courses.

B. As part of the services to be performed pursuant to this JPA, DOE agrees to:

i. Provide an online storefront that lists all reduced dual credit opportunities and related institutional registration information.

ii. Provide dual credit program support materials to school districts.

iii. Provide data specifications for course offering and student enrollment reports.

iv. Provide an online list of schools that have submitted a MOU to DOE, agreeing to the requirements of the dual credit program.

v. Make payments to BOR Institutions three times per year for DOE’s share of course credits for academic terms included in the agreement period, upon receipt of invoice following the institution's 10 day drop period before midterm.

9. ADMINISTRATION

Any joint activity conducted under this JPA shall be administered by the official in command of the joint activity as designated by the requesting agency. Property deployed in joint actions under this agreement shall be held and disposed in the manner described in paragraph 5 above.

10. GENERAL PROVISIONS

A. This JPA, or any part thereof, or benefits to be received hereunder, shall not be assigned, transferred or otherwise disposed of to any person, firm, corporation or other entity. This JPA may not be modified or amended except in writing, which writing shall be expressly identified as part of this JPA, and which writing shall be signed by the official who executed this JPA or their authorized designees.
B. This JPA shall be governed and construed in accordance with SDCL Chapter 1-24 and other applicable South Dakota law.

C. The participating agencies declare that no specific entity as contemplated in SDCL 1-24-4(2) is being created to implement this JPA, and that the cooperative undertaking herein described shall be administered by DOE, through the Director of Career and Technical Education, and BOR, through the Authorized Representative signing below, or authorized designees as contemplated in SDCL 1-24-5.

D. Any notice or other communication required under this JPA shall be in writing. Notices shall be given by and to Amber Rost on behalf of DOE, and Paul Turman on behalf of BOR, or such authorized designees as either party may from time to time designate in writing.

E. This JPA and the covenants herein contained shall inure to the benefit of and be obligatory upon the legal representatives, agents, employees, successors in interests and assigns to the respective parties hereto.

F. In the event that any provision of this JPA shall be held unenforceable or invalid by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision herein.

G. All other prior discussions, communications and representations concerning the subject matter of this JPA are superseded by the terms of this JPA, and except as specifically provided herein, this JPA constitutes the entire agreement with respect to the subject matter hereof. This JPA is intended to supersede and replace any existing agreement between the parties.

H. This JPA is intended only to govern the rights and interest of the parties named herein. It is not intended to, does not and may not be relied upon to create any rights, substantial or procedural, enforceable at law by any third party in any matters, civil or criminal.

I. This Agreement shall be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

J. The participating agencies acknowledge that a true and correct copy of this JPA will be filed by DOE with the Office of Attorney General and the Legislative Research Council within 14 days of its final execution pursuant to SDCL 1-24-6.1.

K. By the signature of their representative below, each agency certifies that approval of this JPA by ordinance, resolution or other appropriate means has been obtained by that agency's governing body or officer pursuant to SDCL 1-24-3 and 1-24-6 and that the representative is authorized to sign on the agency's behalf.
In witness hereto the parties signify their agreement by signature affixed below:

Amber Rost  
Program Staff Signature  (Date)

Jay Perry  
Authorized Representative  (Date)

Cody Stoeser  
Authorized State Representative  (Date)

South Dakota Board of Regents

Department of Education
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – K
DATE: August 4-5, 2020

SUBJECT
Naming Request – USD – Department of Health Sciences

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:14 – Campus Organization Structure

BACKGROUND / DISCUSSION
The University of South Dakota requests to rename the Department of Health Sciences to the Department of Public Health and Health Sciences.

IMPACT AND RECOMMENDATIONS
This proposed change will more accurately identify and align USD with the changes and growth in the current health care arena, especially in light of the current global pandemic.

Board staff recommends approval.

ATTACHMENTS
Attachment I – USD Request to Rename the Department of Health Sciences

DRAFT MOTION 20200804_4-K:
I move to approve USD’s request to rename the Department of Health Sciences to the Department of Public Health and Health Sciences.
July 13, 2020

Dr. Jay Perry
SD Board of Regents
306 East Capitol Avenue, Suite 200
Pierre, SD 57501

Dear Dr. Perry,

The University of South Dakota is seeking approval for a departmental name change in the School of Health Sciences. We are requesting that the Department of Health Sciences name be changed to the Department of Public Health and Health Sciences.

This change will more accurately identify and align USD with the changes and growth in the current health care arena, especially in light of the current global pandemic. It will also provide USD the opportunity to streamline areas within the School of Health Sciences resulting in efficiencies and cost savings. We would like this change to be effective immediately if approved after consideration at the August 2020 meeting.

Please feel free to contact me if you have questions or need additional information.
Thank you.

Sincerely,

Sheila K. Gestring
President
INFORMATIONAL ITEMS
Consent

AGENDA ITEM: 4 – L
DATE: August 4-5, 2020

SUBJECT
Interim Actions

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 1:5 – Executive Director
BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 5:4 – Purchasing
BOR Policy 6:6 – Maintenance and Repair

BACKGROUND / DISCUSSION
Per BOR Policy, the Executive Director is granted authority to act on and/or authorize approval of various requests on behalf of the Board. In instances where these actions occur, the Executive Director shall provide to the Board a summary of these requests and approvals at each regularly scheduled Board meeting.

A portion of the interim actions of the Executive Director often include authorizing maintenance and repair projects submitted by the campuses whose costs range between $50,000 and $250,000 using institutional funds, donations, or funds not previously approved by the Board. Other finance-related action may also be the purchase of assets between $250,000 and $500,000 as well as any emergency approval of maintenance and repair projects.

IMPACT AND RECOMMENDATION
The list provided in Attachment I summarizes the interim actions taken by the Executive Director, or his designee.

ATTACHMENTS
Attachment I – Interim Actions
INTERIM ACTIONS

### Maintenance and Repair Projects
($50,000 – $250,000)

**South Dakota State University – Brookings**

**Stanley J Marshall Center – Pool Filtration Replacement:** Using general funds in the amount of $70,500 and Athletic/Wellness Facility Rental/Fees in the amount of $79,500, SDSU requests approval to replace and upgrade the pool filtration system in the Stanley J Marshall Center. The system will be upgraded to meet current operational requirements. The project would be designed by a mechanical engineering consultant. SDSU requests delegation of the project to the University as they have necessary in-house expertise to manage the project and it can be completed in a more efficient manner for a project of this scope.

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### Clerical BOR Policy Updates

Clerical revisions were made to the following BOR Policies to reflect legislation that took effect on July 1st which changed the names of the “technical institutes” in South Dakota to “technical colleges”.

- **BOR Policy 2:25** – Articulation of General Education Courses: South Dakota Technical Colleges without a Memorandum of Agreement with the Board of Regents
- **BOR Policy 2:27** – Program to Program Articulation Agreements
- **BOR Policy 2:31** – Articulation of General Education Courses: South Dakota Technical Colleges with a Memorandum of Agreement with the Board of Regents

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### Course Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent course modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Curriculum Requests webpage at the following link:

[https://www.sdbor.edu/administrative-offices/academics/aac/Institutional_Curriculum_Requests/Pages/default.aspx](https://www.sdbor.edu/administrative-offices/academics/aac/Institutional_Curriculum_Requests/Pages/default.aspx)

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### Substantive Program Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent substantive program modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Substantive Program Modification Requests webpage at the following link:

[https://www.sdbor.edu/administrative-offices/academics/aac/Sub_Program_Mod_Requests/Pages/default.aspx](https://www.sdbor.edu/administrative-offices/academics/aac/Sub_Program_Mod_Requests/Pages/default.aspx)
All requests for reduced tuition externally sponsored courses approved by the System Vice President for Academic Affairs can be found on the Special Tuition Rates Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Special_Tuition_Rate_Requests/Pages/default.aspx
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 project list identifies the current capital improvement projects along with the regental building committee representative, estimated dollar amount, the source of funds for the project, and the current status of the project.

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. The review and approval steps involved include:

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 architect evaluation process and Building Committee interviews and selects architect.

(Continued)
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.

5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.

6. Final Design Plan submitted for Board approval.

7. Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.

8. Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

IMPACT AND RECOMMENDATIONS
No impact.

ATTACHMENTS
Attachment I – August 2020 Capital Projects List
### South Dakota Board of Regents Capital Improvement Projects - August 2020

<table>
<thead>
<tr>
<th>Facility Name</th>
<th>Ten-Year Plan</th>
<th>Legislative Action / YR</th>
<th>Fund Type</th>
<th>Legislative / Approved Amount</th>
<th>Most Recent Board Action</th>
<th>Current Project Status</th>
<th>Projected Completion Date</th>
<th>Building Committee Rep.</th>
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<tbody>
<tr>
<td><strong>ACADEMIC FACILITIES</strong></td>
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</table>

#### Black Hills State University

- **E. Y. Berry Library Renovation**
  - FY12 10 Yr Plan
  - HB1051-2012 FY22 HEFF Bonds $3,000,000 Dec-19 Design 2022 Bastian
  - HB1045-2020 Other $3,972,345 Program Plan
  - SB43-2020 M&R Bonding $2,400,000

- **Lyle Hare Stadium Renovation**
  - Jun-16 Planning 2024 Bastian

#### Dakota State University

- **Madison Cyber labs (MadLabs)**
  - HB1057-2018 Private $18,000,596 May-17 Completed March-2020 Schaefer

#### Northern State University

- **Athletic and Recreation Turf Field**
  - Dec-16 Planning Schaefer

- **New Regional Science Education Center**
  - HB1037-2019 Private $33,000,000 Jun-19 Construction 2021 Thares

- **Regional Sports Complex**
  - HB1010-2017 Design $25,573,040 2019 Morgan

#### South Dakota School of Mines and Technology

- **Chemistry/Chemical Engineering Building Repair & Renovation**
  - FY12 10 Yr Plan
  - HB1021-2015 HEFF M&R 2015 HEFF Bonds $519,000 Apr-15 Final Inspection 2018 Wink

- **Mineral Industries Building**
  - State Private Jun-14 Facility Stmt Waiting on LEED Wink

- **Music Center (Old Gym) Renovation**
  - Oct-14 Planning Schaefer

- **Student Innovation Center**
  - Jun-14 Facility Stmt A/E Selection Wink

- **Devereaux Library Renovation**
  - HB1046-2020 HEFF Bonds General Funds M&R $4,000,000 Dec-20 Design Bastian

- **Stadium Renovation**
  - HB1014-2020 HEFF Funds Local Private $5,016,423 Dec-20 Bastian

#### South Dakota State University

- **American Indian Student Center**
  - SB 50-2018 Private School & Public Lands $4,000,000 Jun-18 Final Inspection 2020 Schaefer

- **Animal Disease Research & Diagnostic Lab (ADRDL) - Addition & Renovations**
  - HB1080-2016 Livestock Disease Emergency 2018 State Bonded LDE/Animal Ready Fund $1,575,000 Oct-16 Construction 2020 Morgan

  - SB172-2017 Local ADRDL Fees $5,039,037

- **Chiller Plant - Chiller Upgrade & Cooling Services**
  - HEFF M&R Rent Revenues $1,135,000 May-18 Bastian

<table>
<thead>
<tr>
<th>Facility Name</th>
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<td><strong>2110</strong></td>
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</table>

**LDE/Animal Ready Fund**

- ATACHMENT I 3

**ATTACHMENT I 3**
# South Dakota Board of Regents Capital Improvement Projects - August 2020

<table>
<thead>
<tr>
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<th>Building Rep.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dairy Unit - Replacement/Renovation of Cow Barn &amp; Milking Parlor</td>
<td>FY12 10 Yr Plan</td>
<td>HB1051-2012</td>
<td>2027 HEFF Bonds</td>
<td>TBD</td>
<td>Jun-2020</td>
<td>TBD</td>
<td>TBD</td>
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<tr>
<td>Lincoln Hall - Renovation</td>
<td>FY12 10 Yr Plan</td>
<td>HB1051-2012</td>
<td>2024 HEFF Bonds</td>
<td>TBD</td>
<td>Apr-20</td>
<td>Facility Stmt</td>
<td>TBD</td>
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<tr>
<td>South Dakota Art Museum Addition and Renovation</td>
<td>FY12 10 Yr Plan</td>
<td>HB1051-2012</td>
<td>2027 HEFF Bonds</td>
<td>TBD</td>
<td>Jun-2020</td>
<td>Facility Stmt</td>
<td>TBD</td>
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<tr>
<td>The Barn Renovation (replaces the Visual Arts Project in the 2012 Capital Project)</td>
<td>FY12 10 Yr Plan</td>
<td>HB1051-2012</td>
<td>2024 HEFF Bonds</td>
<td>TBD</td>
<td>Apr-20</td>
<td>Facility Stmt</td>
<td>TBD</td>
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<tr>
<td>Utility Tunnel (North), Steam/Condensate Infrastructure (Repair and Modernization)</td>
<td>FY12 10 Yr Plan</td>
<td>HB1051-2012</td>
<td>2024 HEFF Bonds</td>
<td>TBD</td>
<td>May-17</td>
<td>Final Inspection</td>
<td>2019</td>
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<td>Utility Repairs &amp; Upgrades - Water, Sanitary Sewer, Storm Sewer</td>
<td>FY12 10 Yr Plan</td>
<td>HB1051-2012</td>
<td>2024 HEFF Bonds</td>
<td>TBD</td>
<td>Apr-20</td>
<td>Program Plan</td>
<td>2029</td>
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<tr>
<td>Health Science Building</td>
<td>FY12 10 Yr Plan</td>
<td>SB46-2020</td>
<td>2024 HEFF Bonds</td>
<td>TBD</td>
<td>Apr-20</td>
<td>Program Plan</td>
<td>2022</td>
</tr>
</tbody>
</table>

University of South Dakota

- **Dakota Dome Renovation**
  - Private: $14,500,000
  - Local: $8,719,888
  - HEFF & M&R: $4,779,312
  - Total: $28,000,200
  - Final Inspection: Oct-18
  - Design Plan: TBD
- **National Music Museum**
  - Private: $9,095,000
  - HEFF & M&R: $1,500,000
  - Local: $10,595,000
  - Total: TBD
  - Final Inspection: Dec-18
  - Design Plan: TBD
- **Health Science Building**
  - HEFF & M&R: $12,500,000
  - Private: $4,500,000
  - One-Time State Funds: $5,000,000
  - Total: $22,000,000
  - Final Inspection: Apr-20
  - Program Plan: TBD
- **New School**
  - Private: $11,847,916
  - GOED: $5,000,000
  - Total: $16,847,916
  - Final Inspection: Aug-18
  - Facility Design Plan: TBD

South Dakota School for the Blind & Visually Impaired

- **New School**
  - Private: $11,847,916
  - GOED: $5,000,000
  - Total: $16,847,916
  - Final Inspection: Aug-18
  - Facility Design Plan: TBD
## South Dakota Board of Regents Capital Improvement Projects - August 2020

<table>
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<td>University Wellness Center Addition</td>
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<td>New Residence Hall &amp; Student Life Facility</td>
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<td>Auxiliary Bonds Private</td>
<td>$12,000,000 Dec-19 Construction 2021 $12,500,000 Design Plan</td>
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<td><strong>Northern State University</strong></td>
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<td>Great Plains East and Great Plains West</td>
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<td>Private Aramark Local</td>
<td>$22,725,000 Feb-17 Final Inspection 2018 $150,000 Design Plan $1,000</td>
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**ATTACHMENT I**
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – A (1)
DATE: August 4-5, 2020

SUBJECT
Revisions to BOR Policies 4:10, 4:11, 4:13, and 4:38 (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 4:10 – Tenure and Continuing Appointments
BOR Policy 4:11 – Rank and Promotion
BOR Policy 4:13 – Faculty Evaluations
BOR Policy 4:38 – Statement Concerning Faculty Expectations
COHE Agreement

BACKGROUND / DISCUSSION
As a result of the elimination of collective bargaining after the passage of Senate Bill 147 during the 2020 Legislative Session, BOR Policies 4:10, 4:11, 4:13 and 4:38 are being revised to reflect changes needed since the university faculty collective bargaining agreement with the Council of Higher Education was set to expire at the end of June.

The proposed policies have undergone extensive review since the first reading at the June Board meeting. Board staff received feedback from institutional administrators, faculty senates, individual faculty members, and representatives from COHE who participated in the last collective bargaining sessions. The system Academic Affairs Council received all such feedback for further review and discussion. While the system needs to have these policies in place immediately due to the end of the collective bargaining agreement, it is anticipated that these policies will undergo additional review.

Changes made to the policies since the first reading are highlighted in yellow within the attachments. A summary of the changes since the first readings is also provided below:

Policy 4:10 – Tenure and Continuing Appointment

- Section C, 6.4: Technical edit made to change reference for research faculty from “tenure” to “promotion or continuing appointment.”

(Continued)

DRAFT MOTION 20200804_5-A(1):
I move to approve the second and final reading of the proposed revisions to BOR Policies 4:10, 4:11, 4:13 and 4:38, as presented.
Section C, 8: This section was added inadvertently to the policy, creating a differentiation in the non-renewal process among non-tenurable ranks. The policy has been revised to note that some librarian assignments include tenured faculty and such faculty have a different non-renewal process than other faculty.

Policy 4:11 – Rank and Promotion

- Section C, 1.2: Amended definition of lecturer ranks to include reference to graduate instructional activities if approved by the institution.
- Section C, 1.3: Revised definition of visiting professor to comply with way in which campuses apply the designation.
- Section C, 1.6: revised definition of professor of practice ranks in attempt to add additional clarity.
- Section C, 1.8: Revised definition of teaching assistant/research assistant to comply with ways in which campuses apply the designation.
- Section C, 1.12: Added definition of “professorial rank” to match what had been in collective bargaining agreement.
- Section C, 2.1-2.3: Multiple faculty representatives asked for clarification on professor of practice ranks and experience in lieu of advanced degrees. Changes have been made to clarify the existing compliance each institution already does in this area relative to accreditation requirements.
- Section C, 6.1: First reading draft language included revisions proposed by faculty representatives during the last collective bargaining sessions. System library directors reviewed the language and determined that what was proposed created barriers to hiring or promoting librarians. The latest revisions are intended to clarify this language while retaining the intent of the of the faculty proposal.
- Section C, 10.1: Revision made to note that the institutional president must notify faculty senate of the number of members on the promotion and tenure committee.
- Section C, 10.2: added “president or the president’s designee” for institutional presidents who designate the chief academic officer or equivalent to work with the promotion and tenure committees.
- Section C, 12.1: Language reintroduced – in advertent deletion of part of a sentence in first reading draft.

Policy 4:13 – Rank and Promotion

- Section B: Language added to make clear that the evaluation policy applies to all faculty ranks.
• Section C, 1.6.1: Revisions made to account for health science programs at USD that are under the vice president for health affairs not the vice president for academic affairs.

• Section C, 1.6.2: Technical revisions made to align language in 1.5.

• Section C, 1.8: Reference to “institutional management committee” has been changed to “institutional faculty senate.” The “institutional management committee” was formerly a committee of COHE representatives and campus administration as designated by Section 22.2 of the collective bargaining agreement that no longer exists.

• Section C, 1.9: New language clarifies that tenure-track faculty will prepare professional development plans as part of their promotion review process.

• Section C, 4: The explanation of the performance ratings for the evaluation process has been added. The language is based on what was in the collective bargaining agreement.

Policy 4:38 – Statement Concerning Faculty Expectations

• Section C, 2: Edits were made at the request of institutions to clarify the parameters of faculty workload policies that will be determined by each institution.

• Section C, 3.2: Sentence added to clarify that any assignment of responsibilities to non-professorial ranks faculty will be reflected in institutional workload documents and faculty expectations.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed revisions to BOR Policy 4:10
Attachment II – Proposed revisions to BOR Policy 4:11
Attachment III – Proposed revisions to BOR Policy 4:13
Attachment IV – Proposed revisions to BOR Policy 4:38
SUBJECT: Tenure and Continuing Appointments

NUMBER: 4:10

A. PURPOSE
To define the process, conditions and standards by which tenure and continuing appointments are awarded, as well as the procedures for non-renewal for tenure-track appointments.

B. DEFINITIONS
None

C. POLICY
1. Tenure and Continuing Appointments Generally
   1.1. The major objectives of tenure and continuing appointments are to provide a faculty committed to excellence and to provide a substantial degree of security to those persons who have exhibited superior performance. The test is whether performance has been sufficiently superior to convince the Board that expected services and performances in the future justify the privileges afforded by tenure or continuing appointment.
   1.2. A tenure or continuing appointment may be extended to a full-time faculty or research faculty member providing for re-employment from year to year until such time as the member resigns (Section 4:1, Contract Fulfillment), or retires, is terminated for cause (Section 4:14, Termination for Cause), or is terminated pursuant to a reduction in personnel, (Section 4:23, Faculty Member Reduction Procedures); provided further, in the case of continuing appointments to the research faculty, that the individual’s research work continues to generate sufficient grant or contract income to cover the costs of his or her direct salary and benefits. When research faculty members on a continuing appointment fail to generate sufficient grant or contract income to cover the costs of their direct salary and benefits, their employment will terminate automatically, provided that, where income would suffice to cover all benefits costs, they may elect to continue working at reduced salary rates.
   1.3. The Board may grant a tenure appointment to a newly hired faculty member who had such tenure status previously. Candidates recommended for appointment with tenure appointment shall have a record at least equal to that expected for tenure or continuing appointment at the institution or research center. The administration shall engage the institutional promotion and tenure committee to review the new appointments academic and scholarly record and advance a recommendation from the committee as a portion of


Tenure and Continuing Appointments

4:10

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the formal recommendation. The system Chief Academic Officer, in consultation with the Executive Director, may approve the campus recommendation for granting tenure and provide a report to the Board of Regents during their next scheduled meeting.

1.4. The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of tenure track or probationary service required. Although prior service credit toward tenure or continuing appointments may be awarded at any time, the Board strongly suggests that faculty members submit requests for prior service credit toward tenure only after the faculty member has assembled a complete portfolio for tenure review. Requests for prior service credit should be submitted on a form designated by the Board.

1.5. The tenure review period is extended automatically for one year to assist with family personnel consistent with definitions in the Family Medical Leave Act outlined in BOR Policy 4:15 Leave for each of the instances referenced in this section. Faculty members will file notification with the designated campus representative. Each faculty member is entitled to one automatic extension of either the retention or tenure review. If a faculty member wishes, they may opt-out of the automatic extension prior to formal notification to apply for tenure. Notification by the faculty member will be made in writing to the Provost and/or Human Resources office through institutional norms and practices. Should the need arise for additional time due to another occasion outside of the circumstances listed below, the faculty member may request additional time through the formal request process.

1.5.1. Childbirth, adoption or placement of a foster child in the home (applicable to both parents); or

1.5.2. Serious illness of the faculty member, his or her child, foster child, spouse, domestic partner, parent or other individual for whom the faculty member serves as a primary caregiver or legal guardian; or

1.5.3. Death of a child, foster child, spouse, domestic partner or parent or other individual for whom the faculty member serves as a primary caregiver or legal guardian; or

1.5.4. Full-time military service.

2. Conditions of Appointment for Tenure or Continuing Appointments

2.1. Not later than during the sixth year of tenure-track contract or probationary service at an institution and upon application of a faculty member, a faculty member shall be considered for a tenure or continuing appointment which would begin with the next academic year. Such consideration shall be initiated by the administration on or before such date as may be specified under institutional promotion and tenure procedures. **Institutional deadlines of such notification should occur no later than October 5.** The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of tenure track or probationary service required. Tenure track or probationary service credit is not earned during a period of sabbatical leave or leave of absence.

2.2. Special conditions and accreditation requirements of the Medical, Law, and some other professional schools and programs necessitate special guidelines for promotion, tenure, minimum rank qualifications, minimum promotion eligibility criteria and in
makeup of the campus Promotion and Tenure Committee. Specific guidelines for such schools and programs are published and available to faculty from the governing institution at the University of South Dakota.

3. Tenure – Standards for Appointment

3.1. An appointment with tenure is a privilege that shall not be granted automatically.

3.2. To be granted the privileges of tenure, faculty members:

3.2.1. shall demonstrate that they currently meet institutional performance expectations in teaching, scholarship and service for associate professors and

3.2.2. shall demonstrate promise that they shall, in due course, meet institutional performance standards in teaching, scholarship and service for persons who hold the rank of professor.

3.3. Faculty members who apply for tenure have the burden of demonstrating that their performance has met these standards.

3.3.1. Evidence that faculty members have developed, maintained and implemented well defined, administratively approved plans for their own professional development in the areas of teaching, scholarship and service is relevant to demonstrating promise that they shall in due course meet institutional performance standards in teaching, scholarship and service for persons who hold the rank of professor.

3.3.2. At minimum, professional development plans must:

• address institutional standards for faculty performance,

• chart progress towards the performance exceeding expectations in all areas of professional activity, and

• provide reasonable assurance that the applicant will achieve extramural recognition for ongoing scholarly accomplishment and leadership commensurate with holding the rank of professor.

3.3.3. When reviewing applications for tenure, administrators and promotion and tenure committees shall consider the progress towards meeting the objectives of such approved plans, and they shall heed evidence that the faculty member is effectively pursuing approved objectives, but they shall exercise independent judgment as to the quality of results achieved by the faculty member.

When assessing the quality of performance, administrators and committee members shall be guided by the principles stated in Board Policy No. 4:38 as complemented by institutional policy statements.

4. Continuing Appointment – Standards for Appointment

4.1. An appointment to a continuing appointment is a privilege that shall not be granted automatically.

4.2. Each institution shall establish performance standards in research achievement and productivity that compare to the highest standards in research observed nationwide.

4.3. To be granted the privileges of a continuing appointment, research faculty members:
4.3.1. shall demonstrate that they currently meet performance expectations in research achievement and productivity for associate research professors and

4.3.2. shall demonstrate promise that they shall, in due course, meet performance standards in research achievement and productivity for persons who hold the rank of research professor.

- Evidence that research faculty members have developed, maintained and implemented well defined plans for their own professional development in the areas of research is relevant to demonstrating promise that they shall in due course meet performance standards in research achievement and productivity for persons who hold the rank of research professor.

4.4. The burden of demonstrating that these standards have been satisfied lies with research faculty members who apply for a continuing appointment.

5. **Procedure for Awarding Tenure**

5.1. Tenure review is separate from promotion review.

5.2. Each president shall establish tenure committees appropriate to the administrative organization of the respective institution. Such committees shall be composed of faculty members and administrative appointees. The president shall establish procedures at the institution for the selection of administrative tenure committee members.

5.3. Faculty members who wish to be considered for tenure will notify their immediate supervisor in writing on such date as may be specified under institutional promotion and tenure procedures. Institutional deadlines for such notification should occur, or, in the absence of such institutional procedures, no later than October 5 of the sixth year of tenure track service. Such notification will allow the promotion and tenure committees access to the faculty member's personnel file and individualized professional development plans. It is the responsibility of the faculty member to prepare, assemble and submit on such date as may be specified under institutional promotion and tenure procedures or, in the absence of such institutional procedures, no later than October 5 all favorable documentation which is appropriate and upon which the faculty member relies to establish that the member has developed, maintained and implemented well defined plans for professional development in the areas of teaching, scholarship and service that demonstrate promise, as required under Section C.3 (Tenure - Standards for Appointment), that the member shall in due course meet institutional performance standards in teaching, scholarship and service for persons who hold the rank of professor. It is the responsibility of the faculty member to prepare and submit all favorable documentation appropriate to establish the implementation of their well-defined plans for development of teaching, scholarship, and service as required under Section C.3 (Tenure - Standards for Appointment) to, in due course, meet institutional performance standards for the rank of professor. Each institution may stipulate certain desired elements or format for the documentation, which shall be made available to faculty members in written form. This documentation must accompany the request to the immediate supervisor for consideration. The immediate supervisor, and any other administrators, including the president, who review the file in order to make independent
recommendations, may supplement the material assembled by the faculty member with information obtained from other sources, and they may base their recommendations upon such additional information, provided that such additional information is included in the file together with the materials assembled by the faculty member. This documentation and the recommendations of the supervisor, department head, and of the academic unit's departmental promotion and tenure committee, if any, will be forwarded by the department head to the administrator responsible for the process at the college/school level or institutional level according to institutional timelines, whichever is applicable, no later than November 5.

5.4. The tenure committees shall review the qualifications of each faculty member to determine whether the applicant has satisfied the provisions of Section C.3 (Tenure - Standards for Appointment). The institutional tenure committee shall deliver its recommendation to the president according to institutional timelines no later than January 20 of the fiscal year in which the tenure appointment is applied for. The work product of the tenure committees shall remain confidential.

5.5. The faculty member shall be notified according to institutional timelines, but not later than April 1 of the year in which the faculty member is being considered for tenure, of what the President shall recommend to the Board regarding the faculty member's tenure status. Such notice shall indicate the institutional tenure committee's recommendation. If the President intends to recommend that tenure be denied, the President shall, upon receipt prior to April 15 of a written request, within fifteen (15) working days of the request, provide reasons in writing for the decision. If the President intends to recommend that tenure be denied, the faculty member may request the President provide reasons for the recommendation provided the faculty member makes a written request by April 15. If the faculty member makes such a request, the President shall respond in writing within fifteen (15) working days.

5.6. The president shall make a recommendation to the Board not later than April 15 of the fiscal year in which the application for tenure appointment is made. This recommendation shall be based upon the provisions of Section C.3 (Tenure - Standards for Appointment), as well as upon the other provisions and requirements of this Chapter and upon an assessment of the candidate's past contributions and promise of future contributions to the goals and missions of the institution.

5.7. Successful applicants will receive a tenure contract the following year. Unsuccessful applicants and faculty members who complete their sixth year of tenure track service without applying for tenure will be offered a single term contract for the appointment year following that in which tenure is denied. This term contract is not subject to renewal, and the faculty member will be ineligible for reappointment after it expires.

5.8. The final decision whether to grant a tenure appointment to any applicant shall remain exclusively with the Board.

6. Procedure for Awarding a Continuing Appointment (Research Faculty)

6.1. The institution’s chief research officer shall establish a promotion and continuing appointment review committee. Until such time as twelve or more research faculty members have been appointed to continuing appointments, the continuing appointment
review committee membership shall comprise the chief research officers of other system institutions that host research centers, together with two additional representatives from the institution, designated by the institutional president.

6.2. Research faculty members who wish to be considered for a continuing appointment will notify their immediate supervisor in writing on such date as may be specified under institutional promotion and tenure procedures. Institutional deadlines for such notification should occur or, in the absence of such institutional procedures, no later than October 5. Such notification will allow the continuing appointment review committee access to the faculty member's personnel file. It is the responsibility of the faculty member to prepare and submit all favorable documentation appropriate and specified under institutional promotion and tenure procedures. It is the responsibility of the research faculty member to prepare, assemble and submit on such date as may be specified under institutional promotion and tenure procedures or, in the absence of such institutional procedures, no later than October 5 all favorable documentation which is appropriate and upon which the faculty member relies for favorable action. Each institution may stipulate certain desired elements or format for the documentation, which shall be made available to research faculty members in written form. This documentation must accompany the request to the immediate supervisor for consideration.

6.3. The continuing appointment review committee shall review the qualifications of each applicant for a continuing appointment to determine whether the applicant has satisfied the provisions of Section C.4 (Continuing Appointment - Standards for Appointment). To assist in the evaluation of performance, the immediate supervisor, the continuing appointment review committee or any other administrator involved in the review process may solicit outside reviews. Any such outside review will be added to the documentation that accompanies the file when submitted with recommendations for further review or consideration. The continuing appointment review committee shall deliver its recommendation to the institution's chief research officer and Vice President for Academic Affairs no later than December 15, and the research officer and Vice President for Academic Affairs will forward that recommendation, together with such additional comments as each may deem appropriate, to the institutional president according to institutional timelines by January 1. The work product of the continuing appointment review committee shall remain confidential.

6.4. The applicant shall be notified, not later than March 1 of the year in which the research faculty member is being considered for a continuing appointment, of what the institutional president will recommend to the Board regarding the faculty member's continuing appointment status according to institutional timelines. Such notice shall indicate the continuing appointment review committee's recommendation. If the institutional president intends to recommend that the continuing appointment be denied, the president shall, upon request, within fifteen (15) working days of the request, provide reasons in writing for the decision. If the President intends to recommend that promotion or continuing appointment be denied, the faculty member may request the President provide reasons for the recommendation provided the faculty member makes a written request by April 15. If the faculty member makes such a request, the President shall respond in writing within fifteen (15) working days.
6.5. The institutional president shall make a recommendation to the Board not later than April 1. This recommendation shall be based upon the provisions of Section C.4 (Continuing Appointment – Standards for Appointment), as well as upon the other provisions and requirements of this Chapter and upon an assessment of the candidate's past contributions and promise of future contributions to the goals and missions of the research center program.

6.6. Successful applicants will receive a continuing appointment the following year. Unsuccessful applicants and faculty members who complete their sixth year of probationary service without applying for a continuing appointment will be offered a single term contract for the appointment year following that in which the continuing appointment is denied. This term contract is not subject to renewal, and the research faculty member will be ineligible for reappointment after it expires.

6.7. The final decision whether to grant a continuing appointment to any applicant shall remain exclusively with the Board.

7. Non-Renewal of Tenure-Track Appointments

7.1. Non-renewal ordinarily terminates employment at the end of an annual contract term. Non-renewal is not a disciplinary action. It does not terminate rights under an existing annual contract. The decision to non-renew is discretionary with the administration, provided that it is not based upon reasons expressly forbidden under Board policy. Non-renewal is subject only to those procedural limitations expressly set forth in this section.

7.2. Prior to the issuance of a written notice of non-renewal, the faculty member's immediate supervisor shall provide the opportunity for a meeting with the faculty member to apprise the faculty member of the proposed action. The faculty member shall be given five (5) working days written notice of such meeting and the faculty member may have present a witness or representative of the faculty member's choosing.

7.3. In order to facilitate the relocation of faculty members who are not to be rehired, the administration agrees to provide notice, including reasons, of its intent not to rehire any faculty member serving under a tenure track in accordance with the following schedule:

7.3.1. A faculty member who has completed less than one (1) academic year of service under a tenure-track appointment shall receive written notice of non-renewal from the institution before March 15 of the current year of appointment.

7.3.2. If a faculty member has completed more than one (1) but less than four (4) years of service under a tenure-track appointment, the institution shall provide the faculty member with written notice of non-renewal before December 15 of the current year of appointment. However, if the faculty member is currently subject to the provisions of an improvement plan, the institution shall provide the faculty member notice of non-renewal prior to March 1 of the current year of employment. The non-renewed faculty member may file a request for reconsideration with the president within ten (10) working days of receipt of the notice of non-renewal. The president, after reviewing the request, shall notify the faculty member, within ten (10) working days, of the final institutional recommendation to be forwarded to the Board.
7.3.3. If a faculty member has completed at least four (4) years of service under a tenure-track appointment, the institution shall provide the faculty member with written notice of non-renewal before April 1 of the current year of appointment. Such faculty member having received written notice of non-renewal shall receive a term contract for the term of one (1) academic year, effective the subsequent academic year. The faculty member may file a request for reconsideration with the president within ten (10) working days of receipt of the notice of non-renewal. The president, after reviewing the request, shall notify the faculty member within ten (10) working days of the final institutional recommendation to be forwarded to the Board. The faculty member may file with the president a statement which shall accompany the institutional recommendation to the Board. The Board shall consider the institutional recommendation and any statement at its next regularly scheduled meeting and shall issue its binding decision which shall be deemed final at the end of ten (10) days from the date of issuance unless such faculty member shall submit a resignation prior thereto.

7.3.4. Faculty members employed on tenure-track contracts who are non-renewed may be granted no more than one subsequent term contract. Nothing in this section is intended to modify the rights and limitations contained in 4:7(H)(2) hereof.

7.4. In order to facilitate the relocation of research faculty members who are not to be rehired after the termination of an appointment, the administration agrees to provide notice, including reasons, of its intent not to rehire any faculty member serving under probationary contracts in accordance with the following schedule:

7.4.1. A research faculty member who has completed less than three (3) years of service under a probationary appointment shall receive written notice of non-renewal from the research center before March 15 of the current year of appointment.

7.4.2. If a research faculty member has completed more than three (3) years of service under a probationary appointment, the research center shall provide the research faculty member with written notice of non-renewal before December 15 of the current year of appointment.

7.4.3. Nothing in this section is intended to modify the rights and limitations contained in 4:7(H)(2) hereof.

7.5. If the administration is late in providing the notice stipulated in C.7.3.1 or C.7.3.2 above, the faculty member will be entitled to receive, at the election of the administration, either (1) an additional term contract for a period of time equal to twice the number of working days by which the notice is late; or (2) a payment equal to twice the number of working days by which the notice is late times the faculty member’s monthly salary divided by twenty-two (22). If the administration is late in providing the notice stipulated in C.7.3.3 above, the faculty member will be entitled to receive, at the election of the administration, either (1) an additional term contract for the following academic year; or (2) a payment equal to the base salary for the current academic year. If the institution fails to provide timely notice as stipulated in (C.7.2), above, the faculty member shall receive, at the election of the institution, either of the following:
- an additional term appointment for a period of time equal to twice the number of working days by which the notice was late; or
- payment equal to twice the number of working days by which the notice was late, multiplied by the faculty member's monthly salary, divided by twenty-two.

7.6. The years of service required for the notice provisions of this section shall not be affected by any reduction of the tenure-track period granted by the Board pursuant to Section 4:1 (Tenure-Track Contract), or Section 4.10(2) (Conditions of Appointment for Tenure).

8. Non-Renewal of Librarians with Tenure

Non-renewal of faculty members assigned to libraries who hold tenure appointments are subject to the non-renewal of tenure-track appointments identified in Section 7 of this policy.

8.1. Faculty members promoted to the rank of librarian will be subject to nonrenewal under provisions of this section. Faculty members assigned the rank of librarian at hire will become subject to the provisions of this section after completion of eight (8) consecutive full-time contracts. For purposes of transition, faculty members assigned the rank of librarian with the contract for the academic year 2012-2013 will become subject to nonrenewal under provisions of this section effective with the first academic year following completion of eight (8) consecutive full-time contracts at the institution, including service prior to academic year 2012-2013.

8.2. Nonrenewal under this section ordinarily terminates employment at the end of an annual contract term. Nonrenewal is not a disciplinary action. It does not terminate rights under an existing annual contract. The decision not to renew a librarian's appointment is discretionary with the administration, provided that it is not based upon reasons expressly forbidden by Board policy. Nonrenewal is subject only to those procedural limitations expressly set forth in this section.

8.3. Prior to the issuance of a final written notice of nonrenewal, the institutional administration will provide the opportunity for a meeting with the librarian to apprise the librarian of the proposed nonrenewal, together with reasons for the action. The librarian will be given at least five (5) working days' written notice of such meeting so that both the librarian and the administration may arrange to have present a witness or a representative.

8.4. No later than five (5) working days after the personal meeting, the administration will provide the librarian with final written notification whether the appointment will not be renewed, and, if the decision is made not to renew the appointment, the reasons for the decision.

8.5. The administration will provide the librarian with final written notice of nonrenewal before December 15 of the current year of employment for persons serving under fall-spring appointments, by April 15 for persons serving under spring-summer appointments, or before August 31 for persons serving under summer-fall appointments.

8.6. If the administration is late in providing the final written notice, the librarian will be entitled to receive, at the election of the administration, either (1) an additional term contract for a period of time equal to twice the number of working days by which the
notice is late; or (2) a payment equal to twice the number of working days by which the notice is late times the librarian’s monthly salary divided by twenty-two (22).

8.9 Grant of Academic Tenure or Continuing appointment to Newly Hired Administrators or Research Faculty Members

8.1-9.1 The Board may, at its discretion and upon the recommendation of the administration of the institution, when special conditions warrant, award academic tenure or continuing appointment to newly hired administrators or research faculty members. This grant of tenure or continuing appointment shall not be construed to create a property right of any sort in the administrative portion of employment, and continuing appointments at hire remain subject to the same requirements and conditions involving the generation of income that otherwise apply to such appointments. In rare and exceptional circumstances, the Board may grant a tenure appointment to a newly hired research faculty member who had such tenure status previously.

8.2-9.2 The administration shall provide documentation of the circumstances that warrant a new appointment with tenure or continuing appointment. Circumstances that may warrant such an appointment include documentation of current performance commensurate with the award of tenure or a continuing appointment, development of a new program, need for special expertise, or appointment to an administrative position where possession of tenure or continuing appointment is critical to effective performance of administrative responsibilities.

8.3-9.3 Candidates recommended for appointment with tenure or continuing appointment shall have a record at least equal to that expected for tenure or continuing appointment at the institution or research center. The administration shall engage the institutional promotion and tenure committee to review the new appointments academic and scholarly record and advance a recommendation from the committee as a portion of the formal recommendation.

8.4-9.4 The administration shall provide to the Board the candidate’s resume and information on tenure or continuing appointment status at other institutions. The administration may provide additional information in support of the recommendation.

8.5-9.5 The final decision whether to grant tenure or continuing appointment hereunder upon employment shall remain exclusively with the Board.
FORMS / APPENDICES:
None

SOURCE:
SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Rank and Promotion

NUMBER: 4:11

A. PURPOSE

1. To outline the rank and promotion expectations for the professorial, lecturer, research, and librarian, and professor of practice faculty ranks for unit members, as well as the research ranks for non-unit members.

B. DEFINITIONS

1. See section C.1

C. POLICY

1. Academically Related Position Titles

1.1. The following titles shall have the meanings indicated for persons employed by the Board of Regents. They are used for the purposes specified and do not denote membership in the general faculty unless so designated by the President in accordance with established policy.

1.2. Lecturer rank designates any of a series of ranks, comprising instructor, lecturer and senior lecturer, in which faculty unit members assume undergraduate and/or graduate (if approved as graduate faculty) instructional activities and serve on term contracts.

1.3. Visiting Professor (Assoc. Prof., etc.) is a title given to a person holding the specified rank at another institution, and who is on temporary visiting status, or whose research, creative activities, or professional achievement make a visiting appointment appropriate.

1.4. Adjunct Professor (Assoc. Prof., etc.) is a title given to a person whose primary employment is outside of the institution but who is given a courtesy appointment with or without a specific teaching/research assignment.

1.5. Research Professor (Assoc. Prof., etc.) is a title which is given to a person who is assigned to an externally funded research center or assigned to an externally funded position in the School of Medicine.

1.6. Professor of Practice (Assoc. Prof., etc.) ranks designate any series of non-tenurable ranks in which the faculty member integrates academic scholarship with significant practical experience in a specific field and provide students and faculty with an understanding of the practical applications of a field of study. Faculty in this rank may...
be assigned teaching (including graduate students if approved as graduate faculty), advising, and research responsibilities as directly related to their expertise and experience. Professor of Practice (Assoc. Prof., etc.) is a title given to a person who promotes the integration of academic scholarship with practical experience. They provide faculty, undergraduate students, and graduate students with an understanding of the practical applications of a field of study as they teach courses, advise students, and may conduct research and collaborate in areas directly related to their expertise and experience as assigned. Professors of Practice are generally not tenure track and emphasize professional practice knowledge and skills rather than scholarly research, although specific positions requirements may vary.

1.5.1.7. Coach is a title given to a person assigned primarily to coaching duties in intercollegiate or intramural athletics and sports. Academic assignment may be denoted by an additional title and a percentage of load which may permit the individual to become eligible for tenure consideration.

1.6.1.8. Teaching Assistant or Associate or Research Assistant (includes Laboratory Assistant and Clinical Assistant) is a title given to enrolled graduate students who are assigned responsibilities in teaching, research, and/or laboratory supervision on a limited or part-time basis. The assistant carries a reduced course load based on work assignment.

1.7.1.9. Research Associate is a title given to full-time or part-time exempt staff members who have high level research skills and who are employed for specific responsibilities in research or specialized technical activities.

1.8.1.10. Postdoctoral Research Associates are individuals with recently granted degrees of doctor of philosophy or medical doctor, or the equivalent. Postdoctoral Fellows may also be unpaid visitors.

1.11. “Librarian Rank” designates any of a series of ranks, comprising assistant librarian, associate librarian and librarian, in which faculty members assume responsibility for library programs or functions supporting instruction or research and serve on term contracts.

1.9.1.12. “Professorial Rank” designates any of a series of ranks, comprising assistant professor, associate professor and professor, in which faculty members assume traditional faculty roles embracing teaching, research and service and may serve on term, tenure track or, at the associate professor and professor ranks, tenure contracts.

2. Rank Qualification for Employment and Promotion for Higher Education Institutions

The rank qualifications which are set forth below are minimums for consideration for employment and promotion. All reference to teaching or research experience in rank qualifications listed below shall mean full-time academic year appointments. Where part-time experience is to be recognized, it will be recognized on a pro-rata basis. For the purposes of this Chapter, one year of full-time successful service with the Agricultural Cooperative Extension Service is equivalent to one year of successful college teaching or research experience.
2.1. All faculty appointments shall be assigned to one of the following ranks: Professorial, Research, Lecturer, Librarian, or Professor of Practice. Institutions make these designations subject to the approval of the Board of Regents.

2.2. Each institution assigns faculty to ranks depending on the requirements of the appointment, the needs of the institution, and in compliance with other Board of Regents policies.

2.3. Each institution shall establish well-defined policies, procedures, and documentation to evaluate and approve such transitions to the Professor of Practice ranks. These processes shall comply with Higher Learning Commission requirements for tested experience for faculty qualifications, including but not limited to documenting the breadth and depth of experience outside of the classroom in real-world situations relevant to the faculty member’s discipline.

3. Professorial Rank

3.1. Minimum Rank Qualifications

3.1.1. Assistant Professor: (Nontenurable)

For faculty unit-members who report for service on or before June 30, 2012, the minimum rank qualifications for the rank of assistant professor are:

3.1.1.1. Earned master's plus thirty (30) additional semester hours of graduate credit in fields related to assigned responsibilities and three (3) years of successful college teaching or research experience in appropriate fields (or appropriate equivalent experience); or

3.1.1.2. Earned doctorate or a postgraduate degree, other than a doctorate, recognized by the institutional administration as terminal for the faculty members’ discipline at the institution; and

3.1.1.3. Evidence of scholarship consistent with institutional standards implementing BOR Policy No. 4:38 for professorial ranks.

3.1.2. Assistant Professor: (Nontenurable)

For faculty unit-members who report for service on or after July 1, 2012, the minimum rank qualifications for the rank of assistant professor are:

3.1.2.1. Earned doctorate or a postgraduate degree, other than a doctorate, recognized by the Board as a permitted terminal degree for the faculty unit-members’ discipline at the institution;

3.1.2.2. Completion of all requirements for a doctoral degree except for the successful defense of the dissertation; provided that a person assigned the rank of assistant professor under this subsection pending completion of the dissertation, is not eligible for a tenure track appointment, may be offered a term contract at the rank for no more than two (2) successive years, and may not be reappointed at that rank if the doctoral degree has not been granted by the end of the second academic year; and
3.1.2.3. Evidence of scholarship consistent with institutional standards implementing Board Policy No. 4:38 for professorial ranks.

3.1.3. Associate Professor: (Tenurable)

3.1.3.1. Either,

3.1.3.1.1. Earned doctorate and six (6) years of successful tenure track or postdoctoral college teaching or research experience in appropriate fields (or appropriate equivalent experience); or

3.1.3.1.2. A post-graduate degree, other than a doctorate, recognized by the institutional administration as terminal for the faculty members' discipline, and six (6) years of successful tenure track or post-degree college teaching or research experience in appropriate fields (or appropriate equivalent experience).

3.1.3.2. Evidence of external recognition for scholarly accomplishment consistent with institutional standards implementing Board Policy No. 4:38 for professorial ranks; and

3.1.3.3. Tenure at the institution or, for persons appointed to the rank of associate professor at the time of hire, tenure at a prior institution.

3.1.4. Professor: (Tenurable)

3.1.4.1. Either,

3.1.4.1.1. Earned doctorate and ten (10) years of successful tenure track or postdoctoral college teaching or research experience in appropriate fields (or appropriate equivalent experience); or

3.1.4.1.2. A post-graduate degree, other than a doctorate, recognized by the institutional administration as terminal for the faculty members' discipline, and ten (10) years of successful tenure track or post-degree college teaching or research experience in appropriate fields (or appropriate equivalent experience).

3.1.4.2. Evidence of external recognition for ongoing scholarly accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for professorial ranks; and

3.1.4.3. Tenure at the institution or, for persons appointed to the rank of professor at the time of hire, tenure at a prior institution.

3.2. Minimum Promotion Eligibility Criteria

In addition to the minimum rank qualifications for employment and promotion state in this section the minimum eligibility criteria for promotion in professorial rank shall be:

3.2.1. Assistant Professor to Associate Professor (Academic):

There are no time-in-rank or length-of-service requirements for promotion to the rank of associate professor; this rank is assigned upon the grant of tenure.

3.2.2. Associate Professor to Professor (Academic):
Five (5) years in rank in the institution; tenure; high level of performance in the areas of responsibilities commensurate with promotion to the rank of professor.

All references to years in rank herein are to full-time academic year appointments or to their equivalents. Faculty members become eligible to apply for promotion during the year in which their length of service will meet the stated requirements. Faculty members serving in library positions on tenure or tenure track appointments who, on or before August 30, 2012, elect to retain professorial rank, will accrue years of service under the standard rules. Faculty members whose appointment is split between professorial and librarian ranks will accrue years of service in proportion to the percent of their appointment assigned to professorial duties.

The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of service required for eligibility for promotion; provided that prior service credit may not be requested in conjunction with an application for promotion. The grant of prior service credit for purposes of promotion will not thereby reduce the tenure track service requirements stated in § 14.2.

4. Research Ranks

4.1. Minimum Rank Qualifications

4.1.1. Assistant Research Professor:

4.1.1.1. An earned terminal degree.

4.1.2. Associate Research Professor: (Eligible for continuing appointment)

4.1.2.1. Earned terminal degree and six (6) years of successful research experience in appropriate fields (or appropriate equivalent experience); and

4.1.2.2. Evidence of external recognition for ongoing scholarly accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the professorial ranks.

4.1.3. Research Professor: (Eligible for continuing appointment)

4.1.3.1. Earned terminal degree and ten (10) years of successful research experience in appropriate fields (or appropriate equivalent experience); and

4.1.3.2. Evidence of external recognition for ongoing scholarly accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the professorial ranks; and

4.2. Minimum Promotion Eligibility Criteria

4.2.1. Assistant Research to Associate Research Professor:

Four (4) years in rank in the institution prior to going up for promotion; high level of performance in the areas of responsibilities commensurate with promotion to the rank of Associate Research Professor.

4.2.2. Associate Research Professor to Research Professor:
Five (5) years in rank in the institution; high level of performance in the areas of responsibilities commensurate with promotion to the rank of Research Professor.

All reference to years in rank herein shall mean full-time academic year appointments, or their equivalents, for the regular faculty ranks and full calendar years, or their equivalents, for research ranks. Where part-time experience is to be recognized, it shall be recognized on a pro-rata basis.

In addition to the minimum promotion eligibility criteria set forth in this section, to be awarded promotion in rank, faculty members must meet institutional performance standards for persons holding the instructional rank sought. Applicants for promotion in research ranks must document research achievement and productivity comparable to the highest research standards observed nationwide.

5. Lecturer Rank

The rank qualifications which are set forth below are minimums for employment. All references to teaching experience in rank qualifications listed below are to full-time academic year appointments or to their equivalents. Where part-time experience is to be recognized, it will be recognized on a pro-rata basis. For purposes of this article, one (1) year of full-time successful service with the Agricultural Cooperative Extension Service is equivalent to one (1) year of successful college teaching or research experience.

5.1. Minimum Rank Qualifications

5.1.1. Instructor:

Earned master's; or other degrees or qualifications recognized under academic program or discipline accreditation standards.

5.1.2.0. Other degrees or qualifications recognized under academic program or discipline accreditation standards.

5.1.4.5.1.2. Lecturer:

Earned doctorate or other graduate degree a postgraduate degree, other than a doctorate, recognized by the Board as a permitted terminal degree for the faculty unit members’ discipline at the institution; and

Evidence of ongoing accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the lecturer ranks.

5.1.5.5.1.3. Senior Lecturer:

Earned doctorate or other graduate degree a postgraduate degree, other than a doctorate, recognized by the Board as a permitted terminal degree for the faculty unit members’ discipline at the institution and six (6) years of successful teaching at the university level; and
Evidence of ongoing accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the lecturer ranks.

5.2. **Minimum Promotion Eligibility Criteria**

In addition to the minimum rank qualifications for employment stated in this subsection, the minimum eligibility criteria for change in rank will be:

5.2.1. Instructor to Lecturer:

Three (3) years in rank at the institution before submitting materials; performance of assigned responsibilities commensurate with expectations for lecturers.

5.2.2. Lecturer to Senior Lecturer:

Five (5) years in rank at the institution; performance of assigned responsibilities commensurate with expectations for senior lecturers.

All references to years in rank herein are to full-time academic year appointments or to their equivalents. Faculty members become eligible to apply for change in rank during the year in which their length of service will meet the stated requirements.

The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of service required for eligibility for change in rank; provided that prior service credit may not be requested in conjunction with an application for change in rank.

6. **Librarian Rank**

6.1. **Minimum Rank Qualifications**

The rank qualifications which are set forth below are minimums for employment. All references to teaching experience in rank qualifications listed below are to full-time academic year appointments or to their equivalents. Where part-time experience is to be recognized, it will be recognized on a pro-rata basis.

6.1.1. Assistant Librarian:

6.1.1.1. Master’s degree in library or information science from a program accredited by the American Library Association; or

6.1.1.2. Other degrees or qualifications recognized under academic program or discipline of librarianship or library science accreditation standards.

6.1.2. Associate Librarian:

6.1.2.1. Master’s, specialist or doctoral degree in library or information science from a program accredited by the American Library Association in addition to the master’s in library or information science from a program accredited by the American Library Association; or, Specialist or Doctoral degrees in library or information science from a program accredited by the American Library Association in addition to the master degree in library or information science;
6.1.2.1. Degree recognized by the Board as a permitted terminal degree for the faculty members’ discipline of librarianship at the institution;

6.1.2.2. Ten (10) years of experience as a professional librarian or three (3) years in rank as an Assistant Librarian at the institution; and

6.1.2.3. Evidence of external recognition for ongoing accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the librarian ranks.

6.1.3. Librarian:

6.1.3.1. Master’s, specialist or doctoral degrees in addition to the master’s degree in library or information science from a program accredited by the American Library Association; Master’s, specialist or doctoral degree in library or information science from a program accredited by the American Library Association in addition to the master’s in library or information science from a program accredited by the American Library Association; or

6.1.3.2. Degree recognized by the Board as a permitted terminal degree for the faculty members’ discipline of librarianship at the institution; and

6.1.3.3. Fifteen (15) years of experience as a professional librarian or five (5) years in rank as an associate librarian at the institution; and

6.1.3.4. Evidence of external recognition for ongoing accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the librarian ranks.

6.2. Minimum Promotion Eligibility Criteria

In addition to the minimum rank qualifications for employment in this subsection, the minimum eligibility criteria for change in rank will be:

6.2.1. Assistant Librarian to Associate Librarian:

Three (3) years in rank at the institution; performance of assigned responsibilities that meet or exceed expectations for associate librarians.

6.2.2. Associate Librarian to Librarian:

Five (5) years in rank at the institution; performance of assigned responsibilities that meet or exceed expectations for librarians.

All reference to years in rank herein are to full-time, twelve month appointments or to their equivalents. Faculty unit members become eligible to apply for change in rank during the year in which their length of service will meet the stated requirements.

The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of service required for eligibility for change in rank; provided that prior service credit may not be requested in conjunction with an application for change in rank.

7. Professor of Practice Rank
The rank qualifications which are set forth below are minimums for employment. All references to teaching experience in rank qualifications listed below are to full-time academic year appointments or to their equivalents. Where part-time experience is to be recognized, it will be recognized on a pro-rata basis. For purposes of this article, one (1) year of full-time successful service with the Agricultural Cooperative Extension Service is equivalent to one (1) year of successful college teaching or research experience.

7.1. Minimum Rank Qualifications

7.1.1. Assistant Professor of Practice:
Earned doctorate or other graduate degree recognized by the Board as a permitted terminal degree for the faculty member’s discipline at the institution, or significant professional experience in the discipline that aligns with Higher Learning Commission guidelines for teaching at the undergraduate or graduate level.

7.1.2. Associate Professor of Practice:
Earned doctorate or other graduate degree recognized by the Board as a permitted terminal degree for the faculty member’s discipline at the institution, or significant professional experience in the discipline that aligns with Higher Learning Commission guidelines for teaching at the undergraduate or graduate level.

7.1.3. Professor of Practice:
Earned doctorate or other graduate degree recognized by the Board as a permitted terminal degree for the faculty member’s discipline at the institution, or significant professional experience in the discipline that aligns with Higher Learning Commission guidelines for teaching at the undergraduate or graduate level; and significant professional experience and accomplishments relevant to the field, including but not limited to senior positions in industry, government, or professional organizations, and awards and recognition received.

7.2. Minimum Promotion Eligibility Criteria

In addition to the minimum rank qualifications for employment stated in this subsection, the minimum eligibility criteria for change in rank will be:

7.2.1. Assistant Professor of Practice to Associate Professor of Practice:
Three (3) years in rank at the institution before submitting materials; performance of assigned responsibilities commensurate with expectations for Associate Professor of Practice.

7.2.2. Associate Professor of Practice to Professor of Practice:
Five (5) years in rank at the institution; performance of assigned responsibilities commensurate with expectations for Professor Practices.

All references to years in rank herein are to full-time academic year appointments or to their equivalents. Faculty members become eligible to apply for change in rank during the year in which their length of service will meet the stated requirements.
The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of service required for eligibility for change in rank; provided that prior service credit may not be requested in conjunction with an application for change in rank.

7.8 Exceptions

Upon the recommendation of the institutional President, the Board may grant exceptions to the minimum rank qualifications or the promotion eligibility criteria relating to the minimum number of years in rank at the institution or both. The Board shall consider for promotion under this Section only those faculty members who, in the judgment of the Board, have demonstrated that their level of performance and/or professional qualifications are notably excellent and sufficient to offset the lack of a required degree or years in rank.

9. Use of Faculty Committee

The work and recommendations of promotion and tenure committees apply only to tenure-track faculty in the professorial ranks. The work and recommendations of promotion and continuing appointment review committees apply only to research faculty. Promotion and continuing appointment of faculty in lecturer, librarian, and professor of practice ranks is governed by administrative procedures established by each institution in compliance with Board policy.

8.10. Promotion and Tenure Committee Formulation

8.1.1. The institutional promotion and tenure committee will consist of elected members of the faculty and members of the administration. The composition of the committee shall be: fifty percent (50%) faculty members; fifty percent (50%) administrative appointees. Each President shall determine the total number of members for the institutional promotion and tenure committee at each institution and inform the faculty senate of the total number of members, and will notify the institutional COHE president no later than the date when faculty report for the start of the fall term of the number of members on the committee.

8.1.1.1. The faculty unit representatives on the institutional promotion and tenure committee will be elected by the faculty as soon as practicable after the commencement of school activities in the fall. Membership terms will be for three (3) years.

8.1.2.1. Vacancies shall be filled according to procedures established for the original appointment. Election procedures shall be determined by COHE and the election shall be conducted under its auspices. Only tenured faculty unit members will be eligible for election to the institutional promotion and tenure committee. Election procedures must provide all eligible faculty unit members whose names appeared on the list generated on February 15 and who are still employed at the institution at the time of election, with equal opportunities to nominate candidates for committee membership, be nominated for committee membership, and to elect committee members, and they must provide all tenured faculty unit members whose names appeared on the list generated on February 15 and who are still employed at the institution at the time of the election with equal opportunities to be nominated for committee membership. Alternates should be selected in the
same manner. Faculty members, who themselves are to be considered for promotion or tenure, are not eligible for membership on the promotion and tenure committee during the academic year in which their promotion or tenure is being considered.

8.2.10.2. Administrative appointees shall be appointed by the president or the president’s designee.

8.3.10.3. There shall be, in addition to the institutional promotion and tenure committees at USD and SDSU, college or school promotion and tenure committees as the case may be. At all institutions, departments or other appropriate administrative units may petition the president for the creation of a promotion and tenure committee for the respective department or unit. If approved, the president shall determine the membership consistent with the ratio and constituency heretofore established for the institutional promotion and tenure committee.

8.4.10.4. Each promotion and tenure committee shall be given institutional guidelines to be utilized in promotion and tenure recommendations.

8.5.10.5. The parties recognize that the integrity of the promotion and tenure review process requires not only that it be fair, but also that it be regarded as fair. Therefore, individual committee members will recuse themselves whenever their ability to make a disinterested judgment might reasonably be called into question.

8.6.10.6. Faculty unit members, who themselves are to be considered for promotion or tenure, are not eligible for membership on the promotion and tenure committee during the academic year in which their promotion or tenure is being considered. If such a faculty unit member is denied promotion or tenure, the individual’s term on the committee will be deemed to have expired. Faculty unit members who have been denied promotion may serve on the promotion and tenure committee if elected in an election held no sooner than one (1) academic year following the year in which the denial occurred.

8.7.10.7. Colleges, school, departments or other appropriate administrative units that have sufficient numbers of tenured faculty to form a committee may petition the president for the creation of a promotion and tenure committee for the respective college, school, department or unit. If approved, the president will determine the membership consistent with the ratio and constituency heretofore established for the institutional promotion and tenure committee. Tenured faculty unit members will be elected to college or school, department or other appropriate administrative unit promotion and tenure committees using the same procedures used to elect tenured faculty unit members to the institutional promotion and tenure committee. Faculty unit members within the appropriate unit will participate in the election procedures.

8.8.10.8. The promotion and tenure committees shall make their recommendations to the administrator of the applicable department or appropriate unit. Administrators shall consider the recommendations of their departmental or unit promotion and tenure committee in formulating their recommendations to the next level of the process.

9.11. Procedures for Promotion Recommendations
9.1.11.1. Faculty members who wish to be considered for promotion shall submit a completed notification and application for promotion, together with supporting documents, to their immediate supervisor on such date as may be specified under institutional promotion and tenure procedures. Institutional deadlines for such notification should occur, or, in the absence of such institutional procedures, no later than October 5. Such notification and application shall allow the promotion and tenure committee’s access to the faculty member’s personnel file and individualized professional development plans. The application will include documentation to establish performance commensurate with the award of the professorial rank sought as required under Board Policy No. 4:11(4), or, for faculty unit members not assigned the rank of Associate Professor when first awarded a tenure track contract, to establish performance commensurate with the award of tenure as required under Board Policy No. 4:10(3). It is the responsibility of the faculty member to prepare documentation appropriate for use by the promotion and tenure committees and appropriate administrators in judging the faculty member's qualification for promotion. This documentation must accompany the request to the immediate supervisor for consideration. This documentation and the recommendations of the faculty member’s supervisor or department head (and of the departmental promotion and tenure committee, if any) shall be forwarded by the supervisor or department head to the administrator responsible for the process at the college/school level or institutional level, whichever is applicable, no later than a date to be set by the Board. Each institution may stipulate certain desired elements or format for the documentation, which shall be made available to faculty members in written form. This documentation must accompany the request to the immediate supervisor for consideration. The immediate supervisor, and any other administrators, including the president, who review the file in order to make independent recommendations, may supplement the material assembled by the faculty with information obtained from other sources, and they may base their recommendations upon such additional information, provided that such additional information is included in the file together with the materials assembled by the faculty member. This documentation and the recommendations of the faculty member’s supervisor or department head (and of the departmental promotion and tenure committee, if any) will be forwarded by the supervisor or department head to the administrator responsible for the process at the college/school level or institutional level according to institutional timelines, whichever is applicable, no later than November 5.

9.2.11.2. If the institution has college or school promotion and tenure committees, the recommendations of the appropriate administrator (and of the college or school promotion and tenure committees) will be forwarded by that administrator, with the supporting documentation, to the president according to institutional timelines, or designee, no later than December 1 for consideration by the institutional promotion and tenure committee.

9.3.11.3. The institutional promotion and tenure committee will review all materials and may consult with applicable college, school, or departmental promotion and tenure committees, and in addition, may consult with the faculty member or other individuals as it deems appropriate. After such consultation, the institutional promotion and tenure committee will add its recommendation and forward all information to the president.
according to institutional timelines no later than January 20 of each academic year. The working papers and files of the promotion and tenure committee(s) will remain confidential; except that, subsequent to the Board's final determination, the president will have the written recommendations of administrators with supervisory responsibility for the faculty member placed in the faculty member's personnel file, together with any additional materials that they may have secured to assist in formulating their opinions.

9.4.11.4. If an outside recommendation is sought, the administrator or committee requesting the recommendation will provide the outside party a copy of the department/institutional standards used in the promotion review and clearly articulate that the review is to address the contributions the individual has made to the discipline and/or the impact the individual’s work has had on advancing the discipline.

11.5. The president will make the institutional recommendation to the Board by April 15. At the request of the faculty member, the recommendation of the institutional promotion and tenure committee will accompany the institutional recommendation to the Board. The faculty member will be notified according to institutional timelines no later than April 1 of the year in which the faculty member is being considered for promotion, of whether the president will recommend promotion to the Board. Such notice will indicate the institutional promotion and tenure committee's recommendation. If the president intends to recommend that promotion be denied, the president will, upon receipt prior to April 15 of a written request, within fifteen (15) working days of the request provide reasons in writing for the decision. If the president intends to recommend that promotion be denied, the faculty member may request the president provide reasons for the recommendation provided the faculty member makes a written request by April 15. If the faculty member makes such a request, the president shall respond in writing within fifteen (15) working days.

9.5.11.6. The reasons given shall be substantive in nature and shall transcend the mere fact of the recommendations by the committees by including the opinions of the president from the information available to him/her. The faculty member may file a written request for reconsideration according to institutional timelines within ten (10) working days of after receipt of the president’s reasons for denial of promotion. The request should specify the grounds and considerations that the faculty member believes warrant a different result. The president, after reviewing the request, shall notify the faculty member in writing according to institutional timelines, within ten (10) working days, of the final institutional recommendation to be forwarded to the Board and its basis. The rights to obtain reasons and to request reconsideration shall not expand the rights and limitations under BOR Policy 4:7-(8).

9.6.11.7. Faculty members appointed to tenure track appointments who have not been promoted to the rank of associate professor must apply for such promotion at the beginning of their sixth year of tenure track service. Faculty members who complete their sixth year of tenure track service without being granted promotion to the rank of associate professor will be offered a single term contract for the following academic year. This term contract is not subject to renewal, and the faculty member will be ineligible for reappointment after it expires.
9.7. 11.8. No promotions shall be granted unless funds exist to provide for an increase in salary, and an increase in salary is given.

9.8. 11.9. When reviewing applications for tenure, administrators and promotion and tenure committees shall consider the progress towards meeting the objectives of professional development plans required for § C (3), above, and they shall heed evidence that the faculty unit member is effectively pursuing approved objectives, but they shall exercise independent judgment as to the quality of results achieved by the faculty unit member.

When assessing the quality of performance, administrators and committee members shall be guided by the principles stated in Board Policy No. 4:38 as complemented by institutional policy statements.

11.10. Each institution shall develop their own timelines and procedures for rank and promotion recommendations. Institutional deadlines shall comply with system deadlines stated within these policies.

40.12. Procedure for Awarding Promotion in Research Ranks

40.12.1. The institution’s chief research officer shall establish a promotion and continuing appointment review committee. Until such time as twelve or more research faculty members have been appointed to continuing appointments, the promotion review committee membership shall comprise the chief research officers of other system institutions that host research centers, together with two additional representatives from the institution, designated by the institutional president.

40.12.2. Research faculty members who wish to be considered for promotion will notify their immediate supervisor in writing on such date as may be specified under institutional promotion and tenure procedures as established by each institution. Institutional deadlines for such notification should occur no later than October 5 or, in the absence of such institutional procedures, no later than October 5. Such notification will allow the continuing appointment review committee access to the faculty member's personnel file. It is the responsibility of the research faculty member to prepare, assemble and submit on such date as may be specified under institutional promotion and tenure procedures or, in the absence of such institutional procedures, no later than October 5 all favorable documentation which is appropriate and upon which the faculty member relies for favorable action. Each institution may stipulate certain desired elements or format for the documentation, which shall be made available to research faculty members in written form. This documentation must accompany the request to the immediate supervisor for consideration.

40.12.3. The promotion review committee shall review the qualifications of each applicant for a promotion to determine whether the applicant has satisfied the provisions of Section 4:11(4). To assist in the evaluation of performance, the promotion review committee may solicit outside reviews. The promotion review committee shall deliver its recommendation to the institution’s chief research officer and Vice President for Academic Affairs no later than December 15, and the research officer and Vice President for Academic Affairs will forward that recommendation, together with such additional comments as they may deem appropriate, to the institutional president according to
The work product of the promotion review committee shall remain confidential.

40.4.12.4. The applicant shall be notified, not later than March 1 of the year in which the research faculty member is being considered for tenure, of what the institutional president shall recommend to the Board regarding the faculty member's tenure status. Such notice shall indicate the promotion review committee's recommendation. If the institutional president intends to recommend that the promotion be denied, the institutional president shall, upon request, within fifteen (15) working days of the request, provide reasons in writing for the decision. If the president intends to recommend that promotion be denied, the faculty member may request the president provide reasons for the recommendation provided the faculty member makes a written request by April 15. If the faculty member makes such a request, the president shall respond in writing within fifteen (15) working days.

40.5.12.5. The institutional president shall make a recommendation to the Board not later than April 1. This recommendation shall be based upon the provisions of Section 4:11(4), as well as upon the other provisions and requirements of this Chapter and upon an assessment of the candidate's past contributions and promise of future contributions to the goals and missions of the research center program.

12.6. The final decision whether to grant a promotion to any applicant shall remain exclusively with the Board.

12.7. Each institution shall develop their own timelines and procedures for rank and promotion recommendations for research ranks. Institutional deadlines shall comply with system deadlines stated within these policies.

FORMS / APPENDICIES:
None

SOURCE:
SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Faculty and Research Faculty Evaluation

NUMBER: 4:11

A. PURPOSE

To promote positive communication between faculty and administration; increase awareness of institutional program objectives and needs; provide information for decisions on professional training, staff improvement programs and those conditions which promote quality performance; provide basic information for personnel decisions such as discipline, contract renewal, salary and pay matters, tenure, and promotion; and assess faculty member performance relative to institution standards implementing Board Policy 4:38.

B. DEFINITIONS

1. Faculty: For purpose of this policy, the term “faculty” includes both faculty (professorial, lecturer, librarian, and professor of practice ranks) and research faculty ranks unless the context explicitly differentiates between the ranks.

C. POLICY

2.1 Performance Evaluations

2.1.1 Performance evaluations will be conducted in accordance with the following guidelines:

2.1.2 All faculty members will receive a performance evaluation and a review on an annual basis. These will be conducted by the faculty member's immediate supervisor, and will include the results of student evaluations when the responsibilities of the faculty member include teaching. In those instances involving faculty members who hold dual appointments to the instructional and research faculty, primary responsibility for the evaluation will reside with the research supervisor, who shall consult with the instructional supervisor in matters relating to the individual’s teaching and service responsibilities.

2.1.3 The administration of each public university shall develop a process for faculty evaluations. Institutional administrations are responsible for implementation of the procedure and the evaluation process and for the development and revision of standards implementing Board Policy No. 4:38. The administration of each institution will provide a written form for use in the annual performance evaluation of faculty. Institutions must issue current institutional standards to faculty no later than August 1. Upon request to the supervisor, a faculty member will receive in writing the guidelines and performance expectations intended to be used for the performance evaluation.
Institutions must complete faculty performance evaluations by March 15.

2.3.1. The evaluation form will include an assessment of the faculty member's performance in the areas of teaching, research and scholarship, and service.

2.3.2. The evaluation form will include an assessment of the research faculty member’s original contributions to research, contribution to the effective work of any research teams to which the research faculty member has been assigned, grant awards, contracts received, intellectual properties issued or other measures of research accomplishment.

2.4. Upon completion of the performance evaluation, the supervisor will discuss the results with the faculty member. If deficiencies in performance are identified by the supervisor, an improvement plan which will provide for guidance by the administration to remedy deficiencies relating to the performance of assigned duties may be developed by the administration. No improvement plan will be implemented until the immediate supervisor has held a meeting with the faculty member to discuss the plan and until such constructive plan has been submitted and approved by the institutional president. If the faculty member disagrees with any aspect of the improvement plan, the faculty member will have the right to respond in writing to the areas of disagreement within ten working days of the meeting. All such written objections and comments of the faculty member will be attached to the evaluation and to any improvement plan that may be developed. If the faculty member fails to correct the serious deficiencies identified in the improvement plan, that faculty member may be subject to termination for cause.

2.5. The vice president for academic affairs will review the completed evaluation and make appropriate recommendations to the president about contract renewal, augmentation monies, promotion, or tenure, or performance. Copies of any recommendations made by the vice president for academic affairs will be sent to the faculty member—before the vice president for academic affairs forwards them to the president. The faculty member may submit a response within the five (5) working days which will be attached to the evaluation—before it is forwarded to the president.

2.6. The evaluation of research faculty will involve institutional and system officials

2.6.1. The chief research officer will review the completed evaluation of research faculty and make appropriate comments about contract renewal, augmentation monies, promotion, or tenure, or performance before the evaluation is forwarded to the appropriate vice president for academic affairs or vice president for health affairs. Copies of any comments made by the chief research officer will be sent to the faculty member before the chief research officer forwards them to the vice president. The faculty member may submit a response within the five working days which will be attached to the evaluation before it is forwarded to the appropriate vice president for academic affairs or vice president for health affairs.

2.6.2. The vice president for academic affairs will review the completed evaluation, recommendations by the chief research officer and any responses of the system officials and make appropriate recommendations to the
president. Copies of any recommendations made by the vice president for academic affairs will be sent to the faculty member before the vice president forwards them to the president. The faculty member may submit a response within the five working days which will be attached to the evaluation before it is forwarded to the system vice president for research.

2.6.3. The system vice president for research will review the completed evaluation, any additional comments and responses and make appropriate comments before the evaluation is submitted to the institutional president. Copies of any comments made by the system vice president for research will be sent to the faculty member before the system vice president for research forwards them to the institutional president. The faculty member may submit a response within the five working days which will be attached to the evaluation before it is forwarded to the president.

2.7. The completed performance evaluation will be in written form and signed by the evaluator(s) with a copy furnished to the faculty member. The faculty member will have ten working days within which to respond in writing to the performance evaluation. All such responses will be attached to the completed performance evaluation and placed with the evaluation in the faculty member's personnel file.

1.8. In addition to the formal evaluations provided for under this article, the respective institutional agreement management committees institutional faculty senate may provide for informal evaluations that serve to encourage and support faculty member experimentation with new instructional techniques.

1.9. Faculty unit members serving on tenure track appointments will be responsible for proposing their own professional development plans in the areas of teaching, scholarship and service. Individualized professional development plans must address institutional standards for faculty performance, and they must be designed to permit individuals to progress towards the levels of high performance in all areas of professional activity and extramural recognition for ongoing scholarly accomplishment and leadership that would be expected of persons holding the rank of professor. Each institution shall determine the length of time that professional plans are applicable. Faculty unit members serving on term contracts will not prepare professional development plans.

3.2. Self-Evaluation Document Limits

2.1. Self-evaluation forms submitted by the faculty member shall not exceed forty (40) pages and may include appendices that shall not exceed an additional sixty (60) pages, for a total maximum limit of one-hundred (100) pages. Institutions may establish lower maximum page limits but may not exceed the limits stated in this policy. Any pages submitted that exceed the page limits shall not be reviewed and shall not be part of the performance evaluation.

3. Student Opinion Surveys

3.1. Student opinion surveys will be used as part of the evaluation of faculty members with teaching responsibilities. The term "student opinion surveys" indicates the specific survey instrument selected by the Board and administered by the institutions to students.
enrolled in a course. The Board will select, or develop, a student opinion survey instrument whose validity and reliability have been, or may be, established to a level of nationally accepted confidence.

3.2. If student opinion surveys indicate serious deficiencies in a faculty member’s performance, the faculty member’s supervisor may meet with the faculty member and prescribe corrective action. This may include classroom observations at the discretion of the administration or if requested by the faculty member, review of instructional design and materials, and other relevant methods. Faculty members may supplement student opinion surveys with additional relevant information documenting the achievement of student learning outcomes.

3.3. Student opinion surveys will not be used as the sole criterion for personnel actions.

3.4. Confidentiality and security will be maintained for all student opinion survey data.

4. Performance Ratings

4.1. When applying performance based salary adjustments, all faculty will be compensated in accordance with their performance ratings based upon the annual evaluations. Ratings will be based on the following scale:

- Fail to Meet Expectations = 0
- Met Expectations = 1
- Exceeded Expectations = 2
- Substantially Exceeded Expectations = 3

4.2. The performance ratings shall be assigned to each area of responsibility assigned to the faculty member, which may include a combination of teaching, research and/or service workload responsibilities.

4.2.1. The ratings for each area of responsibility will be multiplied by the percent of effort assigned to each area of workload responsibility, and then the sums will be added together to derive an overall, weighted performance rating.

4.2.2. Any faculty who has an overall rating of less than 1, will be assigned a 0.
FORMS / APPENDICES:
None

SOURCE:
Current Policy Manual 5.2.7; 5.2.8; BOR, August 2004; BOR April 2009; BOR August 2020.
SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Statement Concerning Faculty Expectations

NUMBER: 4:38

A. PURPOSE

The purpose of this policy is to describe the Board’s expectations for faculty in performing their work duties.

B. DEFINITIONS

None

C. POLICY

1. Faculty Activities and Performance Expectations

All faculty members will be significantly active in the broad areas of teaching, scholarship, and service as assigned by their institution. Within each area of professional responsibility, faculty members will be expected to achieve levels of service that are consistent with national standards for excellence. The quantitative expectations for activity in each area depend broadly on the mission of the university, the faculty unit-member's discipline and its role within the university, and on specific past and present role assignments of individual faculty responsibility. Given the relationship between the expectations for individual activity and the mission of a person's university, department, discipline, and assignments, a variety of activities may warrant recognition in each area.

Although institutions inform faculty members of the activities to be reviewed when evaluating performance, the assessment of faculty performance cannot be reduced to a mere inventory of activities by kind and quantity. The institution shall evaluate not merely the kind and quantity of actions, but also the quality of the results achieved or services provided.

Quality of performance in teaching, advising, research, scholarship and creative activity and service is to be distinguished from quantity and not equated. For example, advising a large number of students does not speak to how well students are advised. Similarly, publishing several articles does not speak to the quality of the publications. Consequently, there must be evidence of quality performance in addition to the breadth and intensity of participation in workload activities and contribution to the profession. Furthermore, performance indicators are not intended to be used as a checklist in which faculty check off various indicators after completing a task or activity. In the absence of quality, the mere number of performance indicators met or exceeded does not insure the grant of promotion, tenure or performance-based salary increases. If a faculty member or department head is
not sure how to assess the quality of performance, several indicators that could be considered (in no particular order):

- What evidence is there of student learning?
- Does the faculty member employ acceptable and valid research, theory, teaching, and advising methods?
- Does the work reflect increasing professional competence?
- Does the profession, through its periodicals and other information outlets, recognize the merit of the work?
- Is the work valued by other reputable professionals, as evidenced by favorable citation or adoption of the work or its derivatives?
- Do the faculty member’s colleagues or public recognize the quality and impact of the faculty member’s service?

2. Workload Policies

The Board recognizes the value of policies that communicate workload expectations for faculty. Each institution shall establish workload policies in consultation with their faculty. Workload policies shall acknowledge workload expectations relating to the overall number of expected work load units, credit hours, contact hours, preparation, clinical work, instructional methods, research, service and other factors deemed appropriate. Institutional workload policies shall include expectations for all faculty classifications (e.g., professors, librarians, instructors, lecturers, professors of practice). Institutional workload policies shall include consideration of national standards, institutional standards and priorities, and benefits to the state of South Dakota.

Faculty members will be expected to undertake an effort equivalent to that needed to deliver thirty (30) work load units credit hours of undergraduate instruction per academic year. Ordinarily each work load unit credit hour corresponds to approximately three (3) hours of effort per week. The administration reserves the prerogative to make other assignments in exceptional circumstances as approved by the institutional president. To teach graduate courses, unit faculty must meet institutional requirements and be approved as graduate faculty. Independent study courses (instructional method I) do not factor into calculation of workload.

3. Institutional Selection of Activities

1.1.3.1. The universities have substantial autonomy to select and determine the relative importance of various activities in the areas of teaching, scholarship and creative activity and service. Faculty unit members have a legitimate interest in knowing which professional activities are to be recognized and their university's determinations of the relative importance of the recognized activities. To that end:

- Each university shall select the teaching, scholarship, and service activities, consistent with those activities and principles identified herein, that are to be recognized in the evaluation and promotion processes;
• Each university shall determine the relative importance of the three areas of professional activity and the relative importance of selected activities within each category;

• The university's selections shall be consistent with the mission and programs of the university as approved by the Board;

• The selection of activities and the relative importance of the activities may vary within a university, and across the system;

• After selecting activities and determining their relative importance, each university shall adopt standards that describe the facts and circumstances that will be considered when evaluating the range of individual faculty member activities and the quality of effort that faculty members achieve;

• The university's selections shall be consistent with the guarantee of academic freedom as provided to faculty unit members in Board Policy 1:11 Article XIV;

• The university's selection of activities and determinations of relative importance shall be disclosed in writing to each faculty unit member as soon as possible, but not later than the end of May 2005.

1.2.3.2. Each institution has discretion in determining the responsibilities of faculty in all ranks. This includes participation in curriculum review, academic programming operations, advising, and other factors. Faculty in non-professorial ranks assigned shared-governance and service responsibilities shall have adequate experience and qualifications as determined by the institution. Workload expectations will reflect all such assignments.

1.3.3.3. The parties recognize that it may be necessary from time to time to review and to revise institutional priorities. It is expected that the modification of institutional statements shall not result in the change in expectations of a faculty unit member during the then-current annual evaluation cycle.

4. Agreement to Recognize Other Activities

As provided in Article XI, faculty unit members and their department heads may agree that other specific activities shall be considered teaching, scholarship, or service contributions and that significant performance will be recognized, provided that such specified activities are consistent with the university’s mission, the faculty member’s specific assignment as agreed to by the faculty unit member and the department head, and approved by the institution’s chief academic officer, and the policy goals stated in this appendix and university statements implementing them. Provision for agreement to recognize other activities is intended to permit the modification of institutional statements only where warranted by unique circumstances.

An activity that is not clearly included in the institutional statement of recognized activities or an approved individual agreement must be justified in terms of the mission of the university, the role or mission of the faculty unit-member's department or discipline or the
faculty unit member's specific assignment as determined pursuant to Article XI. The faculty unit member shall be responsible for providing such justification.

5. Civility in Working with Colleagues, Staff Members, Students and Others

Universities play a special role in preparing students to lead the complex social organizations through which businesses and professions operate and through which free people govern themselves. Students must be taught, and they must be shown through the example given by institutional employees, that members of stable, effective and prosperous social organizations observe norms of conduct under which all participants treat one another civilly and carry out their respective tasks in a constructive and informed manner. Complex social organizations derive their strength from the cooperation of those who participate in them. By virtue of their special role in preparing future generations of leaders, universities have a particular concern with conduct that destroys the bonds of cooperation and common purpose on which society rests by demeaning members of the community, and such conduct cannot be tolerated in an institution whose very purpose is to shape the skills and conscience of the rising generations.

Faculty members are responsible for discharging their instructional, scholarly and service duties civilly, constructively and in an informed manner. They must treat their colleagues, staff, students and visitors with respect, and they must comport themselves at all times, even when expressing disagreement or when engaging in pedagogical exercises, in ways that will preserve and strengthen the willingness to cooperate and to give or to accept instruction, guidance or assistance.

6. Teaching, Scholarship, and Service Activities

4.4.6.1. Teaching

A fundamental mission of a university is to provide opportunities for learning and academic achievement. Related to this mission is the professional evaluation of student achievement according to standards of the discipline and university. In order to meet expectations in teaching, all faculty members must achieve a minimum standard of basic performance. Faculty members are expected to:

- Demonstrate competence in teaching and in evaluation of student performance;
- Offer consistently challenging and current courses that afford students opportunities to learn the information, methods of inquiry, and professional skills identified in the course descriptions and relevant departmental or program mission statements;
- Develop and implement plans to review the effectiveness of pedagogical techniques on a regular basis as measured by student learning, and make adjustments in technique in response to such reviews where necessary;
- Instruct and evaluate at levels meeting or exceeding university standards for the discipline;
- Incorporate scholarly activities or findings into their teaching on a regular basis;
- Make available opportunities for students to learn of the primary sources of information associated with the area of study;
• Provide students with information about course objectives, content, activities, and performance expectations;
• Be regularly available for out-of-class consultation with students;
• Review and revise periodically course content, classroom activities, out-of-class assignments, and evaluation procedures to be consistent with national expectations concerning content and quality;
• Require all students engaged in course activities to make active use of advanced technological resources employed by professional practitioners in the discipline, including information processing and communications technologies, to the extent that such technological resources are available to the employing institution and appropriate to the course level;
• Participate actively in university efforts to implement assessment policies and procedures;
• Be conscientious in advising students assigned to them with respect to the requirements of academic programs and the selection of electives consistent with the students' goals (the student's responsibility for degree and program requirements is understood); and
• Adhere to the university's standards and procedures for ensuring academic integrity.

Teaching includes the following or similar activities, the recognition and importance of which will vary depending upon the mission of the university, the role of a discipline within the university's functions and the individual faculty member's assignment:
• Teaching undergraduate courses;
• Advising undergraduate students;
• Teaching graduate courses;
• Advising graduate students;
• Developing and teaching new undergraduate courses;
• Developing and teaching new graduate courses;
• Developing, supervising, and evaluating internships;
• Teaching courses in the honors program;
• Teaching continuing education courses for academic credit;
• Teaching continuing education unit courses;
• Conducting noncredit workshops, institutes, and seminars on campus;
• Conducting noncredit workshops, institutes, and seminars off-campus;
• Teaching televised courses;
• Guiding and evaluating undergraduate individual study;
• Guiding and evaluating undergraduate project papers;
• Guiding and evaluating graduate project papers;
• Guiding and evaluating theses;
• Guiding and evaluating dissertations;
• Serving on graduate committees;
• Experimenting with instructional methods and techniques;
• Developing assessment policies and procedures;
• Preparing proposals for curricular change; and
• Sponsoring field trips that provide meaningful learning experiences for students.

1.5.6.2. Scholarship and Creative Activity

The mission of a university requires of each faculty member a serious commitment to scholarship. Scholarship, broadly defined, is a prerequisite for competent and current teaching, contributes to the expansion of knowledge and the development of the arts, and enhances the services provided to the public. Each faculty member is expected to continue learning in his or her discipline through appropriate journals and books and to participate in the discipline's professional deliberation.

The product of scholarly activity may take a variety of forms, but it cannot be only for the classroom or take place only in the classroom; it must involve the presentation of one's ideas and works to one's professional peers or the learned public for debate and judgment. Such presentations may occur in a variety of settings reflective of the professional practices of each discipline, but to be worthy of recognition it is expected at a minimum that the presentation be subject to peer review or comparable professional scrutiny and that it be made in a forum appropriate for gaining extramural recognition for ongoing scholarly accomplishment and leadership.

The recognition and importance of the different forms and presentations of scholarship will vary depending upon the mission of the university, the role of a discipline within the university's functions and the individual faculty member's assignment. Thus, although scholarship and creative activity includes the following and similar activities, not all of these need be recognized or judged to be important or sufficient for each faculty member:

• Publication of the results of research, scholarship, and creative endeavor in peer reviewed scholarly journals and books, textbooks, chapters in professional books, abstracts, book reviews or other peer reviewed fora in print or other media;
• Publication of peer reviewed poems, novels, plays, musical compositions or other creative works in print or other media;
• Exhibition of works of art;
• Musical performance;
• Delivery of invited lectures, papers, speeches, or presentations at other universities, professional meetings, conventions, and conferences;
• Creative application of existing technologies;
• Patents on inventions;
• Application for patents;
• Application for research or development grants;
• National recognition as an expert in a field related to the faculty member's professional responsibilities;
• Contribution as a co-author or co-presenter of one's own research results to joint research projects involving other professionals;
• Participation as an expert reviewer on government or private research grant review panels or site visits, participation in accreditation reviews and comparable professional activity.

4.6.3. Service

Scholars have special insights and abilities to contribute to the deliberative processes through which universities, professions and society as a whole respond to their changing circumstances. The public support for the universities gives rise to significant service responsibilities to the state and society. By tradition, the professorate has contributed to meeting such expectations of public service and has assisted in the governance and operation of universities and of professional groups.

There are three aspects of service:

• Service to the department, college or school, or institution;
• Service to the profession or discipline; and
• Service to the community, state, region, nation, or international community.

A variety of activities are classified as service. The needs of the institution and the expertise of faculty members may require that faculty members concentrate efforts in certain service areas to the exclusion of activity in other service areas.

The recognition and importance of the different forms of service will vary depending upon the mission of the university, the role of a discipline within the university's functions and the individual faculty member's assignment. Thus, although service includes the following and similar activities, not all of these need be recognized or judged to be important or sufficient for each faculty member.

6.3.1 Service to the Institution

All faculty members are expected to be willing to participate in the academic governance of their universities, to contribute to the work of departmental committees or task forces, and to participate in searches for new members for the department. Service to the institution also includes the following or similar activities:
• Significant work for departmental, school, college and university committees;

• Service on the academic senate and its committees;

• significant responsibilities relating to the academic or support services of the university community;

• Contributions to the development of library or other learning resources;

• institutional studies or reports such as those required by accrediting organizations;

• Coordination, advisement and supervision of student organizations or student activities; and

• Participation in institutionally-sponsored student support activities.

6.3.2 Service to the Discipline or Profession

Service to the discipline or profession includes the ranges of activities through which members of the learned professions sustain organizations that advance their disciplines or professions. These include, by way of illustration and without limitations, the following or similar activities:

• Significant contributions as an officer of local, regional, national, or international professional associations;

• Participation in meetings, conferences and conventions of professional associations;

• Editing professional journals;

• Evaluating manuscripts that have been submitted to a journal;

• Reviewing proposals for textbooks in one's field of specialization for publishers;

• Serving as an organizer or session chairperson of a meeting of a local, regional, national, or international professional association;

• Supporting special projects, including academic institutes or workshops.

6.3.3 Service to the Community, State, Region, Nation and World

The mission statements adopted by the Board of Regents direct each university to perform public service. Significant faculty activity that contributes to the institution's performance of its service mission will encompass activities undertaken on behalf of the university, employing the skills and knowledge that faculty members have acquired through the exercise of their respective disciplines or otherwise involving exercise of independent professional judgment. These include, by way of illustration and without limitation, the following or similar activities:

• Discipline-related service to the community, state, region, nation or international community;
• Institutes, short courses, seminars, and workshops related to the faculty member's discipline;
• Consultation related to the faculty member's discipline;
• Service as the designated representative of the university;
• Professional practice involving the exercise of independent professional judgment;
• Participation as an expert reviewer on government or private research grant review panels or site visits, participation in accreditation reviews and comparable professional activity.

FORMS / APPENDICES:
None

SOURCE:
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – A(2)
DATE: August 4-5, 2020

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SUBJECT
Title IX Policy Revisions

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 3:4 – Student Code of Conduct
BOR Policy 1:18 – Human Rights Complaint Procedures
BOR Policy 1:17 – Harassment Including Sexual Harassment
BOR Policy 1:17.1 – Prevention of Sexual Assault, Domestic Violence, and Stalking

BACKGROUND / DISCUSSION
The Board previously approved the first reading of the new Title IX policy at its June meeting, which stemmed from the Department of Education’s release of the final Title IX rules, which are set to go into effect on August 14, 2020. The key provisions of the new regulations include:

- Defines sexual harassment to include sexual assault, dating violence, domestic violence, and stalking, as unlawful discrimination on the basis of sex;
- Limits the jurisdiction over Title IX matters to those incidents occurring on institutional property or on property owned or controlled by a student organization that is officially recognized by the institution or connected with an education program or activity of the institution;
- Provides a consistent, legally sound framework on which survivors, the accused, and schools can rely;
- Requires schools to offer clear, accessible options for any person to report sexual harassment;
- Empowers survivors to make decisions about how a school responds to incidents of sexual harassment;
- Requires the school to offer survivors supportive measures, such as class or dorm reassignments or no-contact orders;
- Holds colleges responsible for off-campus sexual harassment at houses owned or under the control of school-sanctioned fraternities and sororities;
- Restores fairness on college and university campuses by upholding all students' right to written notice of allegations, the right to an advisor, and the right to submit, cross-examine, and challenge evidence at a live hearing;
- Shields survivors from having to come face-to-face with the accused during a hearing and from answering questions posed personally by the accused;

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DRAFT MOTION 20200845-A(2):
I move to approve the second and final reading of the new BOR Policy 1:17 set forth in Attachment I, and the first and final reading of the proposed revisions to BOR Policies 3:4, 1:18 and 1:17.1, all of which shall be effective on August 14th.
Title IX Policy Revisions
August 4-5, 2020
Page 2 of 2

- Requires schools to select one of two standards of evidence, the preponderance of the evidence standard or the clear and convincing evidence standard – and to apply the selected standard evenly to proceedings for all students and employees, including faculty;
- Provides "rape shield" protections and ensures survivors are not required to divulge any medical, psychological, or similar privileged records;
- Requires schools to offer an equal right of appeal for both parties to a Title IX proceeding;
- Gives schools flexibility to use technology to conduct Title IX investigations and hearings remotely; and
- Protects students and faculty by prohibiting schools from using Title IX in a manner that deprives students and faculty of rights guaranteed by the First Amendment.

A summary of the major provisions of the rules can be found [here](#). Additionally, the following [link](#) includes a comparison of the changes from the Notice of Proposed Rulemaking to the final rules.

Attachment I, which will become the new BOR Policy 1:17, effectively replacing the old BOR Policy 1:17 in its entirety, reflects the changes to policy necessary to accommodate the new rules. While the entirety of Attachment I is new policy, only those changes made since the first reading are tracked. Additionally, Attachment II contains the necessary changes to BOR Policy 3:4 to accommodate the application of the new rules/process in the student conduct setting. In short, all student disciplinary matters constituting sexual harassment will be handled under the new BOR Policy 1:17 and not the student conduct process set forth in BOR Policy 3:4. Likewise, Attachment III contains the necessary changes to BOR Policy 1:18 to remove any overlap between the “standard” discrimination process and those matters which constitute sexual harassment, which are addressed under the new BOR Policy 1:17. Finally, Attachment IV contains an additional reference to the new BOR Policy 1:17, to bring the related policy in line with the process afforded to sexual harassment matters.

**IMPACT AND RECOMMENDATION**

The proposed policy changes will ensure compliance with the new Title IX rules, which become effective on August 14th. The procedures afforded therein will provide enhanced due process at the institutional level to all involved, with the hearing conducted, and a proposed decision drafted, by a legally trained neutral party.

Staff recommends approval.

**ATTACHMENTS**

Attachment I – New BOR Policy 1:17 – Sexual Harassment
Attachment II – Revisions to BOR Policy 3:4 – Student Code of Conduct
Attachment III – Revisions to BOR Policy 1:18 – Human Rights Complaint Procedures
Attachment IV – Revisions to BOR Policy 1:17.1 – Prevention of Dating Violence, Domestic Violence, Sexual Assault and Stalking
SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Sexual Harassment Policy and Procedures

NUMBER: 1:17XX

A. PURPOSE

To establish policy prohibiting sexual harassment, the process for investigating and determining when sexual harassment has occurred, and the appeal process available when a violation is found.

B. DEFINITIONS

1. Actual knowledge: Notice of sexual harassment or allegations of sexual harassment to a Title IX Coordinator or any employee of the institution who has authority to institute corrective measures on behalf of the institution or any employee at the Special Schools. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only employee of the institution with actual knowledge is the respondent.

2. Complainant: An individual who is alleged to be the victim of conduct that could constitute sexual harassment.

3. Consent: As set forth in BOR Policy 1:17:1(3)E.

4. Day: Calendar days.

5. Education program or activity: Any locations, events, or circumstances taking place in the United States where the institution exercised substantial control over both the respondent and the context in which the alleged violation occurs—including locations that correspond to land, buildings, facilities, and other property in the possession of, or owned, used, or controlled by, the institution, and adjacent streets and sidewalks. For purposes of this policy, the term also includes any building owned or controlled by a student organization that is officially recognized by the institution.

6. Formal complaint: A document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against and respondent and requesting that the institution investigate the allegation of sexual harassment.

7. 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, South Dakota School for the Deaf and South Dakota School for the Blind and Visually Impaired.

8. Respondent: An employee, student, individual or organization that has been reported to be the perpetrator of conduct that could constitute a violation of this policy.
9. **Sexual harassment**: Conduct on the basis of sex that satisfies one or more of the following:

9.1. An employee of an institutional conditioning the provision of education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo); or

9.2. 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

9.3. 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 1:17.1.

10. **Special Schools**: South Dakota School for the Deaf and South Dakota School for the Blind and Visually Impaired.

11. **Supportive measures**: Non-disciplinary, non-punitive individualized services offered to the complainant or the respondent.

12. **Working day**: Monday through Friday, except for holidays and other times when the institution’s administrative offices are closed.

13. **Written notice**: Notice provided either via email to the student and/or employee at their official institutional email account. Notice is deemed received the day after it is sent via email.

C. **POLICY**

1. **Scope**

   These procedures apply to allegations of sexual harassment occurring in connection with an institution’s education program or activity. **Allegations of harassment not constituting sexual harassment shall be handled pursuant to BOR Policy 1:18 and/or 3:4, as appropriate.**

2. **Institutional Response**

   An institution with actual knowledge of sexual harassment in connection with an education program or activity must respond promptly in a manner that is not clearly unreasonable in light of the known circumstances. An institution must treat complainants and respondents equitably by offering supportive measures, with or without the filing of a formal complaint, and when a formal complaint is filed, by following the grievance process outlined below prior to the imposition of any disciplinary sanctions or other actions that are not supportive measures.

   2.1. **Supportive Measures**

      Supportive measures shall be offered at no cost, and should be designed to restore or preserve equal access to the institution’s education program or activity without unreasonably burdening the other party, which may include measures designed to protect the safety of all parties or the institution’s educational environment, or deter sexual harassment.
2.1.1. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

2.1.2. The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

2.1.3. Institutions must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the institution to provide the supportive measure.

2.1.4. Nothing contained in this policy shall be construed to preclude an institution from removing a respondent from the institution’s education program or activity on an emergency basis, provided that the institution undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

2.2. General Requirements

In response to a formal complaint, an institution’s grievance process must comply with the requirements of this section, to include the equal application of the same to both parties. Nothing contained herein should be read to restrict any right that would otherwise be protected by the First Amendment of the U.S. Constitution, deprive a person of due process protected by the Fifth and Fourteenth Amendments of the U.S. Constitution, or otherwise restrict any other rights guaranteed against government action by the U.S. Constitution.

2.2.1. Institutions must treat complainants and respondents equitable by providing remedies to a complainant where a determination of responsibility of sexual harassment has been made against the respondent in accordance with the process set forth herein.

2.2.2. Remedies implemented by an institution must be designed to restore or preserve equal access to the education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

2.2.3. Institutions must require an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence, and provide that credibility determinations may not be based on a person’s status as a complainant, respondent, or witness.
2.2.4. **Institutions must require** the Title IX Coordinator(s), investigator(s), decision-maker(s), or any person(s) designated by an institution to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

2.2.5. Institutions must ensure the Title IX Coordinator(s), investigator(s), decision-maker(s), and any person(s) who facilitate an informal resolution process receive training on the definition of sexual harassment; the scope of the education activity or program; how to conduct an investigation and grievance process including hearings, appeals and informal resolution processes, as applicable; and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

2.2.6. Institutions must ensure the decision-maker(s) receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant.

2.2.7. Institutions must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

2.2.8. Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.

2.2.9. Institutions must include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. Determinations on responsibility will be made using the preponderance of the evidence standard. The preponderance of the evidence indicating responsibility is shown if, in considering all the evidence it is more likely than not that the respondent is responsible for the alleged conduct.

2.2.10. Institutions may grant temporary delays or extensions of any deadline set forth in this policy which occur prior to the hearing, for good cause such as the absence of a party, a party’s advisor, or a witness; concurrent law enforcement activity (excluding cooperative agreements); or the need for language assistance or accommodation of disabilities. If any such temporary delays or extensions are granted the institution must notify the parties in writing of the reason for any such short-term delay or extension.

2.2.11. Following a determination of responsibility by the institution, the disciplinary sanctions listed below in this section may be imposed on the respondent. More than one of these disciplinary sanctions may be imposed for any single finding of responsibility. Imposition of a disciplinary sanction may be delayed or suspended on such conditions as the institution may prescribe.
2.2.11.1. Warning – A statement to the respondent that the respondent has violated this policy.

2.2.11.2. Probation – Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the respondent is later found to have engaged in any additional violation(s) during the probationary period.

2.2.11.3. Loss of Privileges – Denial of specified privileges for a designated period of time. The privileges of continued participation in institutional activities, and/or access to institutional facilities or residences may be conditioned upon participation in or completion of educational programming at the respondent’s expense.

**Fines** – Monetary payments.

2.2.11.4. Restitution – Compensation for loss, damage, or injury. This may take the form of appropriate service, money, or material replacement.

2.2.11.5. Educational/Personal Development Sanctions – work assignments, essays, service to the institution, or, community service, workshops, counseling or other related educational, training or personal development activities.

2.2.11.6. 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.

2.2.11.7. 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.

2.2.11.8. 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.

2.2.11.9. 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.

2.2.11.10. Adverse Employment Action(s) – the institution may take adverse employment action, to include suspension, with or without pay, reassignment, demotion, and termination.

2.2.11.11. Withholding Degree – the institution may withhold awarding a degree otherwise earned until the completion of the grievance process or the completion of all disciplinary sanctions imposed.
2.2.11.12. 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 committed by the respondent prior to graduation.

3. **Receipt of Formal Complaint**

3.1. An institution must investigate the allegations in a formal complaint. A formal complaint may be filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the institution investigate the allegations of sexual harassment. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party. Within 5 working days of receiving a formal complaint, the institution must provide written notice to the parties who are known. The written notice shall include:

3.1.1. Notice of allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interviews. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

3.1.2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.

3.1.3. A statement informing the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney; that the advisor may accompany the party to related meetings or proceedings; and that the party and their advisor may inspect and review evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint. **In the event the institution has established any restrictions regarding the extent to which an advisor may participate in the proceedings pursuant to section 4.4 below, a statement informing the parties of the applicable restriction(s) shall be included.**

3.1.4. A statement of the maximum disciplinary sanction(s) that may be imposed on respondent following a determination of responsibility by the institution.

3.1.5. A statement informing the parties of any applicable provision in policy that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

3.2. If, in the course of the investigation, the institution decides to investigate allegations about the complainant or respondent that are not included in the notice provided pursuant to section 3.1 above, the institution must provide notice of the additional allegations to the parties whose identities are known.

3.3. Where the allegations of sexual harassment arise out of the same facts or circumstances, an institution may consolidate formal complaints as to allegations.
against more than one respondent, or by more than one complainant against one or more respondents.

3.4. Within 10 working days of receiving a formal complaint, the institution shall determine whether the conduct alleged, if taken as true, would constitute sexual harassment, and if the allegations contained in the formal complaint occurred in the institution’s education program or activity. The institutional shall dismiss the formal complaint if the factual allegations, if taken as true, either:

3.4.1. Fail to constitute sexual harassment; or
3.4.2. Did not occur in the institution’s education program or activity.

3.5. An institution may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by, or otherwise affiliated with, the institution; or specific circumstances prevent the institution from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

3.6. Within 5 working days of dismissing a formal complaint or any allegations therein, the institution shall send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

3.7. Nothing contained in this policy shall preclude an institution from placing a non-student employee respondent on administrative leave, in accordance with applicable BOR Policy, during the pendency of a grievance process hereunder.

4. Investigation of a Formal Complaint

4.1. Institutions shall ensure that both the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the institution and not on the parties provided.

4.2. Institutions shall provide equal opportunity to the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

4.3. Institutions may not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

4.4. Institutions shall provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the institution may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

4.5. Institutions shall provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, at least 5 working days in advance.
4.6. At least 15 working days prior to the hearing, an institution shall ensure both parties and their advisors have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the institution does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the institution must send to each party and the party’s advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report. The institution must make all such evidence subject to the parties’ inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

4.7. Institutions shall create an investigative report that fairly summarizes relevant evidence and, at least 10 working days prior to a hearing (if a hearing is required under this section or otherwise provided) or other time of determination regarding responsibility, send to each party and the party’s advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

5. Hearings

5.1. Institutions shall provide for a live hearing conducted before a hearing examiner using the contested case proceedings set forth in pursuant to SDCL chapter 1-26 using the contested case proceedings. However, the use of the procedures afforded to contested case proceedings under SDCL chapter 1-26 is not determinative as to the matters status as a contested case under South Dakota law. The individual facts and circumstances shall determine whether or not the matter meets the legal threshold for a contested case, regardless of the process afforded herein. Live hearings may be conducted with all parties physically present in the same geographic location or, at the institution’s discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other. The institution shall create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.

5.2. Institutions shall provide notice to both parties at least 15 days in advance of the live hearing, which notice shall include:

5.2.1. A statement of the time, place, and nature of the hearing;

5.2.2. A statement regarding the legal authority and jurisdiction under which the hearing is to be held;

5.2.3. A reference to the particular policy, rules or laws involved;

5.2.4. A short and plain statement of the allegations asserted;
5.2.5. A statement of any action authorized, which may affect the parties, as a result of any decision made at the hearing;

5.2.6. A statement that the hearing is an adversarial proceeding and that a party has the right at the hearing, to be present, to be represented by an attorney, and that these and other due process rights will be forfeited if they are not exercised at the hearing;

5.2.7. A statement that if the amount in controversy exceeds two thousand five hundred dollars or if a property right may be terminated, any party may require the use of the Office of Hearing Examiners by giving notice of the request to the institution no later than ten (10) days after service of the notice required by this section; the outcome of the matter may terminate a right affording certain due process, and as such, the Office of Hearing Examiners will be used to conduct the hearing; and

5.2.8. A statement that the final decision may be appealed to circuit court and the South Dakota Supreme Court as provided by law.

5.3. If a party does not have an advisor present at the live hearing, the institution must provide without fee or charge to that party, an advisor of the institution’s choice, who may be, but is not required to be an attorney. Without limiting the due process provided for contested case proceedings pursuant to SDCL chapter 1-26, the live hearing must:

5.3.1. Permit each party’s advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility.

5.3.2. Require cross-examination to be conducted directly, orally, and in real time by the party’s advisor of choice and never by a party personally.

5.3.3. If requested by either party, provide for the live hearing to occur with the parties located in separate rooms with technology enabling the hearing examiner and parties to simultaneously see and hear the party or the witness answering questions.

5.3.4. Require the hearing examiner to determine whether any question asked of a complainant, respondent, or witness is relevant before they may answer the question and explain any decision to exclude a question as not relevant before a party or witness answers a cross-examination or other question.

5.3.5. Ensure questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.

5.3.6. Ensure that if a party or witness does not submit to cross-examination at the live hearing, the hearing examiner must not rely on any statement of that party or witness in reaching a determination regarding responsibility; provided,
however, the hearing examiner cannot draw an inference about the determination regarding responsibility solely on a party’s or witness’s absence from the live hearing or refusal to answer cross-examination or other questions.

5.4. The hearing examiner shall issue a proposed determination to the president/superintendent of the institution, or their designee, who cannot be the same person(s) as the Title IX Coordinator or the investigator(s). The institution must then issue a written determination regarding responsibility. To reach this determination, the institution must apply the preponderance of the evidence standard as described in section 2.2.9 above. In reviewing the proposed determination, the institution must give due regard to the hearing examiner’s opportunity to observe the witnesses. If the institution rejects or modifies the proposed determination of the hearing examiner, or any part thereof, the institution shall provide the reasons for doing so in writing to the parties. The written determination must include:

5.4.1. Identification of the allegations potentially constituting sexual harassment;

5.4.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

5.4.3. Findings of fact supporting the determination;

5.4.4. Conclusions regarding the application of the institution’s code of conduct to the facts;

5.4.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the institution imposes on the respondent, and whether remedies designed to restore or preserve equal access to the institution’s education program or activity will be provided by the recipient to the complainant; and

5.4.6. The institution’s procedures and permissible bases for the complainant and respondent to appeal the petition for administrative review.

5.5. The institution must provide the proposed written determination to the parties simultaneously. The proposed determination regarding responsibility becomes final either at the conclusion of the appeal petition for administrative review to the Executive Director provided for in section 6 below, or if an appeal petition for administrative review is not filed by either party in accordance therewith, the date on which the appeal petition for administrative review would no longer be considered timely. If no appeal petition for administrative review is filed within the timeframe provided in section 6 below, upon the expiration thereof, the proposed determination of the institution shall constitute the final decision on the matter, which is appealable to circuit court in accordance with the provisions of SDCL ch. 1-26.

5.6. The Title IX Coordinator is responsible for effective implementation of any remedies.

6. Appeals Petition for Administrative Review

6.1. The complainant and respondent may appeal the proposed determination regarding responsibility, and an institution’s
dismissal of a formal complaint or any allegations therein, by appealing petitioning in writing to Executive Director of the Board of Regents no later than ten (10) working days after notice of the institution’s decision is deemed received. Appeals Petitions for administrative review under this section are limited those made on the following bases:

6.1.1. A procedural irregularity that affected the outcome of the matter;

6.1.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

6.1.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

6.2. An appeal petition filed with the Executive Director must include the party’s supporting arguments and documentation. Appeals Petitions that fail to include supporting arguments and documents or which are not made on one of the bases set forth in section 6.1 above will be rejected.

6.3. Within five (5) working days of receiving an appeal petition for administrative review, the Executive Director, or their designee, shall provide written notice of the appeal petition to the other party. That party will have five (5) working days from the date of the notice to submit a written statement to the Executive Director in support of, or challenging, the outcome.

6.4. Appeals Petitions for administrative review will be limited to a review of:

6.4.1. The written determination of the institution, which shall include the proposed determination of the hearing examiner;

6.4.2. The verbatim record of the hearing;

6.4.3. Supporting documents submitted as part of the hearing; and

6.4.4. Written statements and/or supporting documentation submitted by the respondent and/or complainant in accordance with the appeal process set forth herein.

6.5. After receipt of the non-appealing petitioning party’s written statement pursuant to section 6.3 above, or after the expiration of the time provided therefore, the Executive Director will issue a decision on the matter. The Executive Director’s review of the appeal petition will be limited to determining whether: (i) any material decisions lack substantial support in the record, and (ii) any procedural errors materially impacting the integrity of the decision. The Executive Director will not substitute their judgement for that of the institution unless it forms a definite and firm conviction that a mistake has been committed. The Executive Director may affirm the determination of the institution, modify the determination of the institution, in whole or in-part, or return the matter to the institution for reconsideration, additional investigation and/or a new hearing.
6.6. The Executive Director will provide their written decision simultaneously to both parties. The decision of the Executive Director shall constitute the final decision on the matter, which is appealable to circuit court in accordance with the provisions of SDCL ch. 1-26.

7. **Informal Resolution**

7.1. At any point prior to reaching a determination regarding responsibility the institution may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the institution:

7.1.1. Provides to the parties written notice disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

7.1.2. Obtains the parties’ voluntary, written consent to the informal resolution process; and

7.1.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

7.2. An institution may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section.

7.3. An institution may not require parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed.

8. **Title IX Coordinator**

8.1. Each institution will designate a Title IX Coordinator who will be responsible for carrying out the responsibilities specified in this policy and for monitoring overall compliance with this policy and related federal, state or local legislation, rule or regulation.

8.2. Any person may report sex discrimination, including sexual harassment, in person, by mail, by telephone, or by electronic mail, using the contact information listed for an institution’s Title IX Coordinator.

8.3. Each institution must notify applicants for admission and employment, students, employees, all professional organizations holding professional agreements with the institution, of the name or title, office address, electronic mail address, and telephone number of the employee designated as the institution’s Title IX Coordinator, and that the institution does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner. Each institution must also prominently display the aforementioned contact.
information for the institution’s Title IX Coordinator, and any applicable Title IX policies, on its website.

8.4. Nothing contained in this section 8 should be construed to prohibit or prevent institutions from using shared employees, resources and/or services to carry out and administer this policy, unless this policy and/or applicable federal, state or local legislation, rule or regulation explicitly requires the institution’s Title IX Coordinator to perform or be responsible for the same.

9. Retaliation

9.1. No institution or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this policy, constitutes retaliation. The institution must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination under this policy.

9.2. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited under section 9.1 above.

9.3. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under section 9.1 above, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

10. Preservation of Records

10.1. The following records must be maintained for a period of seven (7) years:

10.1.1. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required pursuant to section 5.1 above, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the institution’s education program or activity;
10.1.2. Any appeal and the result therefrom;
10.1.3. Any informal resolution and the result therefrom; and
10.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. Institutions must make these training materials publicly available on its website, or if the recipient does not maintain a website the recipient must make these materials available upon request for inspection by members of the public.

10.2. For each response required under section 10.1 above, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the recipient must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the institution’s education program or activity. If an institution does not provide a complainant with supportive measures, then the institution must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.

FORMS / APPENDICES:
None

SOURCE:
BOR August 2020.
SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Student Code of Conduct

NUMBER: 3:4

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.


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.


9. Human Rights Violations: Violence, Harassment, Stalking, Sexual Misconduct, 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.


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 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, or pervasive, and enough to create an objectively offensive and subjectively intimidating, hostile, or demeaning environment that it substantially interferes with 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: subjecting another person to unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:

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 1:17.1.

2.4.5.1. Submission to such conduct is made either explicitly or implicitly a term or a condition of an individual’s participation in, or use of, an Institutionally sponsored or approved activity or resource; or

Submission to or rejection of such conduct by an individual is used as the basis for educational or similar decisions affecting an individual’s ability to participate in or use an institutionally sponsored or approved activity or resource.
2.4.6.2.4.7. 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.

2.4.6.1.2.4.7.1. “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.

2.4.6.2.4.7.2. “Substantial emotional distress” means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

2.4.7.2.4.8. Hazing, which includes, but is not limited to, an act 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:

- 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.

2.4.7.1.2.4.8.1. 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. Sexual Misconduct, which is any contact of a sexual nature with another person without that person’s consent. Contact of a sexual nature includes, but is not limited to:

- Touching the intimate parts of another person;
- Touching another person with one’s own intimate parts;
- Forcing another person to touch one’s own intimate parts; and
- Exposing one’s own intimate parts to another person.

2.4.8.1. Intimate parts include, but is not limited to, genitalia, groin, breast, buttocks, mouth, or clothing covering the same.

2.4.8.2. Consent is defined as informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. If coercion, intimidation, threats and/or physical force are used, there is no consent. If a person is mentally or physically incapacitated or impaired so that the person cannot understand the fact, nature or extent of the sexual
situation, there is no consent; this includes conditions due to alcohol or drug consumption or being asleep or unconscious. If a person is fifteen (15) years old or younger, there is no consent. Whether one has taken advantage of a position of influence over another may be a factor in determining consent. Consent to any one form of sexual activity does not imply consent to any other form of sexual activity. Consent to one sexual encounter does not imply consent to another sexual encounter. Consent may be revoked at any time.

2.4.8.3 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.

2.4.8.4 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, 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.

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 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, 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, or controlled substances;

2.10.2.5. Prohibit the possession, use, or distribution of alcohol, marijuana, 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;

2.10.2.6. 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. 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 1:17.

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.

3.1.1.3.2.1. Allegations of Academic Misconduct will be reported to the Student Conduct Officer but are initially addressed through Board Policy 2:33.
3.1.1.2.3.2.1.2. Allegations of Human Rights Violations shall follow the process outlined in Board Policy 1:18.

3.1.1.2.1.3.2.1.2.1. 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.

3.1.1.2.2.3.2.1.2.2. 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.

3.1.1.2.3.3.2.1.2.3. The investigator assigned should avoid using any investigative techniques or approaches that apply sex stereotypes or generalizations.

3.1.1.2.4.3.2.1.2.4. Each party should be provided written notice in advance of any interview or hearing with sufficient time to prepare for meaningful participation.

3.1.1.2.5.3.2.1.2.5. 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.

3.1.1.2.6.3.2.1.2.6. The investigator assigned must make findings of fact and conclusions as to whether the facts support a Human Rights violation.

3.1.2.3.2.2. 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.

3.1.2.1.3.2.1. 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.

3.1.2.2.3.2.2. 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.
3.1.2.3.3.2.3. Allegations of Academic Misconduct that are not informally resolved pursuant to Board Policy 2:33 will enter the student conduct process here.

3.1.2.4.3.2.4. Allegations of Human Rights Violations that are not informally resolved pursuant to Board Policy 1:18 will enter the student conduct process here.

3.1.3.3.2.3. 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.

3.1.4.3.2.4. 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.

3.1.5.3.2.5. 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.

3.1.6.3.2.6. 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.

3.1.7.3.2.7. 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.

3.1.7.1.3.2.7.1. For matters involving Human Rights Violations where an investigation was conducted pursuant to Board Policy 1:18, no additional investigation is required.

3.1.7.2.3.2.7.2. 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.

3.2.3.3. 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.

3.2.1.3.3.1. 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.

3.2.1.1.3.3.1.1. In circumstances involving allegations of dating violence, domestic violence, sexual assault, or stalking, interim measures must be provided upon the request of a complainant if such measures are reasonably available.

3.2.1.2.3.3.1.2. 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.

3.2.1.3.3.1.3. 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.
3.2.1.4.3.3.1.4. 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.

3.2.2.3.3.2. Interim suspension may be imposed only for one or more of the following purposes:

3.2.2.1.3.3.2.1. 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;

3.2.2.2.3.3.2.2. To ensure a student’s own physical or emotional safety and well-being; or

3.2.2.3.3.2.3. 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.

3.2.3.3.3.3. During the interim suspension, the student may be denied access to residence facilities, the campus (including classes), and all other institutional activities or privileges.

3.2.4.3.3.4. A student placed on interim suspension shall be given written notice of interim measures, which shall include:

3.2.4.1.3.3.4.1. The reasons for the interim suspension;

3.2.4.2.3.3.4.2. The parameters of the interim suspension; and

3.2.4.3.3.4.3. Information concerning the right to appeal the interim suspension.

3.2.5.3.3.5. Interim Suspension Appeal Process

3.2.5.1.3.3.5.1. The student must submit a written request for a meeting to the Senior Student Affairs Officer.

3.2.5.2.3.3.5.2. 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.

3.2.5.3.3.5.3. The Senior Student Affairs Officer has sole discretion regarding interim measures.

3.3.3.4. Informal Resolution

3.3.1.3.4.1. 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.
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.

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.

Informal resolution may be reached where:

- The parties involved mutually agree to a full resolution of the alleged misconduct that is acceptable to the Student Conduct Officer. This must be documented in writing and signed by the complainant, respondent, and Student Conduct Officer.
- The respondent waives a formal hearing by admitting to the misconduct and accepting the proposed conduct sanctions. This must be documented in writing and signed by the respondent and the Student Conduct Officer.
- This type of informal resolution is not available in matters involving allegations of Human Rights violations.

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. This must be documented in writing and signed by the respondent and the Student Conduct Officer.

In matters involving allegations of Human Rights violations, the complainant must also agree in writing to this partial informal resolution.

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.

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.

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.
3.3.6.1-3.4.6.1. 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.

3.4.3.5. Formal Resolution

3.4.1.3.5.1. If the alleged misconduct is not fully resolved through informal resolution, any unresolved matter proceeds to a hearing.

3.4.2.3.5.2. The composition of the Student Conduct Panel shall be determined as follows:

3.4.2.1.3.5.2.1. 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:

3.4.2.1.1.3.5.2.1. Option 1 – only the Student Conduct Officer; or

3.4.2.1.2.3.5.2.1.2. 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,

3.4.2.2.3.5.2.2. 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.

3.4.2.3.3.5.2.3. 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.

3.4.3.3.5.3. Hearings shall be conducted by a Student Conduct Panel according to the following guidelines:

3.4.3.1.3.5.3.1. 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.

3.4.3.2.3.5.3.2. 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;

3.4.4.3.5.4. 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.

3.4.5.3.5.5. 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.

3.4.6.3.5.6. 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 Title IX/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.

3.4.7.3.5.7. 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.

3.4.8.3.5.8. The Student Conduct Officer shall record the audio of the hearing.

3.4.9.3.5.9. Generally, the hearing will be conducted in the following order:

3.4.9.1.3.5.9.1. 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.).

3.4.9.2.3.5.9.2. 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.

3.4.9.3.3.5.9.3. The Chair will provide the complainant with the opportunity to engage in the hearing. If the complainant agrees to engage, then:

3.4.9.3.1.3.5.9.3.1. 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.

3.4.9.3.2.3.5.9.3.2. 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.

3.4.9.3.3.3.5.9.3.3. The Student Conduct Panel will then ask questions of the witness.

3.4.9.3.4.3.5.9.3.4. The Chair will ask the respondent for any questions for the witness. The Respondent will provide the Chair any questions in writing.

3.4.9.3.5.3.5.9.3.5. The Chair will ask the witness any questions provided by the respondent that the Chair determines to be relevant.

3.4.9.3.6.3.5.9.3.6. 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.

3.4.9.4.3.5.9.4. The Chair will provide the respondent the opportunity to engage in the hearing. If the respondent agrees to engage, then:

3.4.9.4.1.3.5.9.4.1. 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.

3.4.9.4.2.3.5.9.4.2. 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.

3.4.9.4.3.3.5.9.4.3. The Student Conduct Panel will then ask questions of the witness.

3.4.9.4.4.3.5.9.4.4. The Chair will ask the complainant for any questions for the witness. The complainant will provide the Chair any questions in writing.

3.4.9.4.5.3.5.9.4.5. The Chair will ask the witness any questions provided by the complainant that the Chair determines to be relevant.

3.4.9.4.6.3.5.9.4.6. 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.

3.4.9.5.3.5.9.5. 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.

3.4.9.6.3.5.9.6. The Student Conduct Panel will meet in a closed session to discuss and make its recommendation, which closed session shall not be audio recorded.

3.4.10.3.5.10. 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.

3.4.11.3.5.11. 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.

3.4.12.3.5.12. 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.

3.4.12.4.3.5.12.1. 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.

3.4.12.2.3.5.12.2. 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.

3.4.13.3.5.13. 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.

3.4.13.1.3.5.13.1. In matters involving allegations of Academic Misconduct, the Chair’s written findings shall also be provided to the faculty member.

3.4.13.2.3.5.13.2. In matters involving allegations of Human Rights violations, the complainant must also be provided information about appeal rights.

3.4.14.3.5.14. 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.

3.4.14.1.3.5.14.1. 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.

3.4.14.2.3.5.14.2. 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.

3.4.14.3.3.5.14.3. Except as required by law, the institution shall not be required to change the form in which the record is maintained.

3.5.3.6. Sanctions

3.5.1.3.6.1. Individual Conduct Sanctions

3.5.1.1.3.6.1.1. 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.

3.5.1.1.1.3.6.1.1.1 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.

3.5.1.1.2.3.6.1.1.2. 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.

3.5.1.1.3.3.6.1.1.3. 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.

3.5.1.2.3.6.1.2. In matters involving allegations of Academic Misconduct that are informally resolved pursuant to Board Policy 2:33, the Student Conduct Officer will receive the information from the faculty member and shall determine and impose appropriate conduct sanction(s).

3.5.1.3.3.6.1.3. 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:

3.5.1.3.1.3.6.1.3.1. 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)

3.5.1.3.2.3.6.1.3.2. Where the allegations against the respondent would also constitute a crime of violence or non-forcible sex offense as defined by FERPA; or

3.5.1.3.3.3.6.1.3.3. Where the allegations against the respondent would also constitute Human Rights violations. In this circumstance, the rationale for the result must also be included.

3.5.1.3.4.3.6.1.3.4. 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.

3.5.1.4.3.6.1.4. 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.

3.5.1.5.3.6.1.5. 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.

3.5.1.6.3.6.1.6. 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.

3.5.1.7.3.6.1.7. 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.

3.5.1.8.3.6.1.8. Students enrolled in one institution shall be held accountable for their conduct while visiting or enrolled at all 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.

3.5.1.8.1.3.6.1.8.1. 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.

3.5.1.8.2.3.6.1.8.2. 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.

3.5.2.3.6.2. Organizational Conduct Sanctions

3.5.2.1.3.6.2.1. The following conduct sanctions may be imposed upon organizations:

• Those conduct sanctions listed above in Section C.3.5.1.
3.6.3.7. Appeals

3.6.1.3.7.1. Appeal as a Matter of Right

3.6.1.1.3.7.1.1. 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.

3.6.1.2.3.7.1.2. 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.

3.6.1.2.1.3.7.1.2.1. The original hearing was conducted unfairly to the point that it substantially and materially affected the outcome;

3.6.1.2.2.3.7.1.2.2. Using the facts found by the Chair, the conclusion regarding whether there was a violation(s) of the Student Code was incorrect;

3.6.1.2.3.3.7.1.2.3. 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

3.6.1.2.4.3.7.1.2.4. New information that was unavailable at the time of the hearing has been discovered and could substantially and materially affect the outcome.

3.6.1.3.3.7.1.3. 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)

3.6.1.4.3.7.1.4. 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.

3.6.1.5.3.7.1.5. 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.

3.6.1.5.1.3.7.1.5.1. 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.
3.6.1.5.2.3.7.1.5.2. If the recommendation is rejected, the Senior Student Affairs Officer will provide the Appellate Board with a written explanation for his/her decision.

3.6.1.5.3.3.7.1.5.3. 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.

3.6.1.6.3.7.1.6. The Senior Student Affairs 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.

3.6.1.6.1.3.7.1.6.1. 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.

3.6.2.3.7.2. Appeal to the President of the Institution

3.6.2.1.3.7.2.1. 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.

3.6.2.2.3.7.2.2. 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.

3.6.2.3.3.7.2.3. 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.

3.6.2.3.1.3.7.2.3.1. The original hearing was conducted unfairly to the point that it substantially and materially affected the outcome;

3.6.2.3.2.3.7.2.3.2. Using the facts found by the Chair, the conclusion regarding whether there was a violation(s) of the Student Code was incorrect;

3.6.2.3.3.3.7.2.3.3. 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

3.6.2.3.4.3.7.2.3.4. New information that was unavailable at the time of the hearing has been discovered and could substantially and materially affect the outcome.

3.6.2.4.3.7.2.4. 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.
3.6.2.5. 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.

3.6.2.6. 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.

3.6.2.6.1. 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.

3.6.3. Appeal to the Board of Regents

3.6.3.1. 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.

3.6.3.2. 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.

3.6.3.3. Written appeals that fail to include supporting arguments and documents, and the documentation provided by the institution will be rejected.

3.6.3.4. 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.

3.6.3.4.1. 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.

3.6.3.4.2. The Executive Director will provide a written decision to the parties, and to the President.

3.6.3.4.3. 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 Executive Director’s decision.
reconsideration or to the Title IX/EEO Coordinator for additional investigation, in light of the written decision.

3.6.3.5.3.7.3.5. 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; 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.

3.6.3.5.1.3.7.3.5.1. The Executive Director will have fifteen (15) working days within which to attempt, at his or her discretion, a resolution through informal means.

3.6.3.5.2.3.7.3.5.2. 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.

3.6.3.5.2.1.3.7.3.5.2.1. Contested case proceedings may be conducted under protective orders entered pursuant to SDCL §§ 1-26-19 and 15-6-26(c).

3.6.3.5.2.2.3.7.3.5.2.2. 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:
SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Human Rights Complaint Procedures

NUMBER: 1:18

1. Purpose of Regulations

The South Dakota Board of Regents has a legal obligation to implement federal, state, and local laws and regulations prohibiting discrimination in employment, in the delivery of educational services and in the other activities carried on under its authority. Inherent in its function as constitutional governing board for publicly funded higher education is the additional duty to assure all individuals in its employ or attending institutions under its jurisdiction equal access to the employment and educational opportunities it controls. The South Dakota Board of Regents recognizes that discrimination based on archaic and overbroad assumptions about the relative needs and capacities of certain categories of persons forces individuals to labor under stereotypical notions that often bear no relationship to their actual abilities. It thereby both deprives persons of their individual dignity and denies society of the benefits of wide participation in political, economic, educational, and cultural life. These human rights complaint procedures have been adopted to afford individuals a means to protect the rights guaranteed to them under federal, state, and local laws and regulations and to vindicate the deprivation of personal dignity that accompanies denials of equal opportunity.

2. Scope of Regulations

These procedures apply to complaints alleging discrimination, other than sexual harassment which is covered by BOR Policy 1:17, on the basis of sex, race, color, creed, religion, national origin, ancestry, citizenship, gender, gender identity, transgender, sexual orientation, age, or disability, genetic information, veteran status, other status that may become protected under law against discrimination, or any other grounds unrelated to reasonable employment, educational or programmatic expectations. These procedures also apply to allegations of sexual harassment or other forms of harassment proscribed under Board Policy 1:17 and to allegations of dating violence, sexual assault, domestic violence or stalking as proscribed by Board Policy 1:17.1. If the accused is a student (as defined in Board Policy 3:4), the application of this Board Policy 1:18 must be done in a way that is consistent with the requirements found in Board Policy 3:4.

3. Discrimination

Discrimination and cognate forms of that term when used in this policy include all violations of rights guaranteed under federal, state, or local antidiscrimination laws and regulations except violations of sexual harassment as defined in BOR Policy 1:17, which violations shall be subject to the provisions contained therein. Also, discrimination includes any
allegation, other than allegations constituting sexual harassment under BOR Policy 1:17, that, because of a person's sex, race, color, creed, religion, national origin, ancestry, citizenship, gender, gender identity, transgender, sexual orientation, age, or disability, genetic information, veteran status or any other status that may become protected under law against discrimination or other grounds unrelated to reasonable employment, educational or programmatic expectations, a person has been subjected to disparate treatment in terms and conditions of employment, in the delivery of educational services, programs or activities, or with respect to the participation in the activities of officially recognized organizations. Allegations, reports or complaints involving sexual harassment shall be governed by and subject to, BOR Policy 1:17, or sexual assault or other animus-based assault, brought under Board Policy 1:17(2)(B) and allegations of sexual assault, domestic violence or stalking as proscribed by Board Policy 1:17.1 will also constitute discrimination complaints within the meaning of these regulations, notwithstanding the fact that they may not otherwise be encompassed hereunder.

4. Proof of Discrimination

Except as otherwise provided under federal, state, and local law, proof of discrimination under these regulations will conform to the federal standards employed to prove disparate treatment. These regulations will neither eliminate nor restrict express exceptions to antidiscrimination laws and regulations provided under federal, state or local law, nor will they prohibit conduct, action or policies based upon such legitimate nondiscriminatory reasons as are recognized under federal antidiscrimination law.

A. Reasonable directions and admonitions by duly authorized institutional agents as to time, place and manner in which employees or volunteers perform assigned responsibilities, students carry out educational assignments or program participants engage in sponsored activities do not constitute prima facie evidence of discrimination.

5. Complaints

Complaints include all allegations or reports of discrimination by a person, persons, or organization subject to this policy against a person protected under this policy.

A. All organizations recognized by an institution are subject to this policy, except insofar as the application of the policy would impermissibly invade the members' freedom of intimate association or freedom of expressive association.

1. Challenges to the applicability of these regulations will be referred to an administrative officer designated by the institutional chief executive officer as provided in section 13(A) below. Questions about the applicability of this chapter to organizations will be resolved pursuant to the provisions of section 13 and following.

2. If an organization challenges the application of these policies to it or to its activities, resolution of the challenge must address the following issues:
a. Will application of the regulations serve a compelling state interest?

i. The Board has determined that it has a compelling interest in applying these regulations to individuals and organizations whose activities affect the ability of others to participate in and to enjoy the benefits of institutional employment, educational services or the activities of officially recognized organizations, so this issue may ordinarily be resolved through reference to sections 1 and 2 above.

b. Application of the regulations is unrelated to the suppression of ideas.

i. This issue requires a factual inquiry into the purpose of applying the regulations to particular organizations. An institution may not apply the regulations in order to suppress a particular point of view. The mere dissemination of ideas, however offensive to good taste and common decency such ideas may be, does not afford grounds for regulation.

c. Can the state's compelling interest be achieved through means significantly less restrictive of associational freedoms?

i. This issue requires a two-step analysis. First, it must be determined whether application of the regulations would infringe associational rights of organization members. If so, a determination must be made whether some less intrusive measures might suffice to protect the Board's compelling interests.

(a) The following principles will be used to determine whether application of the Board's policies to an organization might invade the association rights of organization members:

(1) Freedom of intimate association refers to those relationships that presuppose deep attachments and commitments to the necessarily few other individuals with whom one shares not only a special community of thoughts, experiences and beliefs, but also distinctively personal aspects of one's life.
Factors that suggest that freedom of intimate association is implicated include:

(a) the relative smallness of the organization;
(b) a high degree of selectivity in choosing and maintaining members of the organization;
(c) the personal nature of the organization's purpose; and
(d) the exclusion of nonmembers from the central activities of the organization.

(2) Freedom of expressive association is implicated where an organization is created for specific expressive purposes and the organization will be significantly inhibited in advocating its desired viewpoints if it cannot restrict its membership based on sex, race, color, creed, religion, national origin, ancestry, citizenship, gender, gender identity, transgender, sexual orientation, age, disability, genetic information or veteran status any other status that may become protected under law against discrimination.

6. Complainants

Complainants includes persons who have allegedly been subjected to discrimination, whether they have initiated a complaint with the Title IX/EEO Coordinator or whether they were identified as victims in a report submitted by a third party to the Title IX/EEO Coordinator.

7. Title IX/EEO Coordinator

Each institution will designate a Title IX/EEO Coordinator who will be responsible for administering a centralized complaint filing system; for analyzing trends revealed by complaints, investigations and enforcement activities; and for monitoring on behalf of the institution overall compliance with this policy and related federal, state or local legislation and regulation.

A. The institution may designate one or more deputy Coordinators to assist the Title IX/EEO Coordinators. Such deputies will be authorized to receive complaints and will have full power to conduct reviews and investigations as directed by the institutional Title IX/EEO Coordinator.
B. Whenever the phrase “Title IX/EEO Coordinator” appears in this policy and other policies in connection with administering an individual complaint, it will be understood to include both the Coordinator and any deputy Coordinators who may have been assigned responsibilities to administer the matter.

C. The Title IX/EEO Coordinator will assure that persons entrusted with the investigation of complaints have been undergone annual training in the conduct of investigations under this policy, including investigations into allegations relating to dating violence, domestic violence, sexual assault and stalking, as defined in Board Policy 1:17.1, in a manner that protects the safety of victims and promotes accountability. The Title IX/EEO Coordinator will also assure that persons entrusted with investigations are unbiased and disinterested.

1. In the event that a complainant or accused alleges that an investigator is biased or has a conflict of interest, the Title IX/EEO Coordinator will review the evidence of bias or interest, and will reassign responsibility for the investigation when reasonable, well-informed observer of the administrative process would believe that there may be an appearance of bias or conflict, even though none actually exists.

   a. When determining whether there are reasonable, objective grounds for concluding that an appearance of bias or conflict of interest exists, the Title IX/EEO Coordinator will consider, without limitation, evidence of
      i. personal bias or prejudice against the complainant or accused or personal knowledge of the disputed facts
      ii. prior involvement in the incident or institutional response to the reports,
      iii. economic interests, including interests of immediate family members, that may be substantially affected by the outcome of the investigation, or
      iv. close relationships, either directly or indirectly through immediate family members, with a complainant, an accused or witnesses involved in the proceeding.

D. The Title IX/EEO Coordinator will assure that persons entrusted with the conduct of disciplinary proceedings have been undergone annual training in the conduct of disciplinary proceedings, including proceedings involving allegations relating to dating violence, domestic violence, sexual assault and stalking, as defined in Board Policy 1:17.1, in a manner that protects the safety of victims and promotes accountability.
1. In the event that a complainant or accused alleges that a person entrusted with the conduct of disciplinary proceedings is biased or has a conflict of interest, the Title IX/EEO Coordinator will review the evidence of bias or interest, and will submit a recommendation to the institutional chief executive officer whether responsibility for the disciplinary proceeding should be reassigned.

2. In order to discourage abuse of the reassignment process, reassignment will not be routine, but may be proper where reasonable, well-informed observer of the administrative process would believe that there may be an appearance of bias or conflict, even though none actually exists.

   a. When determining whether there are reasonable, objective grounds for concluding that an appearance of bias or conflict of interest exists, the Title IX/EEO Coordinator will consider, without limitation, evidence of

      i. personal bias or prejudice against the complainant or accused or personal knowledge of the disputed facts
      ii. prior involvement in the incident or institutional response to the reports,
      iii. economic interests, including interests of immediate family members, that may be substantially affected by the outcome of the investigation, or
      iv. close relationships, either directly or indirectly through immediate family members, with a complainant, an accused or witnesses involved in the proceeding.

8. Non-retaliation

Persons who bring complaints of discrimination and persons who participate in the investigation and disposition of such complaints will not be subject to harassment, interference, intimidation, or retaliation.

A. The right to be free from harassment, interference, intimidation or retaliation is ongoing, and the Title IX/EEO Coordinator will inform the complainant, the accused and all persons involved in the investigation or disposition of complaints of the right and provide them with information detailing how they may report violations.

9. Duty to Cooperate

All students and employees whose assistance is needed in the investigation of a complaint or in the course of disciplinary action will be required to cooperate with the Title IX/EEO Coordinator, any designated Title IX Deputy, and other parties who are duly authorized to investigate or to discipline. Persons who are accused of having engaged in discriminatory conduct will be entitled to such cooperation when necessary to obtain witnesses in any formal disciplinary proceedings that may be initiated. Where necessary, adjustments will be made to work schedules, classroom schedules, and other academic or
employment obligations.

10. Confidentiality

Reasonable efforts will be made to maintain the confidentiality of the complaints. Complainants and witnesses must understand that it may become necessary to disclose their identities, either directly or indirectly, in the course of investigation. Institutions are required to respond to and investigate allegations of discrimination.

A. Even if the complainant requests confidentiality or asks the complaint not be pursued, institutions will; 1) take all reasonable steps to investigate and respond to the complaint to the extent possible consistent with the alleged victim’s wishes; 2) notify the alleged victim that the failure of the alleged victim to pursue a complaint may limit the institutions’ ability to fully address the matter; and 3) report the incident to local law enforcement authorities if it appears to involve a crime that is required to be reported or a health or safety emergency as defined by state or federal law requires such reporting.

B. Where formal disciplinary proceedings are instituted, the party alleged to have engaged in the conduct will be given the names of the complaining party and the witnesses whose testimony will be used to support the complaint, together with the substance of their allegations.

1. Where the complaint involved conduct proscribed under Board Policy 1:17.1, both complainant and accused will be provided access to any information that will be used during informal and formal disciplinary meetings and hearings.

C. Disciplinary hearings at the institutional level ordinarily are not open to the public, but, in some instances, persons accused of misconduct may have appeal rights that could result in a public hearing. The Title IX/EEO Coordinator will inform complainants whether the accused has a right to a public hearing under South Dakota law and at what point that hearing may occur. In the event of a public hearing, the pleadings, motions, documents and recorded testimony assembled at or incidental to the hearing will be public records.

D. Where the complaint involved conduct proscribed under Board Policy 1:17.1, and, upon request, both complainants and accuseds may bring advisors of their choosing to any institutional disciplinary proceeding or any related meeting or proceeding that they are required or permitted to attend. Both complainants and accuseds will be given written notice of meetings at which one or the other or both may be present and accompanied by their chosen advisors. The notice will be given with reasonable time to allow complainants and accuseds opportunity to make arrangements for the advisor to attend, but the institution need not cancel or delay a meeting simply because an advisor could not be present, so long as the institution gave timely, written notice of the meeting. Electronic notification may be used if permitted under the relevant disciplinary procedures.
11. Reports to Law Enforcement

In keeping with the requirements of SDCL § 22-11-12, once the Title IX/EEO Coordinator acquires knowledge, that is not privileged, of the commission of a felony, the Coordinator will immediately disclose the felony, including the name of the perpetrator, if known, and all of the other relevant known facts to appropriate law enforcement authorities.

A. The Title IX/EEO Coordinator, in consultation with appropriate institutional officials, will analyze each report of sexual assault, domestic violence or stalking to determine if the circumstances require a report under SDCL § 22-11-12 or present health or safety emergency. In such case, information relating to the complaint may be disclosed to appropriate persons including law enforcement personnel.

B. Reports of crimes may be filed with law enforcement with or without the assistance of the institutions. The Title IX/EEO Coordinator will report complaints of sexual violence to law enforcement agencies when requested to do so by an alleged victim.

C. A campus Title IX/EEO Coordinator may disclose the fact and nature of sexual assault, domestic violence or stalking to local law enforcement officials in accordance with local law enforcement agreements.

D. Timely warnings or emergency notifications issued under the Clery Act related to sexual assault will also be sent to local law enforcement agencies.

12. Timing Requirements

Timing requirements contained in this policy fix standards for the investigation and preliminary phases of complaint management. Where an investigation results in the initiation of formal disciplinary procedures, the timelines set forth in those procedures will govern.
Deadlines stipulated for action may be relaxed where, in the judgment of the Title IX/EEO Coordinator or other administrative officer having responsibility for the complaint, this will help to achieve the purposes of the regulations. Investigation and responses related to allegations of sexual abuse, domestic violence, stalking or conduct constituting a crime of violence may be delayed to the extent required for law enforcement to investigate the facts of the case.

Deadlines may also be extended upon the mutual agreement of the parties.

Deadlines will be extended if necessary to accommodate holidays and vacation periods that form part of the academic calendar or days on which an institution is closed for weather or other emergency purposes. Working days are those on which the offices of the institution or Board are open for business.

Extensions will not exceed the bounds allowed by applicable law and regulations.

13. **Initiation of Complaint**

A. All inquiries, allegations, reports, or complaints relating to discriminatory conduct, including conduct proscribed by Board Policies 1:17 and 1:17.1 will be forwarded to the Title IX/EEO Coordinator for response or investigation.

1. Persons who believe that they have been subjected to discrimination may bring complaints under these procedures by contacting the Title IX/EEO Coordinator. Collective bargaining agents may also initiate complaints hereunder, but only where they would have standing to do so under state or federal law. Collective bargaining agents will not be entitled to exercise procedural rights granted to complainants.

2. A person who believes that he or she has been the victim of discrimination may also lodge a complaint with any administrator or, in the case of students, also with any faculty member. Complaints lodged with such individuals will be referred to the Title IX/EEO Coordinator for investigation. This provision will not be interpreted to require individuals to refer to the Title IX/EEO Coordinator accusations addressed to them directly by aggrieved persons.

3. Third party reports of discrimination and conduct observed directly that may be discriminatory should be investigated as provided herein.

4. Any campus employee informed of an allegation of sexual abuse, domestic violence or stalking with a clear connection to institutional programs, personnel or students must promptly notify the Title IX/EEO Coordinator.

Employees serving in certain professional roles which enjoy a statutory privilege are required to disclose information only in accordance with applicable statutory authority.
B. Upon receipt of inquiries, allegations, reports, or complaints relating to discriminatory conduct or sexual violence, the Title IX/EEO Coordinator will respond or investigate. If the accused is a student (as defined in Board Policy 3:4), the investigation must be done consistent with the requirements found in Section 4.A.b. of Board Policy 3:4.

1. The Title IX/EEO Coordinator will have the responsibility to advise the individual or group of the procedures for investigating and taking action upon the complaint.

   a. The Title IX/EEO Coordinator will advise the complainant of any counseling or support groups that are available for persons who feel that they have been subjected to discriminatory conduct and their options to avoid contact with the alleged perpetrator pending the results of the investigation and any related proceedings.

   b. The complainant will also be informed of the right to file other applicable administrative or criminal complaints and will not be dissuaded from doing so.

   c. Complainants will be informed that the Title IX/EEO Coordinator will investigate allegations and take appropriate action, even if the complainant does not wish to pursue the disciplinary process, but that any response by the University may be hindered by the complainant's wishes for anonymity or inaction or both.

2. Having provided this information to the complainant, the Title IX/EEO Coordinator will record the factual basis for the complaint.

C. If the complaint is referred to the Title IX/EEO Coordinator by another administrator or faculty member, the Title IX/EEO Coordinator will contact the complainant within five working days to provide information about procedures and resources and to record an initial statement of the factual basis for complaint.

D. Upon obtaining a statement of the factual basis of the complaint, the Title IX/EEO Coordinator will initiate an investigation of the complaint to determine whether there is a reasonable basis to believe that the complainant was subjected to discrimination or sexual violence. The investigation will be completed in a timely manner.

E. If the complaint involves an alleged violation of Board Policies 1:17 or 1:17.1, the Title IX/EEO Coordinator will determine what interim measures may be available and appropriate to protect the interests of the complainant and the accused during the investigation. If the accused is a student (as defined in Board Policy 3:4), any interim measures must be done consistent with the requirements found in Section...

1. In concert with the senior institutional officer whose administrative responsibilities include supervision of the person accused of misconduct, the Title IX/EEO Coordinator will take action to assure that (a) the complainant is protected from retaliation for having made a complaint or responded to inquiries initiated in response to a complaint, (b) necessary or appropriate interim measures are taken to guard against a recurrence of the conduct that gave rise to the complaint, (c) requests for the complainant's academic, living, transportation, and working situation are reviewed case by case through an interactive process and granted if they are reasonably available and (d) the complainant is informed of the options to request protection or accommodation and how to request such assistance.

2. When selecting interim measures, the Title IX/EEO Coordinator and senior institutional officer will consider nature and circumstances of the misconduct alleged, together with the strength of prima facie evidence and any indications relative to the risk of recurrence, and will prefer measures that minimize the relative inconvenience to the complainant.

3. The Title IX/EEO Coordinator will meet with the complainant or victim within three working days after receipt of the complaint or after meeting with the victim to discuss the proposed interim measures that. Any interim measures will be put into place in a timely manner.

14. Procedure Where Title IX/EEO Coordinator Determines That There is Not a Reasonable Basis to Proceed

A. If the Title IX/EEO Coordinator determines that there is not a reasonable basis for believing that complainant has been subjected to discrimination or sexual violence, the Title IX/EEO Coordinator will inform the complainant of the conclusion and will proceed as set forth in Board Policy 1:17(3)(B)(3).

B. If the complainant believes that the Title IX/EEO Coordinator erred in concluding that the complaint did not have a reasonable basis, the complainant may petition the institutional chief executive officer for a review of that determination. The petition must be received within fifteen working days after the complainant has been notified that the Title IX/EEO Coordinator has determined that there is no reasonable basis to believe that the complainant was subjected to discrimination. The institutional chief executive officer, either personally or through a delegatee, will review the investigation file to determine whether the conclusions of the Title IX/EEO Coordinator are based upon substantial evidence. The chief executive officer will respond in writing to the complainant and the accused at the conclusion of this review. If the chief executive officer concludes that the evidence supports the conclusions of the Title IX/EEO Coordinator, the response will summarize the findings that lead to that conclusion to the extent that this may be done without compromising the privacy of third parties, persons accused of misconduct or the
complainant.

C. The decision of the chief executive officer is not subject to an appeal as a matter of right. If the complainant remains dissatisfied with the determination, the complainant may request that the Executive Director review the conclusions reached by the chief executive officer and to advise the Board pursuant Board Policy 1:6(4). The request for such a review should identify with specificity the factual findings that the complainant believes to be erroneous or the conclusions that the complainant believes mistake or misapply the requirements of Board Policy or governing law.

15. Procedures Where Title IX/EEO Coordinator Determines That There is a Reasonable Basis to Proceed

A. If the Title IX/EEO Coordinator concludes that there is a reasonable basis for the complaint, the Title IX/EEO Coordinator will notify the vice president or comparable chief administrative officer or their appropriate designee, having supervisory responsibility over the person or persons alleged to have engaged in discriminatory conduct or sexual violence. The Title IX/EEO Coordinator will provide copies of all investigatory materials to that administrative officer. Thereupon, that administrative officer will participate in resolution of the matter. If the complaint is lodged against officially recognized organizations or against members of such entities who are not otherwise affiliated with the institution, the institutional chief executive officer will designate a person to carry out the responsibilities established hereunder.

B. The Title IX/EEO Coordinator and the administrative officer may attempt an informal resolution of the dispute.

1. If the matter appears to them to lend itself to informal resolution, they will meet with the complainant to determine whether the complainant is willing to pursue an informal resolution and how the necessary discussion with the person accused of misconduct may be structured.

2. In cases involving allegations of conduct violating Board Policy 1:17.1 mediation will not be used as an informal dispute mechanism and in such cases, the complainant will be notified of their right to stop the informal process and initiate the formal resolution process at any time.

23. If an informal resolution is effected, the terms of the resolution will be reduced to writing and signed by the complainant. The University will document the administration of any agreed upon discipline or remedial action through such means as are appropriate and customary under the relevant disciplinary procedures or are in keeping with other relevant administrative practices. Copies of the signed document will be preserved in the complaint file and as otherwise necessary to give effect to the terms of
the resolution.

C. If the Title IX/EEO Coordinator and administrative officer elect not to attempt an informal resolution, or an informal resolution is not effected, or the complainant in a matter arising under Board Policy 1:17.1 elects to pursue a formal resolution process, the administrative officer will initiate disciplinary proceedings against the person alleged to have engaged in discriminatory conduct.

D. The administrative officer will institute formal disciplinary proceedings within fifteen working days from the time that the file has been submitted to the officer, unless an informal resolution has been effected or the complainant and the person alleged to have engaged in discriminatory conduct or sexual violence have agreed in writing to extend the time allowed to attempt an informal resolution.

E. The disciplinary procedures followed will be those designated for persons in the classification to which the person or persons alleged to have engaged in discriminatory conduct belong. Faculty members will be subject to discipline consistent with the COHE contract or the Regents Policy Manual depending upon their unit or non-unit status. CSA employees will be subject to discipline under CSA regulations. Exempt staff will be subject to discipline under exempt regulations. Students will be subject to discipline under the institutional student disciplinary code. If no disciplinary procedures otherwise exist, the institutional chief executive officer will appoint a hearing examiner to conduct a hearing to determine the facts and to recommend to the institutional chief executive officer what disposition should be made of the matter.


A. Discipline of persons found to have committed acts of discrimination will be determined and carried out in accordance with the relevant disciplinary procedures.

17. Disciplinary Action

A. If the discriminatory conduct is admitted or, as a result of the disciplinary proceedings, proven, the administrative officer who initiated the disciplinary procedures will determine what disciplinary action, if any, will be taken to remedy the effects of the discriminatory conduct. In selecting a discipline or action, the administrative officer will consider (1) the extent to which the party charged exercised undue influence over the complainant by virtue of the office and authority entrusted to the party charged or otherwise, (2) the gravity of the offense established, and (3) the likelihood that the discipline or action selected will be effective to avoid a recurrence of the conduct. The discipline may include suspension or termination of an individual’s employment, enrollment or right to enter institutional grounds or facilities or to attend or participate in institutional activities.

B. Once the administrative office has selected a proposed discipline or action, the party charged will be notified of the proposed discipline or action at such time and
in such a manner as provided under the applicable grievance procedures. The complainant will be notified of the proposed discipline at the same time. The discipline or action will not become finalized if the complainant timely petitions the institutional chief executive officer for a review.

C. If the complainant is dissatisfied with the discipline or action selected, the complainant may petition the institutional chief executive officer for a review of that determination. The petition must be received within five working days after the complainant has been notified of the proposed discipline. The institutional chief executive officer, either personally or through a delegate, will review the investigation files, hearing records and findings, and other documents relating to the matter to determine whether a discipline provided is commensurate with the gravity of the offense established, considering the relation to the parties, and whether it may reasonably be thought to assure that the conduct will not recur. The determination of the institutional chief executive officer will not be subject to further review.

1. Disciplinary measures themselves may involve, depending upon the specific facts and circumstances, separating the parties, placing limitations on contact between the parties, making alternative academic, working or housing arrangements, warnings or reprimands, required training or current substance abuse treatment, suspension from classes, suspension from duties with or without pay, reassignment, demotion or discharge from employment or expulsion from the university system.

18. **Preservation of Records**

All records and writings developed in the course of the formal disciplinary hearings will be preserved in the complaint file and in other records as required under related grievance policies.

**SOURCE:**
BOR October 1991; BOR October, 1992; BOR January 1995; BOR March-April 2011; BOR December 2013; BOR June 2015; BOR August 2015; BOR December 2017; [BOR August 2020](#)
SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Prevention of Dating Violence, Domestic Violence, Sexual Assault and Stalking

NUMBER: 1:17.1

1. State and federal policies proscribe dating violence, domestic violence, sexual assault and stalking, 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, 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 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;

   A. by holding perpetrators accountable for their conduct;
   
   B. by encouraging victims to report incidents; and
   
   C. by informing students, staff and visitors of:

      1) Board policies proscribing dating violence, domestic violence, sexual assault or stalking, including procedures compliant with Board Policies 1:17 and 1:18 to enforce those policies;

      2) strategies individuals may use to protect themselves;

      3) contact information for institutional officials responsible for investigating reports of, dating violence, domestic violence, sexual assault or stalking;

      4) institutional resources to assist in reporting incidents and preserving evidence;
and

5) institutional and community resources to assist victims.

3. As used in this policy,

A. 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.

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.

2) For the purposes of this definition,
   a) Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
   b) Dating violence does not include acts covered under the definition of domestic violence.

B. Domestic violence means

1) a felony or misdemeanor crime of violence committed
   a) By a current or former spouse or intimate partner of the victim;
   b) By a person with whom the victim shares a child in common;
   c) By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
   d) 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
   e) 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.

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:

a) Murder and Nonnegligent Manslaughter means the willful (nonnegligent) killing of one human being by another.

b) 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.

c) 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.

d) 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.)

C. Sexual assault means any offense that constitutes rape, fondling, incest, or statutory rape:

1) Rape has the same meaning as given above in § 3(B)(2)(b).

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) 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:

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.

4) Statutory Rape means sexual intercourse with a person who is under the statutory age of sixteen.

D. Stalking means:

1) Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

   a) Fear for the person's safety or the safety of others; or
   b) Suffer substantial emotional distress.

2) For the purposes of this definition:

   a) 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.

   b) Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.

   c) Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

E. 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:

1) if the victim is less than thirteen years of age; or

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) if the victim is incapable, because of physical or mental incapacity, of giving
consent to such act; or

4) if the victim is incapable of giving consent because of any intoxicating, narcotic, or anesthetic agent or hypnosis; or

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 Act (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.

A. 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:

1) Consent is defined as set forth in § 3(E) above;

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;

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;

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) Stalking includes stalking as defined in SDCL ch 22-19A.

SOURCE:
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – B
DATE: August 4-5, 2020

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SUBJECT
Research Park Reports / USD Discovery District Annual Meeting

CONTROLLING STATUTE, RULE, OR POLICY
SDCL chapter 5-29

BACKGROUND / DISCUSSION
The USD Discovery District, Research Park at SDSU and Ascent Innovation will present to the Board, providing updates on the current status of operations at the three parks.

The Board’s August meeting will also serve as the time and place for the USD Research Park, Inc. (dba USD Discovery District) annual meeting. The annual meeting is the time and place for the Board to appoint directors to the Board of Directors of the USD Discovery District. The current makeup of the Board of Directors is set forth in Attachment I. There are three terms set to expire in 2020, which are currently occupied by Bob Sutton, Dave Kapaska, and Deb Peters, all of which are seeking reappointment for their second 3-year term. As such, there are three appointments pending before the Board at its meeting, which would become effective upon approval.

Additionally, the USD Discovery District is requesting the Board approve the bylaw amendments set forth in Attachment II, which would have the effect of allowing the Board of Directors to consist of between ten and fifteen members instead of the current fixed membership of eleven.

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

Reappoint Bob Sutton, Dave Kapaska and Deb Peters to serve three year terms on the Board of Directors of the USD Discovery District.

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DRAFT MOTION 20200804_5-B:

I move to reappoint Bob Sutton, Dave Kapaska, and Deb Peters to serve three year terms on the Board of Directors of the USD Discovery District, and to approve the Bylaws amendments set forth in Attachment II.
Additionally, the proposed amendment to the bylaws would allow the USD Discovery District to adjust its Board of Directors, as necessary and appropriate, between ten and fifteen directors, which directors would remain subject to the appointment by the Board.

Staff recommends approval.

ATTACHMENTS
Attachment I – USD Discovery District Board of Directors
Attachment II – Proposed USD Discovery District Bylaws Amendments
2020 Discovery District Board of Directors

3 Year Term – Expires 2022
Russell Olson, Sec./Treas., Heartland
Paul Hanson, Sanford USD
Regent Kevin Schieffer, SD BOR

3 Year Term – Expires 2021
Ryan Pidde, Mickelson & Company
Mayor Paul TenHaken, City of Sioux Falls
Kim Patrick, Sanford Health

3 Year Term – Expires 2020
Bob Sutton, Vice President/Vice Chair, Avera Health
Dr. Dave Kapaska, formerly Avera Health
Deb Peters, SD Association of Healthcare Organizations

Ex-Officio, Voting
Sheila Gestring, Chairman
Dr. Brian Maher, SD BOR

Ex-Officio, Non-Voting
USD Vice Pres. for Research, currently Dan Engebretson
USD Dean of Beacom School of Business, currently Venky Venkatachalam
USD GEAR Center Director, currently (vacant)
Vice Pres. & Dean of USD Community College for Sioux Falls, currently (vacant)
South Dakota Board of Regents General Counsel, currently Nathan Lukkes
Governor’s Office of Economic Development, currently (vacant)
BYLAWS

OF

UNIVERSITY OF SOUTH DAKOTA RESEARCH PARK, INC.

ARTICLE I

Location

The principal office of this corporation, at which the general business of this corporation shall be transacted and where the record of this corporation shall be kept, shall be at 414 East Clark Street, Vermillion, South Dakota 57069.

ARTICLE II

Members and Annual Meeting

As provided in the Articles of Incorporation, this corporation has one member with voting rights of this corporation, the South Dakota Board of Regents, which shall hold its annual meeting of the Member pursuant to SDCL 47-23-4 immediately following the first regularly scheduled meeting of the South Dakota Board of Regents in each calendar year, or at such other time and place may be designated from time to time by the Member.

ARTICLE III

Directors

The Board of Directors shall consist of between ten (10) and fifteen (15) eleven (11) members. The President of the University of South Dakota and the Executive Director of the South Dakota Board of Regents shall serve as ex officio, voting members of the Board of Directors. The Member or the Board of Directors may also designate other ex officio members without vote as

Amended August 14, 2024.
needed. (a) The first full Board of Directors shall be selected as follows: (i) the Articles of Incorporation have identified the first three Directors (all of whom have been nominated by the Member, and one of whom is the President of the University of South Dakota), and (ii) six additional directors shall be appointed by the initial three Directors set forth in the Articles of Incorporation and approved by the Member. These initial eight Appointed Directors and the President of the University of South Dakota as an ex officio Director shall serve a one-year term as the Board of Directors.

Thereafter, all appointed Directors shall be selected by the Member at the annual meeting of the Member from a slate of nominees submitted by the current Board of Directors directly or through a nominating committee under Article VI, Section 1, which may be supplemented by the Member.

Each Director shall hold office until his or her successor has been selected and qualified at the next regular annual meeting of the Board of Directors following the expiration of his term, unless such Director sooner dies, resigns, or is removed from the Board of Directors. After the initial one year term for all directors, three Directors shall be elected to a one (1) year term; three Directors shall be elected to a two (2) year term and three Directors shall be elected to a three (3) year term, so that there are staggered terms. Thereafter, each Director shall serve a three (3) year term, so that each year three terms are expiring. The Member shall approve selections of the remaining Board Members to fill vacancies as they arise upon death, resignation, removal, or expiration of term, and Directors may be reappointed for three (3) terms, and upon expiration of a term, shall serve until the vacancy is filled.
ARTICLE IV

Meetings of the Board of Directors

Section 1. The annual meeting of the Board of Directors shall be held at such time in the month of March in each year as may be designated from time to time by the Board of Directors and at the place, within or without the State of South Dakota, designated from time to time by the Board of Directors. If the Board of Directors does not fix a different time or place, such meeting shall be held at 10:00 o'clock a.m., Central Time, on the first Friday in March, at a location designated by the Board, and if none, at the principal office of the corporation, unless such day is a holiday, in which case the meeting shall be held at such time and place on the next succeeding business day.

Section 2. Other regular meetings of the Board of Directors may be established by the Board of Directors. Such meetings may be held without notice at the principal office of this corporation or at such other place or places as the Board of Directors from time to time designate.

Section 3. Special meetings of the Board of Directors may be called at any time by (a) the Chair of the Board of Directors, or (b) by the Board of Directors, or (c) upon the written request of three or more members of the Board of Directors. Any person or group of persons entitled to call a special meeting of the Board of Directors may make a written request to the Secretary to call the meeting, and the Secretary shall give notice of the meeting, setting forth the time, place and purpose thereof, to be held between five and thirty days after receiving the request. If the Secretary fails to give notice of the meeting within seven days from the day on which the request was made, the person or persons who requested the meeting may fix the time and place of the meeting and give notice in the manner hereinafter provided.
Section 4. Written notice of each annual meeting of the Board of Directors stating the time and place thereof shall, unless sent electronically pursuant to Article IV, Section 7 below, be mailed, postage prepaid, not less than five nor more than thirty days before the meeting, excluding the day of the meeting, to each director at his or her address according to the last available records of this corporation. Written notice of each special meeting of the Board of Directors stating the time, place and purpose thereof shall, unless sent electronically pursuant to Article IV, Section 7 below, be mailed, postage prepaid, not less than five nor more than thirty days before the meeting, excluding the day of the meeting, to each director at his or her address according to the last available records of this corporation; no business shall be transacted at any special meeting other than the business specified in such notice. Any director may make written waiver of notice before, at, or after a meeting. The waiver shall be filed with the person who has been designated to act as Secretary of the meeting, who shall enter it upon the records of the meeting. Appearance at a meeting is deemed a waiver unless it is solely for the purpose of asserting the illegality of the meeting.

Section 5. At all meetings of the Board of Directors, each director shall be entitled to cast one vote on any question coming before the meeting. The presence of a majority of the members of the Board of Directors shall constitute a quorum at any meeting thereof, but the directors present at any meeting, although less than a quorum, may adjourn the meeting from time to time. Except as otherwise provided by law or these Bylaws, majority vote of the directors present at any meeting, if there be a quorum, shall be sufficient to transact any business.

Section 6. When a meeting of the Board of Directors is adjourned to another time or place, notice of the adjourned meeting need not be given other than by announcement at the meeting at which adjournment is taken.

Amended August 14, 2020.
Section 7. Any notices required to be provided hereunder by written notice may also be provided by electronic email to the noticed party’s email address as listed in the records of the Corporation. Any action that could be taken at a meeting of the Board of Directors may be taken without a meeting when authorized in writing signed by all of the directors. The Directors may participate in a meeting of the Board or a Committee of the Board by means of conference call, televideo, or internet-based conferencing equipment, and such participation shall constitute presence in person at such meeting.

Section 8. Directors may be removed by the Member for cause, including incompetence, neglect of duty, or malfeasance in office.

Section 9. Any individual appointed to the Board of Directors or other corporate position may hold a concurrent position as a member, employee or officer of the Member, including a member, employee or officer also identified as representing the Member for the purposes of these Bylaws; and in such event, there shall be no liability on the part of any such individual for breach of any fiduciary obligation, to either the corporation or to the Member, arising from acts or omissions committed in good faith in reliance on the terms of this Agreement and the conditions of his or her appointment.

ARTICLE V

Officers

Section 1. The officers of this corporation shall be a President, a Vice President, a Secretary-Treasurer and such other officers as the Board of Directors may from time to time designate. For purposes of presiding and conducting the meetings of the Board of Directors and serving as a spokesperson for the Board, the President of the University of South Dakota shall serve as Chair of

Amended August 11, 2020.
the Board of Directors. The Chair of the Board of Directors shall preside at meetings of the Board of Directors. If the Chair of the Board of Directors is not present, the Vice Chair shall preside at meetings of the Board of Directors. Officers shall be elected by the Board of Directors to serve until their respective successors are chosen and have qualified. Any officer may at any time be removed by the Board of Directors with or without cause. The same person may hold any two offices at the same time except the offices of (a) President and Vice President and (b) President and Secretary-Treasurer. The officers need not be directors of this corporation.

Section 2. The President shall be the chief executive officer of this corporation. He or she shall have general supervision, direction, and active management of the affairs of this corporation. He or she shall execute on behalf of this corporation all contracts, deeds, conveyances, and other instruments in writing which may be required or authorized by the Board of Directors for the proper and necessary transaction of the business of the corporation.

Section 3. The Vice President shall perform the duties of the President in the case of the latter's absence or disability. The execution by the Vice President on behalf of this corporation of any instrument shall have the same force and effect as if it were executed on behalf of the corporation by the President. The Vice President shall also serve as Vice Chair of the Board of Directors.

Section 4. The Secretary-Treasurer shall record all proceedings of the meetings of the Board of Directors in a book to be kept for that purpose. He or she shall give or cause to be given all notices of meetings of the Board of Directors and all other notices required by law or by these Bylaws, and in case of his or her absence or refusal or neglect to do so, any such notice may be given by the President or Vice President. The Secretary-Treasurer shall be the custodian of all books,
correspondence, and papers relating to the business of this corporation. He or she shall join with the President or Vice President in the execution on behalf of this corporation of all contracts, deeds, conveyances, and other instruments in writing which may be required or authorized to be so executed by the Board of Directors for the proper and necessary transaction of the business of this corporation.

The Secretary-Treasurer shall present at each annual meeting of the Board of Directors a full report of the transactions and affairs of this corporation for the preceding year and shall also prepare and present to the Board of Directors such other reports as it may desire and request at such time or times as it may designate.

The Secretary-Treasurer shall also have the custody of all the funds and securities of this corporation. When necessary and proper he or she shall endorse on behalf of this corporation all checks, drafts, notes and other obligations and evidences of the payment of money payable to this corporation or coming into his or her possession, and shall deposit the same, together with all other funds of this corporation coming into his or her possession, in such bank or banks as may be selected by the Board of Directors. He or she shall keep full and accurate account of all receipts and disbursements of this corporation in books belonging to the corporation, which shall be open at all times to the inspection of the Board of Directors. He or she shall from time to time make such other reports to the Board of Directors as it may require.

Section 5. Any officer of this corporation, in addition to the powers conferred upon him or her by these Bylaws shall have such additional powers and perform such additional duties as may be prescribed from time to time by said Board.
ARTICLE VI

Committees

Section 1. The Board of Directors may act by and through such committees as may be specified in resolutions adopted by a majority of the directors in office. Each committee shall have such duties and responsibilities as are granted to it from time to time by the Board of Directors. Each such committee shall at all times be subject to the control and direction of the Board of Directors.

Section 2. The Board of Directors shall, by resolution adopted by a majority of the entire board, designate from among its members an Executive Committee consisting of three or more Directors, including the Chair of the Board of Directors. The Board of Directors may designate one or more Directors as alternate members of the Executive Committee, who may replace any absent member or members of the Executive Committee at any meeting thereof. In the interim between meetings of the Board of Directors, the Executive Committee shall have all the authority of the Board of Directors except to amend these Bylaws or as otherwise provided by law. All acts done and powers and authority conferred by the Executive Committee from time to time within the scope of its authority shall be, and may be deemed to be, and may be certified as being, the act and under the authority of the Board of Directors. The Chairman of the Board, or the President in the absence of the Chairman of the Board, shall preside at all meetings of the Executive Committee. The Executive Committee shall elect from its members a chairman to preside at any meeting of the Executive Committee at which the Chairman of the Board and the President shall be absent. Two members of the Executive Committee shall constitute a quorum for the transaction of business.

Section 3. Each committee of this corporation may establish the time for its regular meetings and may change that time as it from time to time deems advisable. Special meetings of any...
committee of this corporation may be called by the chairman of that committee, or by the President. Two days' notice by mail, telephone, or telegraph shall be given of any special meeting of a committee. At all meetings of a committee of this corporation each member thereof shall be entitled to cast one vote on any question coming before such meeting. The presence of a majority of the membership of any committee of this corporation shall constitute a quorum at any meeting thereof, but the members of a committee present at any such meeting, although less than a quorum, may adjourn the meeting from time to time. A majority vote of the members of a committee of this corporation present at any meeting thereof, if there be a quorum, shall be sufficient for the transaction of the business of such committee.

ARTICLE VII

Fiscal Year

Unless otherwise fixed by the Board of Directors, the fiscal year of this corporation shall begin on January 1 and end on the succeeding December 31.

ARTICLE VIII

Miscellaneous

Section 1. This corporation may have a corporate seal, which may be altered from time to time by resolution of the Board of Directors.

Section 2. These Bylaws may be amended from time to time in the manner prescribed by law. Notwithstanding the foregoing, without consent of the Member, Article III of these Bylaws may not be amended.

Section 3. To the full extent permitted by any applicable law, this corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, amended AugustJune 11, 2020.
pending or completed action, suit or proceeding, wherever brought, whether civil, criminal, administrative or investigative, other than an action by or in the right of the corporation, by reason of the fact that such person is or was a director, officer, employee, or member of a committee of this corporation, against expenses, including attorneys' fees, judgments, fines and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit or proceeding.

Indemnification provided by this Bylaw shall be in addition to and independent of and shall not be deemed exclusive of any other rights to indemnification to which any person may be entitled by contract or otherwise under law. Indemnification provided by this Bylaw shall continue as to a person who has ceased to be a member of the Board of Directors, officer, employee or committee member, shall inure to the benefit of the heirs, executors and administrators of such person and shall apply whether or not the claim against such person arises out of matters occurring before the adoption of this Bylaw. However, any indemnification realized other than under this Bylaw shall apply as a credit against any indemnification provided by this Bylaw.

This corporation may, to the full extent permitted by applicable law from time to time in effect, purchase and maintain insurance on behalf of any person who is or was a member of the Board of Directors, officer or employee or this corporation or a member of a committee of this corporation against any liability asserted against such person and incurred by such person in any such capacity.

Section 4. Notwithstanding anything herein to the contrary, it is the parties' intent that nothing in these Bylaws waives any applicable sovereign or Eleventh Amendment immunity of the
Member, Board of Directors, or their agents, managers, employees, or persons operating through them.

The foregoing Bylaws were adopted by the __________________________ on the ____ day of ________________, 2020.

_____________________________________ Secretary

______________________________ Secretary

Amended August June __11, 2020.
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

REVISED
AGENDA ITEM: 5 – C
DATE: August 4-5, 2020

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SUBJECT
COVID-19 Resolution Extension / Fall Semester Planning Placeholder

CONTROLLING STATUTE, RULE, OR POLICY
SDCL Ch. 13-49
SD Const. Art. 14, §3

BACKGROUND / DISCUSSION
The Board previously discussed and approved a resolution at its April meeting authorizing certain emergency exceptions/waivers of Board Policy to accommodate the necessary adjustments resulting from the COVID-19 pandemic, with the approval of the applicable Board committee, to allow the system and its institutions to address and accommodate the current situation in a timely manner without running afoul of Board Policy. At the Board’s May meeting the foregoing authorization was extended to run through the Board’s regularly scheduled August meeting. Given the fluid and unpredictable nature of the COVID-19 pandemic, and out of an abundance of caution, the system desires to extend the aforementioned authorization through the Board’s regularly scheduled December meeting. The foregoing will provide maximum flexibility in the event the COVID-19 pandemic necessitates unanticipated action during the fall semester which would otherwise conflict with established policy.

This item shall also serve as a placeholder in the event Board discussion and/or action is necessary to accommodate any fall semester planning/considerations related to the COVID-19 pandemic.

IMPACT AND RECOMMENDATIONS
The proposed resolution would extend the granting of emergency exceptions/waivers to BOR Policy between now and the Board’s regularly scheduled December meeting, with the approval of the applicable Board committee, to allow the system and its institutions to respond to and address unforeseen circumstances which could result from the COVID-19 pandemic this fall without running afoul of BOR Policy.

Staff recommends approval.

ATTACHMENTS
Attachment I – Proposed Resolution
Attachment II – Revised COVID-19 Face Covering Protocol

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DRAFT MOTION 20200804_5-C:
I move to approve the resolution set forth in Attachment I.
RESOLUTION

Resolution extending the prior grant of emergency exception(s) to and/or waiver(s) of Board of Regents Policy as necessary and appropriate to respond to the current COVID-19 pandemic.

WHEREAS, the Board approved a resolution at its April 1, 2020 meeting, declaring a State of Emergency and authorizing the grant of emergency exception(s) to and/or waiver(s) of Board of Regents Policy as necessary and appropriate to respond to the current COVID-19 pandemic (“April COVID-19 Resolution”); and

WHEREAS, the aforementioned emergency exception(s) to and/or waiver(s) of Board of Regents Policy extended through the Board’s regularly scheduled May meeting; and

WHEREAS, at the Board’s May meeting it extended certain provisions contained therein until the Board’s regularly scheduled August meeting; and

WHEREAS, the Board now desires to extend certain provisions contained therein until the Board’s regularly scheduled December meeting; and

WHEREAS, in recognition of the foregoing, the Board does hereby:

1. Extend the authorization to temporarily grant emergency exceptions and/or waivers, as stated in the April COVID-19 Resolution, until the Board’s regularly scheduled December meeting, with any such grants of exceptions and/or waivers to be reported to the full Board at the next regularly scheduled meeting.

2. All other provisions of the April COVID-19 Resolution shall remain as stated therein.

Dated this 4th day of August, 2020.

SOUTH DAKOTA BOARD OF REGENTS

By ____________________________
John W. Bastian
President

Certification:

I have compared the foregoing with an action taken by the Board of Regents at a regular meeting of the Board on the 4th day of August, 2020, 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 4th day of August, 2020.

SOUTH DAKOTA BOARD OF REGENTS

By__________________________________
Pam Roberts
Secretary
COVID-19 Face Covering Protocol

The face covering protocol contained herein is intended to serve as the framework under which the Board of Regents (“BOR”) may adjust operations in a timely and tempered fashion to accommodate the changing COVID-19 landscape on its campuses and their respective communities. Significant community spread and/or other extenuating circumstances may result in campuses/locations operating at differing levels. The variables informing the face covering level in effect on a campus/location will be continuously monitored and the face covering level adjusted, as necessary and appropriate, to align with the current campus/community COVID-19 environment.

The requirement to wear face coverings in any given setting is just one of many measures taken by the campuses to promote and maintain healthy environments and operations on campus. In settings in which achieving the Centers for Disease Control and Prevention (“CDC”) recommended social distancing is difficult, campuses are utilizing modified layout, physical barriers, guides, etc. to maximize distancing and limit contact, to the extent reasonably practical. During the implementation of any face covering requirement level contained herein, institutions will assess, post and enforce revised occupancy limits for classrooms, conference rooms and other public areas on campus to account for the reduced capacity necessary to accommodate adequate social distancing (“COVID Capacity”). While the implementation of the levels contained herein may only require face coverings in certain settings on campus, the BOR encourages individuals to take personal responsibility to care for themselves and those around them, and in doing so, highly encourages the wearing of face coverings in all public areas on campus.

The protocol contained herein applies to all students, staff, faculty and visitors on campus. Institutions shall provide training, which may include the provision of training aids or other informational materials, to students, faculty and staff on the appropriate wearing of face coverings, in addition to providing face coverings for students, faculty and staff required to wear face coverings pursuant to this protocol. In settings in which face coverings are required, individuals shall properly wear a cloth or other face covering recognized by the CDC as being effective in reducing the spread of COVID-19. Failure to adhere to the face covering protocol in effect may result in adverse action under applicable BOR and/or institutional policy. Nothing contained herein should be construed to limit or otherwise infringe upon an individuals right to request an accommodation in accordance with the Americans with Disabilities Act (“ADA”) or other applicable law.

**Level 1:** Face coverings required in all classroom/lab settings in which the course delivery/experience necessitates close proximity and/or physical contact, leaving CDC recommended social distancing inherently impractical. Courses impacted at this level are those which require individuals to be in close proximity for hands-on teaching and learning, equipment use, practical experiences, etc., and would include, but aren’t limited to:
• Instructional laboratories (e.g. science laboratories, engineering laboratories)
• Clinical training courses and environments (e.g. simulation centers)
• Gross anatomy courses and environments
• Art studios
• Design studios
• Digital arts studios (e.g. digital sound and animation)
• Performing Arts courses and environments (e.g. individual lessons)
• Animal science and care courses

The Provosts, or other designated vice president(s) on campus, are responsible for reviewing and approving classroom/lab settings in which the course delivery/experience warrants requiring face coverings pursuant to the Level 1 parameters. Students enrolled in any course/lab subject to the Level 1 face covering requirement shall be notified in advance of the start of class, or as soon as practical after implementation of the Level 1 protocol, informing the students of the face covering requirement, in addition to any alternative delivery methods available and the process for requesting an accommodation in accordance with the ADA or other applicable law.

**Level 2:** Face coverings required in all public areas of buildings on campus in which courses/labs are held (e.g., classrooms, hallways and common areas). In addition to the classroom/lab buildings, Level 2 also requires the wearing of face coverings in other indoor campus settings identified by the university president when 30 or more individuals congregate/interact and maintaining CDC recommended social distancing is difficult (e.g., grab and go in the dining facility, large indoor meetings/events, hallways which are congested during certain time periods, etc.). If in effect, each institution shall identify and post on its webpage the common areas on campus subject to, and the requirements of, the Level 2 protocol, to include the process for requesting an accommodation in accordance with the ADA or other applicable law.

**Level 3:** Face coverings required in all public indoor spaces on campus, except where specifically exempted by the university president because the activity and/or setting leaves wearing a face covering impractical. If in effect, each institution shall post on its webpage the areas on campus subject to, and the requirements of, the Level 3 protocol, to include the process for requesting an accommodation in accordance with the ADA or other applicable law.

**Level 4:** Face coverings required all public indoor and outdoor areas on campus, except where specifically exempted by the university president because the activity and/or setting leaves wearing a face covering impractical. If in effect, each institution shall post on its webpage the areas of campus subject to, and the requirements of, the Level 4 protocol, to include the process for requesting an accommodation in accordance with the ADA or other applicable law.
Enforcement Protocol

Maintaining a healthy and safe educational environment for students, faculty, staff and visitors on our campuses is paramount. The measures contained herein are in furtherance of that objective, leaving compliance with the same of the utmost importance. The initial response by an Institution or any of its employees to an individual found in non-compliance with the COVID-19 Face Covering Protocol in effect on campus is to inform the individual of their deficiency, and if they fail to immediately correct the deficiency, the individual will be asked to leave the area. Students, faculty, staff and visitors who fail to comply with the COVID-19 Face Covering Protocol may be subject to discipline or other adverse action in accordance with applicable BOR and/or Institutional policy.

Students observed to be out of compliance with the applicable COVID-19 Face Covering Protocol shall be addressed as follows.

1. Informal Correction:
   a. Institutional Official informs student of options to address the non-compliance such as, but not limited to, providing resources to obtain a cloth face covering, vacating the area, scheduling a virtual meeting, or information regarding available virtual educational options.
   b. Should the student request a reasonable accommodation regarding the use of a face covering, they will be immediately directed to the Disability Services office at their respective Institution to complete the request for an accommodation, and if approved, such approval will be communicated to the student and student’s faculty members through the normal accommodation process.
   c. Should student promptly comply with the warning of the alleged non-compliance, the Institution shall determine the alleged violation no longer credible.

2. Formal Correction:
   a. If a student fails to promptly comply, the Institutional Official will direct the student to leave the area immediately.
   b. If the student does not leave the area immediately, the Institutional Official will utilize the appropriate protocol defined by each Institution to receive assistance in addressing the non-compliance.
   c. The Institutional Official will report the alleged violation through the appropriate protocol defined by each Institution regarding the Student Conduct Process as defined in SDBOR Policy 3.4 and other appropriate policies. The report shall include the nature of the disruption, non-compliance and/or action(s) required to remove the student from the area.
3. The student conduct office will review the incident report, determine whether the allegations are credible, and if so, begin the appropriate conduct process for that student. The following student conduct violations may be charged based upon the facts:
   
a. 2.2: *Disruption, Obstruction, or Interference with Institutional Activities* to include 2.2.1, 2.2.2, and/or 2.2.3;

b. 2.4: *Threat of Harm or Actual Harm to a Person’s Physical or Mental Health or Safety* to include 2.4.1;

c. 2.8: *Violation of Policy or Laws* to include 2.8.1.

d. Other policy violations as determined by the student conduct officer.

e. Informal resolutions may occur and any discipline, including but not limited to education, will align with severity as outlined in the code after due process.

4. In extreme cases, interim measures detailed in section 3.2 of the SDBOR Policy 3:4 may be put in place to restrict the student from University property or specific spaces until the student conduct process concludes and an outcome is rendered and appeals are afforded in accordance with SDBOR Policy 3:4. If interim measures are invoked, faculty members may be required to provide virtual options for the student to continue to participate in the course until an outcome is rendered and appeals are afforded.

5. The student will be afforded due process in accordance with SDBOR Policy 3:4.

Faculty and staff observed out of compliance with the applicable COVID-19 Face Covering Protocol shall be addressed as follows:

1. Informal Correction:
   
a. Institutional Official informs employee of their non-compliance with the protocol in effect.

b. An employee should request a reasonable accommodation in accordance with their applicable campus Human Resources process as soon as reasonably practical to minimize any disruption to their assigned job duties, however, in the event any employee needs to request a reasonable accommodation regarding the use of a cloth face covering when informed of their non-compliance, the employee will be immediately directed to the Human Resources Office at their respective Institution to complete the request for an accommodation.

c. If an employee fails to comply, the Institutional Official shall utilize the appropriate protocol defined by each Institution to report the employee non-compliance.

2. Formal Correction:
   
a. If an employee fails to promptly comply, and their non-compliance interferes with the performance of their assigned job duties and/or they refuse to immediately
leave the area, the situation will be reported via the protocol defined by each Institution to report employee non-compliance issues.

b. Situations of employee non-compliance reported per (a) above may subject the employee to discipline or other adverse action in accordance with applicable BOR and/or Institutional policy.

c. Employees subject to discipline or other adverse action will be afforded due process in accordance with applicable BOR and/or Institutional policy.

Visitors observed to be out of compliance with the applicable COVID-19 Face Covering Protocol shall be addressed as follows.

1. Informal Correction:
   a. Institutional Official informs the visitor of their noncompliance with the protocol in effect.
   b. Should the visitor promptly comply by wearing a face covering and/or leaving the area in which a face covering is required, no further action will be taken.

2. Formal Correction:
   a. If a visitor fails to promptly comply, the Institutional Official shall utilize the appropriate protocol defined by each Institution to report the matter and receive assistance in removing the visitor from campus.
   b. In extreme cases, additional measures may be taken pursuant to applicable BOR and/or Institutional policy to further restrict the visitor from returning to campus if the circumstances regarding their non-compliance and subsequent removal from campus so warrant.
SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM:  6 – A (1)
DATE:  August 4-5, 2020

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SUBJECT
BOR Policy 4:1 – General Terms and Appointment (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY
SDCL Chapter 3-6C

BACKGROUND / DISCUSSION
Due to the elimination of collective bargaining for university faculty, effective July 1, 2020, there are certain elements of the COHE agreement that now need to be implemented into BOR policy. The attached policy revisions address faculty contracts that are currently addressed in the COHE agreement. The substantive changes are outlined below:

1. Updated the definition of faculty to be consistent with other policies.
2. Elimination of all references to “unit” and “non-unit” faculty.
3. Elimination of president, superintendent and executive director notification requirements when hiring an employee who has previously been terminated at an institution.
   a. There are currently processes in place in the applicant tracking system to flag these individuals, and the campus HR offices have established processes on doing the appropriate reference checking with system institutions on these individuals.
4. Added Section 3.3 to specify the required reporting and payroll dates for faculty members.
5. Added language to specify that term contracts create no obligation of continuation of employment and that they may be non-renewed without cause.
6. Removed two sections that provide faculty on term contracts, who have been employed for eight (8) or more consecutive contracts, to request a hearing panel process to review a non-renewal of their contract.
   a. This provision has not been used in recent history.
   b. If utilized, this is a burdensome process that results in faculty panel recommendation on an administrative action, since a non-renewal is not an

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DRAFT MOTION 20200804_6-A (1):
I move to approve the second and final reading of the proposed revisions to BOR Policy 4:1.
action which can be grieved this process serves a limited purpose.
c. Faculty have other due process rights through BOR policies if they believe an
employment action is being taken for discriminatory reasons.
7. Removed the section of policy on liquidated damages if a faculty member does not
provide notice of their resignation to the at least thirty (30) days prior to the start of the
contract.
a. This provision has not been used as the process of collection is often more time-
consuming and costly than the limited amount of money that can be recouped.

The only revision since the first reading in June modifies Section 3.6 to provide the ability
of the university to require faculty to provide course materials for online courses up to 30
days prior to the first day of classes to ensure compliance with institutional quality
assurance review process. The former language limited this only to new faculty in their first
term, however, the quality assurance process would apply to all online courses so the
language needs to be expanded to ensure compliance.

IMPACT AND RECOMMENDATION:
Approve the second and final reading of the proposed changes to BOR Policy 4:1, as
outlined in Attachment I.

ATTACHMENTS
Attachment I – Proposed revisions to BOR Policy 4:1.
SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: General Terms & Appointments

NUMBER: 4:1

A. PURPOSE

To establish the general terms and appointment provisions for Civil Service Act employees and faculty members of the Board of Regents. No contract may obligate an institution to make payment in any future fiscal year without noting the limitations placed on the campus by the Legislature's appropriations process. Any contract that purports to extend to any future fiscal year must contain a clause that permits the institution to terminate the contract without default or liability of any kind in the event that the Legislature fails to appropriate moneys or expenditure authority needed to perform the contract.

B. DEFINITIONS

1. Institution: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, South Dakota School for the Blind and the Visually Impaired, State School for the Deaf, University of South Dakota, and the Office of the Executive Director.

C. POLICY

1. Types of Employment Classification

1.1. Civil Service: Civil Service Employees (CSA) are employees that are provided for under SDCL 3-6A-13, which applies to all positions in the executive branch of state government. All Civil Service employees are subject to Bureau of Human Resources Rules and Regulations as well as applicable BOR policies. Activities within the Civil Service System are also governed by SDCL § 3-6 and the Joint Powers Agreement between the Civil Service Commission and the South Dakota Board of Regents.

1.2. Faculty: Employees in a faculty related position who are exempt from the Civil Service Act and perform instruction, research, service and/or other faculty duties. All faculty are subject to BOR policies, institutional policies, procedures, statutes, rules and regulations.

1.2.1. Non-Unit: Non-Unit Faculty are employees that are in faculty related positions who are exempt from the State Civil Service System and exempt from the bargaining unit (COHE) and perform research, instruction, and other
faculty duties. Departments that are exempted from the COHE collective bargaining unit are Medical School, Law School, Institute of Atmospheric Sciences, and 2010 Research Initiative. All non-unit employees are subject to the BOR as well as institutional policies, procedures, rules and regulations.

2. Unit: Unit Faculty are employees that are in faculty related position who are exempt from the State Civil Service System and perform research, instruction, and other faculty duties. These employees are members of the Council of Higher Education (COHE) which have a collective bargaining agreement (CBA) and are the recognized union representatives. All unit employees are subject to the collective bargaining agreement and those rules, regulations, policies, and procedures not governed by COHE.

2.3 Institutional Appointment

All institutional personnel will be employed upon the recommendation of the president or superintendent of the institution and upon the approval of the Board of Regents. Before a campus appoints a candidate who has been employed by a Board of Regents institution AND who has been either terminated or allowed to resign in lieu of being terminated, the institutional executive officer and the board office shall be advised of the circumstances surrounding the separation. If a candidate is currently, or was formerly, employed by an institution and applies for another position in the system, the employee's institutional human resource office or academic affairs office, as appropriate, will share job-related information with the requesting academic or human resource office in the system.

2.1.3.1 Faculty members shall receive written appointment notice, signed by the President, Superintendent, or Executive Director, for each year they are employed by the Board. Unless otherwise agreed or established, the faculty member shall have twenty calendar days to accept the employment offer, and the employment contract shall not become binding until the notice is executed by both the faculty member and the appointing authority and approved by the Board of Regents, if applicable.

3.2 The provisions of this Policy Manual, the institutional Policy Manual, the appointment notice, and applicable law become part of the terms and conditions of every appointment contract. Any understanding, promise, term, condition or representation not thereby contained or included in the contract is of no effect.

3.3 Faculty Contract Year

3.4 Faculty members will be required to report for assigned duties no earlier than five (5) working days prior to the first day of classes for each academic term within their annual contract.

3.5 Faculty unit members will be released from duties incidental to their assigned courses no later than five (5) working days after the last day of final examinations in the last academic term of their appointments.

3.6 Faculty members assigned to electronically delivered courses may be required to provide the necessary materials required to comply with the institutional quality assurance review process thirty (30) days prior to the first (1st) day of classes.
3.7. Faculty members who are required to report to work outside of the contract period reporting dates shall be compensated by either adjusting the required working days during the contract period by the number of days worked outside of the contract period, or by providing additional compensation for the days worked.

3.8. For payroll purposes, the nine-month individual appointment contract period for faculty members will extend from August 22 to May 21 (fall-spring), from May 22 to January 21 (summer-fall), or from December 22 to September 21 (spring-summer), inclusive. Given the variance in the academic calendar from year to year, the payroll dates applicable to the contract period and actual working days may differ, so long as the working days and payroll days are adequately offset, resulting in faculty members receiving full compensation for the days worked when considering the payroll days applicable to the contract period.

3.9. Faculty members who are asked to switch from fall-spring, spring-summer or summer-fall contracts will not be expected to go more than one (1) term without assigned responsibilities and commensurate income.

3.10. To the extent that the terms of any two (2) nine-month contracts may overlap, the term of the second contract will be deemed to begin on the day following the lapse of the first contract. This change will not affect reporting dates, evaluation dates or any other contractually specified timeline, all of which will be determined according to the negotiated timelines. Faculty unit members on a ten-month or eleven-month contract will be required to report for assigned duties as stated in their contract.

Faculty Appointment and Contract Evaluation

3.4.1. An appointment extended to a member of the faculty at a higher education institution will be of one of the following types: term, tenure-track, or tenure.

3.4.2. The University of South Dakota School of Medicine may also appoint to its academic faculty certain individuals who are retired, self-employed or employed by third parties. Individuals who receive such appointments shall not be employees of the School of Medicine, and they will not be eligible for tenure, though the School of Medicine may assign them academic rank or grant them promotions in keeping with its published standards for appointment and promotion, and subject to approval by the Board.

4.3. An appointment extended to a member of the research faculty at a higher education institution will be of one of the following types: a fixed term, probationary, or continuing; provided that in rare and exceptional circumstances, the Board may grant a tenure appointment to a research faculty member. (See BOR Policy 4.11 Rank and Promotion for a detailed listing of all faculty related positions).

4.4. Faculty contracts may be terminated for cause, or as a part of a reduction in force in conformity with BOR policies and applicable law.

4.4.1. Term Appointments: A term contract may be either part-time or full-time and will be of a definite term, not to exceed one year, unless the extended contract is
approved by the Board. A term contract will terminate automatically at the end of the term unless the Board expressly renews the contract.

4.4.2. A term contract creates no obligation of the Institution for continued employment beyond the term of the contract and non-renewal of the contract is not an action which can be grieved under BOR or Institutional policy. Receipt of successive term contracts does not alter the nature of the term contract and in no way enhances or creates a future interest in, or expectation of, continued employment in subsequent years.

4.4.3. A Term contract may be non-renewed without cause by providing written notice of the non-renewal to the faculty member prior to the expiration of the current contract term.

3.3.1. The Board recognizes that faculty members who have received several consecutive full-time contracts will come subjectively to expect continued employment on the same basis. Under Board policy, in the absence of an award of tenure, such unilateral expectations, however natural they may be, can never become constitutionally protected property interests. Nevertheless, once a decision has been made not to reissue a subsequent term contract to such faculty Members, professional courtesy requires that they be accorded an opportunity to assure themselves that the rationale and factual basis for the decision have been reviewed formally by superior authorities and have been found satisfactory.

3.3.1.2. To give effect to this professional courtesy, the parties agree that a faculty member on a term contract who has received eight or more consecutive full-time contracts may obtain a review of the decision not to reissue a subsequent contract. The faculty member may challenge the decision through the procedures that govern the termination of employment, including, at the option of the faculty member, a hearing before an faculty hearing panel. The review provided hereunder will not constitute a grievance proceeding or a contested case, but the faculty member will be entitled to receive written responses when such would be required under grievance procedures, including findings and conclusions supporting the determination reached under completion of the review. The institution will not bear a burden of proof, except when required by law in a proper case to show that its decision gave effect to the faculty member's entitlements under the first amendment to the United States Constitution and under state and federal antidiscrimination statutes. The determination reached at step 3 will be final and not subject to appeal to the department of labor.

3.3.1.3. The right to review created hereunder shall not be interpreted to extend any limitation inherent in, or incidental to, a term contract as defined in this section. In particular, the right of review shall not give rise to an expectation of continued employment beyond the expiration of the term
contract; nor may the creation of the right of review be deemed to cloak a term contract with any of the characteristics or privileges of tenure-track or tenure contracts.

3.3.2.4.4 Fixed Term Track Contract for Research Faculty: A fixed term contract may be either part-time or full-time and will be of a definite term. Terms exceeding one year, shall be approved by the Board. A fixed term contract will terminate automatically at the end of its term unless the Board expressly renews the contract. A fixed term contract will terminate automatically prior to the end of its stated term if the grant funds used to support the contract lapse and the research faculty member has not secured a new funding source. **A fixed term contract creates no obligation of the Institution for continued employment beyond the term of the contract and non-renewal of the contract is not an action which can be grieved under BOR or Institutional policy. Receipt of successive fixed term contracts does not alter the nature of the fixed term contract and in no way enhances or creates a future interest in, or expectation of, continued employment in subsequent years.**

3.3.2.1 The Board recognizes that research faculty members who have received several consecutive full-time annual contracts will come subjectively to expect continued employment on the same basis. Under Board policy, in the absence of an award of a continuing appointment, such unilateral expectations, however natural they may be, can never become constitutionally protected property interests. Nevertheless, once a decision has been made not to reissue a subsequent fixed-term contract to such research faculty members, professional courtesy requires that they be accorded an opportunity to assure themselves that the rationale and factual basis for the decision have been reviewed formally by superior authorities and have been found satisfactory.

3.3.2.2 To give effect to this professional courtesy, the parties agree that a research faculty member on a fixed term contract who has been employed full-time on the research faculty for eight or more consecutive years may obtain a review of the decision not to reissue a subsequent contract. The research faculty member may obtain a review of the decision through the procedures that parallel those for termination of employment, including, at the option of the faculty member, a hearing before a research faculty hearing panel. The review provided hereunder will not constitute a grievance proceeding or a contested case, but the research faculty member will be entitled to receive written responses when such would be required under grievance procedures, including findings and conclusions supporting the determination reached under completion of the review. The institution will not bear a burden of proof, except when required by law in a proper case to show that its decision gave effect to the faculty member's entitlements under the first amendment to the United States Constitution and under state and federal antidiscrimination statutes. The determination reached at step 3 will be final and not subject to appeal to the department of labor.
3.3.2.3. The right to review created hereunder shall not be interpreted to extend any limitation inherent in, or incidental to, a fixed term contract as defined in this section. In particular, the right of review shall not give rise to an expectation of continued employment beyond the expiration of the fixed term contract; nor may the creation of the right of review be deemed to cloak a fixed term contract with any of the characteristics or privileges of probationary or continuing appointments.

3.3.4.4.5. Tenure Track Contract: A tenure track contract is a qualifying appointment offered to a full-time faculty member who may be considered for a tenure contract at a later time and will be of a definite term, not to exceed one year. A tenure track contract is renewable solely at the discretion of the Board, subject to procedures for non-renewal of tenure track contracts set forth in Board Policy 4:10, Tenure. If a faculty member is offered a tenure track contract, the number of years the faculty member has served under term contracts may be credited, at the discretion of the Board, toward fulfillment of the period necessary for consideration for a tenure appointment.

3.3.4.4.6. Probationary Contract for Research Faculty: A probationary contract is a qualifying appointment offered to a full-time research faculty member who may be considered for a continuing appointment at a later time and will be of a definite term, not to exceed three years. A probationary contract may be renewed for a second three-year term. A probationary contract is renewable solely at the discretion of the Board, subject to procedures for non-renewal of tenure track and probationary contracts set forth in Board Policy 4:10, Tenure and Continuing Appointments. If a research faculty member is offered a probationary contract, the number of years the research faculty member has served under fixed term contracts may be credited, at the discretion of the Board, toward fulfillment of the period necessary for consideration for a continuing appointment.

3.3.5.4.4.7. Tenure Appointments for Faculty and Continuing Appointments for Research Faculty: Tenure and continuing appointments are addressed in Board Policy 4:10, Tenure and Continuing appointments.

3.3.6.4.4.8. Joint Appointments to the Instructional and Research Faculty: Upon the specific recommendation of the institutional president, a faculty member may be jointly appointed to the research faculty and the faculty, provided that the instructional load is less than half-time.

3.4. Appointment Contract Fulfillment: Full-time faculty and research faculty members who, after their second year of employment, resign their individual contract for the purpose of receiving employment outside the Regental System without the consent of the Board thereby consent to liquidated damage compensation to the Board for the additional expense caused by said breach of contract. However, any faculty and research faculty member who so resigns and breaches this contract may request a waiver of the deduction of said liquidated damages, in lump sum, from any pay owed to the faculty and research faculty member by the Board. Upon good cause, the Board will not unreasonably withhold its waiver of said liquidated damages and
the deduction thereof from allowances owed. Consent to resignation and breach of an individual contract is given by the Board if written notice is given to the institution thirty (30) or more days prior to the first day of the individual contract.

3.4.1. When deemed by the Board to be appropriate, liquidated damages will accrue and be assessed at the rate of $50.00 per day beginning on the 29th day prior to the first day of the individual contract, not to exceed $1,500.00.

SOURCE: Current Policy Manual 6.1.1; 5.2.1; 5.2.2; 5.2.3; BOR May 1991; 5.2.4; 5.2.5; 5.2.6; BOR, May 1997; BOR, June 1998; BOR, March 2000; BOR, March 2004; BOR, August 2004; BOR, October 2005; BOR, March 2016, August 2019, August 2020.
I move to approve the first reading of the proposed BOR Policy 4:5 – Faculty Compensation.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – A (2)
DATE: August 4-5, 2020

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SUBJECT
BOR Policy 4:5 – Faculty Compensation (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY
SDCL Chapter 3-6C

BACKGROUND / DISCUSSION
Due to the elimination of collective bargaining for university faculty, effective July 1, 2020, there is now a need to include faculty compensation provisions in Board policy. This policy establishes the overarching guidance for faculty compensation administration, and seeks to provide a framework that gives flexibility to the universities and Board in the administration of the compensation plan. The highlights of the policy are outlined below:

1. The attached policy does not establish a formula with which annual salary policy adjustments are calculated, however, guidance will be established in coordination with university leaders to establish a consistent and equitable process for applying salary policy allocations.
2. The COHE agreement outlines the ranges of percentages of the salary policy pool that have to be allocated to performance, market and institutional priorities. This policy states that the Board, through the Executive Director, will annually set the priorities for allocating funds in those three areas. This will provide the Board and university leadership with flexibility in a changing environment.
3. This policy does not differentiate the way salary policy is applied between the professorial, lecturer and professor of practice ranks and allows the flexibility for a market component to be used across all ranks.
4. The proposed policy does not cite the salary survey tool that will be used, which will give the flexibility for the system to choose the most appropriate survey tool for each university.
5. The performance rating language that is in the salary provisions section of the COHE agreement will be moved to BOR Policy 4:13 – Faculty and Research Faculty Evaluation so that all evaluation related information is in one policy.
6. The overload and summer term compensation provisions are largely kept intact from

DRAFT MOTION 20200804_6-A (2):
I move to approve the first reading of the proposed BOR Policy 4:5 – Faculty Compensation.
the COHE agreement, but minor changes were made to allow more flexibility in assigning overload.

7. The language regarding salary adjustments following the receipt of a terminal degree are in line with the former COHE agreement language.

8. Promotion and change in rank adjustments are being moved from BOR Policy 4:11 – Rank and Promotion so that all compensation related provisions are in one single policy.

9. Section 5 was added to give the universities the ability to apply discretionary increases as needed to address internal equity, retention needs and so forth.

This policy has been discussed with campus leadership, including human resources leadership, the Academic Affairs Council, Business Affairs Council and the Council of Presidents & Superintendents.

**IMPACT AND RECOMMENDATION:**
Approve the first reading of BOR Policy 4:5 – Faculty Compensation

**ATTACHMENTS**
Attachment I – Proposed new policy BOR Policy 4:5.
SUBJECT: Faculty Compensation

NUMBER: 4:5

A. PURPOSE

To establish faculty compensation guidelines for fiscal year salary policy increases and other faculty salary provisions. Salary increases for Board of Regents' faculty may only be distributed to address institutional priorities, program needs, performance or market considerations, as provided herein.

B. DEFINITIONS

1. Faculty: Employees of the Institution that are in a faculty related position, whether in the lecturer, librarian, professorial or professor of practice ranks provided in BOR Policy 4:11, who are exempt from the Civil Service Act and perform instruction, research, service and/or other faculty duties. All faculty are subject to BOR policies, institutional policies, procedures, rules and regulations.

2. Institutional Priorities: A program or area of focus of the University that is identified as a strategic priority for forwarding the goals and strategic plan of the University.

3. Internal Equity Adjustment: A salary adjustment to reduce or eliminate a documented internal pay rate disparity within an Institution or defined Institutional department, which cannot be accounted for after an analysis and comparison of differences in the work assigned, individual qualifications, experience, years of service, work performance, or institutional priorities.

4. Market Equity Adjustment: A salary adjustment to reduce or eliminate an external pay rate disparity using recognized market data and peer groups.

5. Performance Adjustment: A salary adjustment made in recognition of work performance that meets or exceeds performance standards documented through an established review process.

6. University: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, University of South Dakota.

C. POLICY

All compensation adjustments distributed in accordance with this policy which do not meet the criteria identified in BOR Policy 1:6(4) requiring Board approval may be approved at the Institutional level.

1.1. The Board’s faculty compensation philosophy is to provide a fair and competitive total compensation package that will attract, retain and reward high-performing faculty at all levels.

1.2. The Board, through its Executive Director, shall annually set the priorities for allocating appropriated salary policy funds to address institutional priorities, program needs, performance, or market considerations.

1.2.1. The President may apply institutional priorities to a specific department or area of concentration so long as it is a portion of the total salary policy pool.

1.3. Priorities for allocation are applicable to all appropriated sums to support salary increases for faculty members who will be offered reappointment for a successive fiscal year, plus such additional monies as the Board in its sole discretion may elect to provide.

1.3.1. The Board has the discretion, but no obligation, to contribute additional funds beyond the salary policy to salary enhancement. All funds directed to salary enhancement will be distributed on a discretionary basis.

1.4. When applying market based salary adjustments, the salaries of faculty members will be compared to the median for persons of like discipline and rank within the Carnegie classification salary survey data.

1.4.1. In situations where survey data is not available for a particular classification of instructional program (CIP) code and/or rank, the administration shall use the data from the most appropriate related CIP code and/or rank.

1.5. When applying performance based salary adjustments, the adjustment provided to faculty will be based on their annual performance evaluation provided in accordance with BOR Policy 4:13. Faculty who fail to meet expectations are not eligible to receive a performance based salary adjustment.

1.6. Faculty members who hold appointments as endowed professors and chairs will participate in any salary distributions provided pursuant to this section. Additional monies payable solely from endowment earnings, or from contributions made expressly for the purpose of supporting the chair, may be paid to faculty members as provided in the endowment agreements.

2. Overload and Summer Term

2.1. Faculty may not be assigned overload or summer term courses that could interfere with completion of other primary responsibilities.

2.2. Overload or summer term classes include only courses assigned in addition to a faculty member’s base course load.

2.3. Faculty who accept such overload or summer term assignments will be compensated at the rate of eight percent (8%) of their base salary for each three credit hour course taught; provided that the rate may be increased by up to two percent (2%) to address exceptional circumstances.
2.4. If a course exceeds or falls short of three credit hours, the compensation will be adjusted pro rata.

2.5. When a course fails to meet the specified minimum enrollment, as determined by the administration, the contract may be voided, or the faculty member may elect to teach the course at reduced compensation.

2.6. Faculty members will be advised of the minimum enrollments specified by the university administration at the time that the contract is offered.

2.7. Where a course has not achieved minimum enrollment by one week prior to the first scheduled class meeting, the administration will contact the faculty to discuss whether the faculty would be willing to teach the course at reduced compensation.

3. Salary Adjustment after Receipt of Terminal Degree

3.1. Faculty members holding professorial rank who, while employed by an institution on a tenure track or tenure contract, earn a terminal degree appropriate for their assigned teaching or research responsibilities will be awarded a salary adjustment.

3.2. The adjusted salary will not exceed the average salary in the discipline and at the rank among persons who hold appropriate degrees and rank.

3.3. The adjustment will take effect during the academic year following that in which the degree is awarded.

3.4. When determining the total salary increase for the year in which the market based salary adjustment will be given effect, the adjustment will be made prior to determination of any other form of salary adjustment for the fiscal year.

4. Promotion or Change in Rank Incremental Adjustments

A faculty member who is promoted or granted a change in rank will receive an increment based on the faculty member's current academic year base salary. If the faculty member's next academic year contract is for a different percentage of time or number of months than was in effect in the current academic year, the current academic year base salary will be adjusted to reflect such changes prior to the application of the following schedule of increments:

**PROFESSORIAL RANKS:**

Assistant Professor to Associate Professor: 8%

Associate Professor to Professor: 10%

**LECTURER RANKS:**

Instructor to Lecturer: 4%

Lecturer to Senior Lecturer: 6%
LIBRARIAN RANKS:
Assistant Librarian to Associate Librarian: 8%
Associate Librarian to Librarian: 10%

PROFESSOR OF PRACTICE RANKS:
Assistant Professor of Practice to Associate Professor of Practice: 4%
Associate Professor of Practice to Professor Practice: 6%

5. Other Base Salary Adjustments
5.1. Universities may provide faculty other discretionary base salary adjustments outside of the annual salary adjustment.

FORMS / APPENDICES:
None.

SOURCE:
BOR, October 2020.
SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – B
DATE: August 4-5, 2020

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SUBJECT
SDSU Airport Hangar Preliminary Facility Statement (PFS)

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 5-14-1 – Classification of Capital Improvements
SDCL 5-14-2 – Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds
SDCL 5-14-3 – Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution
BOR Policy 6:4 – Capital Improvements
BOR Policy 6:6 – Maintenance and Repair

BACKGROUND / DISCUSSION
South Dakota State University is submitting its Preliminary Facility Statement for the design and construction of a new Airport Hangar. SDSU requests a building committee be formed to assess and retain a build team to provide project design, cost projections, construction documentation, and construction services for the Airport Hangar.

The Aviation program currently occupies a hangar at the Brookings Municipal Airport, which is owned and operated by the University. The existing hangar has the capacity to store six aircraft. Due to the growth of the program and fleet of aircraft, the program requires additional aircraft storage space.

The new facility would allow all aircraft to be stored in a University owned hangar. Added storage space would reduce stacking, which would reduce potential for aircraft damage resulting from excessive aircraft moving. The improved access to aircraft would decrease the time required to move aircraft in and out of storage. The current hangar configuration requires moving multiple aircraft to access an aircraft stored at the rear of the hangar. A new facility would be designed to house two aircraft per hangar bay to alleviate the crowding of fleet.

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DRAFT MOTION 20200804 6-B:
I move to approve SDSU’s Preliminary Facility Statement for design and construction of a new airplane hangar for their Aviation Program.
**Proposed Funding**
Based on industry cost data, the probable project cost would be $1,800,000. The funding source for the project would be a combination of college aviation fees, tuition, and fundraising funds. The development cost would include the new facility, utilities, and site upgrades for the aircraft hangar.

**IMPACT AND RECOMMENDATIONS**
SDSU requests approval of this Preliminary Facility Statement for design and construction of a new Airplane Hangar for their Aviation Program. The new facility would enhance instructional opportunities, reduce potential for aircraft damage, and allow for future growth of the Aviation program. The new hangar would provide enclosed space for the storage of 10 instructional aircraft. The hangar would be a cold storage facility with no HVAC or insulated walls. The required enclosed space would be no more than 16,000 gross square feet to be used for aircraft storage. Aircraft maintenance, classroom instruction, flight planning, restrooms, additional aircraft storage, and office functions would remain in the existing hangar facility. The new facility would be dedicated to activities directly related to flight instruction and training. The Aviation program would be the exclusive user of the new space.

**ATTACHMENTS**
Attachment I – SDSU Airport Hangar PFS
South Dakota State University requests approval of this Preliminary Facility Statement. We request that a building committee be formed for the selection of a design/build team to provide design, cost analysis, construction documentation, and construction services for the new Airport Hangar project.

a. General Programmatic Needs to be Addressed
The Aviation program currently occupies a hangar at the Brookings Municipal Airport, which is owned and operated by the University. The existing hangar has the capacity to store six aircraft. Due to the growth of the program and fleet of aircraft, they require additional aircraft storage space. The new facility would allow all aircraft to be stored in a University owned hangar. Added storage space would reduce stacking, which would reduce potential for aircraft damage resulting from excessive aircraft moving. The improved access to aircraft would decrease the time required to move aircraft in and out of storage. The current hangar configuration requires moving multiple aircraft to access an aircraft stored at the back of the hangar. A new facility would be designed to house two aircraft per hangar bay. The new facility would enhance instructional opportunities, reduce potential for aircraft damage, and allow for future growth of the Aviation program.

The new hangar would provide enclosed space for the storage of 10 instructional aircraft. The hangar would be a cold storage facility with no HVAC or insulated walls. The required enclosed space would be no more than 16,000 gross square feet to be used for aircraft storage. Aircraft maintenance, classroom instruction, flight planning, restrooms, additional aircraft storage and office functions would remain in the existing hangar facility. The new facility would be dedicated to activities directly related to flight instruction and training. The Aviation program would be the exclusive user of the new space.

b. Analysis of the Student Body or Constituents to be Served
The South Dakota State University Aviation program is a four-year program that produces quality graduates who are well prepared for careers in the aviation industry. The SDSU Aviation program offers students high quality aviation training at competitive rates. Students in the program graduate with a Bachelor of Science Degree in Aviation and may choose between two specializations as they work to further hone their educational experience.

a. Additional Services to be Offered
Access, operational efficiencies, long term financial impact, and aircraft preservation would be impacted by the new aircraft hangar. The hangar would enable aviation students to use their time more efficiently. As previously mentioned, aircraft are stacked in the existing hangar, which requires a significant amount of time for moving aircraft. Moving aircraft also leads to added expense due to aircraft damage. In addition, the new facility would allow the program to suspend their lease of additional private hangar space. These changes would reduce the long-term operational costs of the program.

The new facility would be planned for future expansion, which would accommodate the planned growth of enrollment in the program. Future expansion would allow the program to maintain the goal of a 10:1
student to aircraft ratio without sacrificing their functional needs. Planned expansion would also allow the program to adequately size the facility for their current needs and budget limitations.

b. Compliance with Master Plan
The project would improve the academic facilities for an existing University program at the Brookings Municipal Airport. The project would improve operational efficiencies for the Aviation program. Finally, the project would enhance the student experience by maximizing their training time. The probable project cost is currently identified as $1,800,000.

c. Analysis of Needs Assessment Based on the Facilities Utilization Report
In 2012 South Dakota State University purchased a building to be used for flight instruction and aircraft storage at the Brookings Regional Airport. At that time the program owned or leased six aircraft, which filled the hangar to capacity. Since 2012 the program enrollment has tripled from around 50 to 155 students. The ideal student to aircraft ratio would be 8:1, but the program goal is a 10:1 ratio to optimize the students’ educational experience. The enrollment increases have occurred as overall enrollment at the University has decreased. To meet increased enrollment, the Aviation program expanded its fleet to 13 aircraft, which require additional hangar space for storage and maintenance. The program is housing these additional aircraft by leasing space for three aircraft and double parking 10 of the aircraft in the existing University owned hangar. This double parking is less than ideal as it has led to aircraft damage and inefficiencies in training.

It is the goal of the Aviation program to maintain existing enrollment or have modest increases of 5% per year over the next five years. Forecasts would indicate the airline industry will remain strong, driving the need for skilled pilots. South Dakota State University has positioned itself to be a leader in this field. Additional facilities would help maintain the University’s status as a distinguished Aviation program.

d. Location
The project site would be located at the Brookings Municipal Airport. The Aviation program currently operates from that location and this project would enhance the program’s operations. Program space requirements and site layout would be further defined after a design/build team is engaged. The basic program would be an unconditioned aircraft storage hangar large enough to accommodate ten aircraft.

The site would be developed for efficient aircraft access. Future expansion would also be considered when situting the building on the site. The structure would be positioned to minimize site development costs, maximize positive impact, and reflect the functional needs of the Aviation program. In conjunction with the new facility, the program would continue using the existing facility at the Brookings Municipal Airport for aircraft storage and maintenance, education, flight planning, and office functions.

e. Reallocation of Old Space
The existing SDSU hangar and office space located at the Brookings Municipal Airport would continue to be used for storage, maintenance, office, education and other academic support functions. There would be no planned renovations to the existing facility as part of this project. The new storage hangar would allow the existing hangar space and maintenance bay to function more efficiently.

f. Proposed Funding Source(s)
Based on historic and industry cost data the probable project cost would be $1,800,000. The funding source for the project would be department and college funds. The development cost would include the new facility, utilities and site upgrades for the aircraft hangar.
g. **Budget for Development of a Facility Program Plan**
College and department funds would be used for design and cost analysis services. The budget for these services would be $65,000. A work requested for these services has been submitted with this preliminary facility statement. The work request would be revised when the project transitions into schematic design phase and adequate funds are available to complete the project.

**RECOMMENDED BY**

Department Contact: Kendra Kattelmann
Department Head – Health & Nutritional Sciences

Dean: Jill Thorngren
Dean - College of Education & Human Sciences

Facilities & Services:
Dean Kattelmann
Associate Vice President of Facilities & Services

Finance & Business:
Michael Holbeck
Interim Vice President of Finance & Business

Provost:
Dennis Hedge
Provost & Interim Vice President of Academic Affairs

**APPROVED BY**

President:
Barry Dunn
President - South Dakota State University

**ATTEST**

SDSU Foundation:
Steve Erpenbach
Foundation President & CEO

End of Report
SOUTH DAKOTA BOARD OF REGENTS

Planning Session

AGENDA ITEM: 7 – A
DATE: August 4-5, 2020

*****************************************************************************

SUBJECT
System Governance

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 13-53-4
SDCL 13-53-5
BOR Policy 1:1 – General Authority, Powers and Purpose of the Board
BOR Policy 1:5 – Executive Director
BOR Policy 1:6 – Appointment, Authority, and Responsibilities of Presidents and Superintendents

BACKGROUND / DISCUSSION
The Board’s governance of the institutions stems from Art. 14, Sec. 3 of the SD Constitution, which mandates the public institutions of higher education and the special schools “shall be under the control of a board...under such rules and restrictions as the Legislature shall provide.” While there are various statutes pertinent to specific topics, SDCL 13-53-4 provides the sum and substance of the Board’s general powers, stating:

The Board of Regents shall have power to enact and enforce all rules and regulations, not in conflict with any law, and deemed necessary by it for the wise and successful management of the institutions under its control and for the government of students and employees therein.

SDCL 13-53-5 goes on to provide for the Board’s provisional delegation of authority as follows:

The board may delegate provisionally to the president, dean, superintendent, or faculty of any school under its control, so much of the authority conferred by § 13-53-4 or §§ 13-53-23 to 13-53-41, inclusive, as in its judgment seems proper and in accordance with the usual custom in such cases.

There are numerous Board policies that flesh out the general application of the aforementioned statutes by outlining the authority, responsibilities and roles of the

(Continued)

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DISCUSSION ITEM
Board/System Office and the institutions. The most pertinent Board policies and statutes related to this topic are outlined below to help frame the discussion with the Board on what its operational vision is for the system, and to evaluate and define the roles and responsibilities of the Board/System Office and that of the individual Institutions.

While the existing framework is instructive, the intent of the discussion is to consider the operational vision and preferred framework moving forward, which may or may not align with current policy. Some key discussion points to help frame the conversation are outlined below:

1) **Operational Vision**
   a. What is the Board’s vision for public higher education in South Dakota in the decades to come?
   b. What are the primary obstacles or barriers to realizing that vision?
   c. What is the Board doing (or not doing) currently that detracts from the fulfillment of that vision?
   d. Are there any statutory, policy or operational changes needed to align the governance framework with the Board’s operational vision moving forward?

2) **Roles and Responsibilities of the Board/System Office and Institutions**
   a. What are the fundamental roles and responsibilities of the Board/System Office with respect to oversight and governance of the system of public higher education in South Dakota?
   b. What are the fundamental roles and responsibilities of the Institutions within the system of public higher education in South Dakota?
   c. Where is the balance between the oversight/governance of the Board/System Office and the autonomy of the individual Institutions?
      i. What academic decisions should rest with the Board/System Office vs. at the Institutional level?
      ii. What fiscal/infrastructure decisions should rest with the Board/System Office vs. at the Institutional level?
      iii. What administrative/personnel decisions should rest with the Board/System Office vs. at the Institutional level?
   d. Are there any statutory, policy or operational changes needed to effectuate the foregoing?

**BOR Policy 1:0 – South Dakota’s Unified System of Higher Education**

- “The Board sets policy direction for the System, oversees the management of its resources (personnel, facilities, and financial), and establishes and monitors its educational program. The Board executes its authority through the adoption of policies, approval of programs, selection and evaluation of System and institutional executives, and the setting of annual budgets, tuition and fees, and legislative budget requests.”
• “The Executive Director serves as the System’s principal spokesperson on higher education issues.”

• “The Board delegates to the presidents and superintendents the responsibilities for managing and operating the individual institutions within the framework of a Unified System.”

BOR Policy 1:1 – General Authority, Powers and Purpose of the Board

BOR Policy 1:2 – System Mission Statement

• “The Board recognizes its responsibility for appropriate stewardship of financial resources from the state, from students, and from sources external to the institutions. While the Board recognizes the diversity of the institutions and the desirability of such diversity, the six universities function as a part of a system of higher education where the collective use of resources is focused for maximum common good. Inherent within this tenet is a commitment to interinstitutional relationships in order to maximize educational opportunities for the people of South Dakota; maximize the articulation of educational programs among the institutions; and avoid unnecessary duplication by focusing the resources of individual institutions in a cooperative fashion to deliver programs and services across the state and in the region. Consistent with the commitment to accountability and stewardship is an affirmation to seek the necessary funding from the state to enable the System's institutions to fulfill their respective missions.”

BOR Policy 1:6 – Appointment, Authority, and Responsibilities of Presidents and Superintendents

• “The presidents and superintendents shall be appointed by the Board of Regents. The Board may conduct a nation-wide search by utilizing a search and screen committee consistent with Board bylaws. The president or superintendent shall serve on the basis of an employment contract. The presidents and superintendents shall report to the Board of Regents through the Executive Director.”

BOR Policy 1:5 – Executive Director

• “Any requests or directives by the Executive Director for information or action shall be directed to the president or superintendent of the university or special school who shall receive such request or directive as if it were received directly from the Board of Regents. While the presidents and superintendents report to the Board of Regents, they report to the Board through the Executive Director.”

• “Coordinate the preparation and submission of legislative bills authorized by the Board; monitor the progress of legislation affecting higher education and provide timely reports to the Board and the presidents and superintendents; and present testimony - as authorized by the Board - on legislation that affects the System.”
BOR 1:10 – Relationship of Curriculum and Instruction to Statutory Objectives

• “Each campus must seek and receive Board approval before applying for initial accreditation or an expanded scope of accreditation for academic programs. Requests to the Board for initial accreditation or an expanded accreditation must be in a format determined by the Academic Affairs Council. In disciplines where approval or accreditation is required and not optional to practice in the profession, the Request to Seek Accreditation must be submitted with the Program Request.”

BOR Policy 1:12 – State Relations

• “All institutionally lobbied relationships and negotiations with the State Legislature, including its committees, shall be coordinated through the Board of Regents. No subordinate official representing any of the several institutions may appear before the Legislature or any committee except upon the authority of the Board or when requested by the State Legislature itself.”


• The Board of Regents shall have power to enact and enforce all rules and regulations, not in conflict with any law, and deemed necessary by it for the wise and successful management of the institutions under its control and for the government of students and employees therein.


• The board may delegate provisionally to the president, dean, superintendent, or faculty of any school under its control, so much of the authority conferred by § 13-53-4 or §§ 13-53-23 to 13-53-41, inclusive, as in its judgment seems proper and in accordance with the usual custom in such cases.


• The executive director is responsible for the maintenance of modern, uniform systems of accounting and record-keeping at all institutions; and for the compilation of a budget for the board, for the office of the executive director and for all public institutions in the state under the Board of Regents

IMPACT AND RECOMMENDATION
Direct staff to prepare and present the appropriate item(s) for Board consideration at a future date, as necessary and appropriate, based on the discussion and direction of the Board.

ATTACHMENTS
None
SUBJECT
Proposed Senate Bill 55 Process

CONTROLLING STATUTE, RULE, OR POLICY
None

BACKGROUND / DISCUSSION
During South Dakota’s 2020 Legislative Session, Senate Bill 55, a bill requiring the Board of Regents to assemble a task force to study the operations and functions of the institutions of higher education under the board's authority, was passed into law. The bill indicates that the task force shall examine the following:

1. The possible combining of administration at all levels of operation within an institution;
2. The possible combining of operations and functions across multiple institutions;
3. The possible combining of the administration of programs across multiple institutions;
4. A review of the duplication of program offerings;
5. A review of the academic majors with low enrollments and low numbers of graduates;
6. A review of functions outside the core missions of teaching, learning, and research;
7. A review of the operations and functions provided as an efficiency through the central office of the Board of Regents;
8. A review of the viability of the university centers; and
9. Any other possible cost-effective measures the task force determines are worthy of examination.

IMPACT AND RECOMMENDATIONS
The attached documents propose an initial structure for the Senate Bill 55 Task Force, including a general outline of task force membership, a timeline of meetings, and a recommendation for task force subcommittees. The Board should be prepared to discuss its goals and expectations for the task force process.

ATTACHMENTS
Attachment I – Proposed Senate Bill 55 Timeline
Attachment II – Proposed Senate Bill 55 Process Document
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2020</td>
<td>Senate Bill 55, an act to require the Board of Regents to assemble a task force to study the operations and functions of the institutions of higher education under the board’s authority, becomes law. Dr. Maher develops proposed process for Senate Bill 55 and vets it with the Board’s executive committee and university presidents.</td>
</tr>
<tr>
<td>August 5, 2020</td>
<td>Full Board discusses and approves process for the implementation of Senate Bill 55. Board appoints Senate Bill 55 task force members, including four members of the JCA appointed by the JCA.</td>
</tr>
<tr>
<td>October 7-8, 2020</td>
<td>First Meeting of the SB55 Task Force at SDSM&amp;T, Rapid City • Introductions • Purpose of Task Force • Overview of Process &amp; Subcommittees • Comprehensive Overview of System o What we are doing now and how did we get here. • Discuss Subcommittees and Consider Goals</td>
</tr>
<tr>
<td>November, 2020</td>
<td>Second Meeting of the SB55 Task Force at ? • Reiterate Purpose and Process of Task Force • Revisit Key Take-Aways from First Meeting • Presentation on the Future of Higher Education • Break into Subcommittees o Presentations on Subcommittee Focus Areas o Determine Goals for Subcommittees o Planning for Executing on Goals • Report Subcommittee Goals and Plans for How to Get There</td>
</tr>
<tr>
<td>Nov. 2020-April, 2021</td>
<td>SB55 Task Force Subcommittees meet in interim to accomplish tasks.</td>
</tr>
<tr>
<td>April, 2021</td>
<td>Third Meeting of the SB55 Task Force at ? • Subcommittee Progress Reports • Assign Final To-Do’s for the Fourth Meeting, if necessary</td>
</tr>
<tr>
<td>May, 2021</td>
<td>Fourth Meeting of the SB55 Task Force at ? • Subcommittee Progress Reports</td>
</tr>
<tr>
<td></td>
<td>Staff produce DRAFT SB55 Task Force Report with findings and recommendations.</td>
</tr>
<tr>
<td>June, 2021</td>
<td>Fifth Meeting of the SB55 Task Force at ? • Review and finalize DRAFT SB55 Task Force Report</td>
</tr>
<tr>
<td>June 23-24, 2021</td>
<td>Note: Board’s Informal Budget Hearing at June BOR Meeting</td>
</tr>
<tr>
<td>August 3-5, 2021</td>
<td>Discuss SB55 Task Force Report (start SDBOR strategic planning)</td>
</tr>
<tr>
<td>Nov. 15, 2021 (no later)</td>
<td>The board shall present the findings of the task force to the Governor and to the Joint Committee on Appropriations.</td>
</tr>
</tbody>
</table>
1. Establish the Task Force

**SB55, Section 1.** The Board of Regents shall assemble a task force consisting of at least eleven members to examine the possible program and administrative efficiencies and cost effectiveness that may be achieved through the shared administration of the South Dakota School of Mines and Technology, Black Hills State University, Dakota State University, Northern State University, South Dakota State University, and the University of South Dakota. The membership of the task force shall include four members of the Joint Committee on Appropriations appointed by the Joint Committee on Appropriations.

- **To-do:** Board to assemble the Task Force membership to include regents, presidents, legislators, and business and industry representatives.

**Working List of Task Force Members:**
- Dr. Brian Maher, Chair
- Regent(s)
- President(s)
- Senator Ryan Maher *(appointed by JCA)*
- Senator Reynold Nesiba *(appointed by JCA)*
- Representative Hugh Bartels *(appointed by JCA)*
- Representative Chris Karr *(appointed by JCA)*
- Other Legislators?
- Business and Industry Representatives?

**Considerations:**
- Need to balance geographic considerations
- Select individuals not entities
- Include legislative leadership and/or education committee member
- Possible K-12 or Department of Education representative?
- Foundation or community stakeholder representation
- Balance of industry representation
**SB55, Section 2.** The task force examination shall include the following:

1. The possible combining of administration at all levels of operation within an institution;
2. The possible combining of operations and functions across multiple institutions;
3. The possible combining of the administration of programs across multiple institutions;
4. A review of the duplication of program offerings;
5. A review of the academic majors with low enrollments and low numbers of graduates;
6. A review of functions outside the core missions of teaching, learning, and research;
7. A review of the operations and functions provided as an efficiency through the central office of the Board of Regents;
8. A review of the viability of the university centers; and
9. Any other possible cost-effective measures the task force determines are worthy of examination.

- **To-do:** Board to approve the establishment of three subcommittees within the Task Force and assign the regents on the Task force to lead the subcommittees.

### 1. Administration

a) The possible combining of administration at all levels of operation within an institution;
b) The possible combining of operations and functions across multiple institutions;
c) The possible combining of the administration of programs across multiple institutions;
d) Any other possible cost-effective measures the task force determines are worthy of examination.

### 2. Academic Programs

a) A review of the duplication of program offerings;
b) A review of the academic majors with low enrollments and low numbers of graduates;
c) Any other possible cost-effective measures the task force determines are worthy of examination.

### 3. Infrastructure/Ancillary

a) A review of functions outside the core missions of teaching, learning, and research;
b) A review of the operations and functions provided as an efficiency through the central office of the Board of Regents;
c) A review of the viability of the university centers; and
d) Any other possible cost-effective measures the task force determines are worthy of examination.
### 2. Establish Timeline

**SB55, Section 1.** The board shall present the findings of the task force to the Governor and to the Joint Committee on Appropriations no later than November 15, 2021.

- **To-do:** Board to discuss and consider finalization of SB55 implementation timeline.

The Senate Bill 55 Task Force will meet five times between October 2020 and June 2021 with the purpose of developing a report on findings and recommendations for South Dakota’s System of Higher Education. The meeting dates, locations, and goals are described below.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Location</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>First Meeting</strong> – October 7-8, 2020 at SDSMT in Rapid City</td>
<td>a. Introductions</td>
<td>1) What we are doing now and how did we get here.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Purpose of Task Force</td>
<td>2) Determine Goals for Subcommittees</td>
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<tr>
<td></td>
<td>c. Overview of Process &amp; Subcommittees</td>
<td>a. Report Subcommittee Goals and Plans for How to Get There</td>
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<td></td>
<td>d. Comprehensive Overview of System</td>
<td>b. Presentations on Subcommittee Focus Areas</td>
<td></td>
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<tr>
<td></td>
<td>e. Discuss Subcommittees and Consider Goals</td>
<td>c. Planning for Executing on Goals</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Second Meeting</strong> – November __, 2020 at ______</td>
<td>a. Reiterate Purpose and Process of Task Force</td>
<td>1) Presentations on Subcommittee Focus Areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Revisit Key Take-Aways from First Meeting</td>
<td>2) Determine Goals for Subcommittees</td>
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<tr>
<td></td>
<td>c. Presentation on the Future of Higher Education</td>
<td>3) Planning for Executing on Goals</td>
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<tr>
<td></td>
<td>d. Break into Subcommittees</td>
<td>a. Report Subcommittee Goals and Plans for How to Get There</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Presentations on Subcommittee Focus Areas</td>
<td>b. Assign Final To-Do’s for the May meeting, if necessary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Determine Goals for Subcommittees</td>
<td>c. Assign Final To-Do’s for the May meeting, if necessary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Planning for Executing on Goals</td>
<td>3. <strong>Third Meeting</strong> – April __, 2021 at ______</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Subcommittee Progress Reports</td>
<td>4. <strong>Fourth Meeting</strong> – May __, 2021 at ______</td>
<td></td>
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<tr>
<td></td>
<td>b. Assign Final To-Do’s for the May meeting, if necessary</td>
<td>a. Pending</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Fifth Meeting</strong> – June __, 2021 at ______</td>
<td>a. Review and finalize DRAFT SB55 Task Force Report</td>
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</tbody>
</table>
3. **Considerations for Board**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>What are the Board’s goals and expectations regarding this process and outcomes?</td>
</tr>
<tr>
<td>2.</td>
<td>How should SB55 timeline dovetail the budget recommendation process?</td>
</tr>
<tr>
<td>3.</td>
<td>How could/should the SB55 process dovetail with the necessary preparation for next strategic plan?</td>
</tr>
<tr>
<td>4.</td>
<td>Could the subcommittee focused on Administration broadly consider the Lean Study in their recommendations?</td>
</tr>
<tr>
<td>5.</td>
<td>Other steps needed before the Board is ready to endorse invitations to potential task force membership?</td>
</tr>
<tr>
<td>6.</td>
<td>Board comfortable with giving executive committee and regents on SB55 task force the authority to finalize timeline and membership?</td>
</tr>
<tr>
<td>7.</td>
<td>How to reasonably conclude the work of the task force?</td>
</tr>
</tbody>
</table>
SOUTH DAKOTA BOARD OF REGENTS

Planning Session

AGENDA ITEM: 7 – C (1)
DATE: August 4-5, 2020

SUBJECT
Concluding the Current System Strategic Plan

CONTROLLING STATUTE, RULE, OR POLICY
Board Policy 1:21 – System Strategic Goals
SDBOR 2014-2020 Strategic Plan

BACKGROUND / DISCUSSION
At the October 2014 Board meeting, the Board of Regents adopted a new five-year strategic plan. As a formal statement of the Board’s core goals, this document provided a blueprint for advancing the university system’s major priorities over the following five years. The plan identifies four key priority areas – student success, academic quality and performance, research and economic development, and affordability and accountability – and ties each to a firm set of aspirational goals, intended outcomes, and defined actions steps.

The following attachment provides a brief summary of the system’s success in meeting the goals established in the strategic plan.

IMPACT AND RECOMMENDATION
As the strategic plan concludes this year, board members should begin discussions on the system’s next strategic plan.

ATTACHMENTS
Attachment I – Strategic Plan 2020 Metrics Review
# SDBOR 2020 Strategic Plan
## Summary of Performance Indicators

- ● = met goal ↗ = improved from baseline ● = did not improve

### Priority 1: Student Success

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Total UG degrees awarded</strong></td>
<td>4,800</td>
<td>5,630</td>
<td>4,886</td>
</tr>
<tr>
<td><em>Total undergraduate degrees awarded</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total GR degrees awarded</strong></td>
<td>1,550</td>
<td>1,820</td>
<td>1,779</td>
</tr>
<tr>
<td><em>Total graduate degrees awarded</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Degrees awarded to American Indian students</strong></td>
<td>132</td>
<td>220</td>
<td>168</td>
</tr>
<tr>
<td>Degrees awarded to students whose self-reported racial classification is (1) American Indian or Alaska Native alone, or (2) multi-racial including American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Retention rate, in-system</strong></td>
<td>77.7%</td>
<td>83.0%</td>
<td>78.0%</td>
</tr>
<tr>
<td>Percent of first-time, full-time, bachelor’s degree-seeking students returning to any Regental university for a second fall semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Four-year graduation rate, at starting institution</strong></td>
<td>24.2%</td>
<td>27.0%</td>
<td>32.7%</td>
</tr>
<tr>
<td>Percent of first-time, full-time bachelor’s degree-seeking students graduating in four years or less</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Six-year graduation rate, at starting institution</strong></td>
<td>51.6%</td>
<td>54.0%</td>
<td>53.5%</td>
</tr>
<tr>
<td>Percent of first-time, full-time bachelor’s degree-seeking students graduating in six years or less</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Remediation rate, HSTR entering cohort</strong></td>
<td>26.6%</td>
<td>22.0%</td>
<td>29.7%</td>
</tr>
<tr>
<td>Percent of first-time, full-time, degree-seeking students from SD high schools who were designated for remedial coursework in at least one subject (math or English)</td>
<td></td>
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</tr>
</tbody>
</table>

### Priority 2: Academic Quality and Performance

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent passing licensure and certification exams</strong></td>
<td>93.2%</td>
<td>95.0%</td>
<td>93.4%</td>
</tr>
<tr>
<td>Percent of graduates who were tested and passed licensure or certification exams in a professional field</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of accredited programs</strong></td>
<td>91</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td>Number of degree programs with national accreditation or certification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of new graduate programs</strong></td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Number of new graduate degree programs receiving BOR approval (per year)</td>
<td></td>
<td></td>
<td>Avg. 3.5</td>
</tr>
<tr>
<td><strong>Students participating in experiential learning</strong></td>
<td>2,658</td>
<td>3,250</td>
<td>4,001</td>
</tr>
<tr>
<td>Number of students enrolling in at least one internship, practicum, field experience, or cooperative learning experience</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strategic Plan 2020 Metrics Review

● = met goal  ↗= improved from baseline  ● = did not improve

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants and contracts expenditures</td>
<td>$97m</td>
<td>$150m</td>
<td>$106m ↗</td>
</tr>
<tr>
<td><em>Total spending on all federal, state, private, and other grant and contract research</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>License agreements</td>
<td>15</td>
<td>25</td>
<td>5    ●</td>
</tr>
<tr>
<td><em>Number of signed agreements authorizing a third party to develop university-generated intellectual property</em></td>
<td></td>
<td></td>
<td>Avg. 12.3</td>
</tr>
<tr>
<td>Licenses signed with start-up companies</td>
<td>8</td>
<td>15</td>
<td>1    ●</td>
</tr>
<tr>
<td><em>Number of new companies launched that are designed to commercialize university-generated research</em></td>
<td></td>
<td></td>
<td>Avg. 4.3</td>
</tr>
<tr>
<td>STEM degree majors</td>
<td>1,630</td>
<td>1,950</td>
<td>2,069 ●</td>
</tr>
<tr>
<td><em>Number of students completing a major in a science, technology, engineering, or mathematics field</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Three-year federal student loan default rate</td>
<td>6.3%</td>
<td>5.3%</td>
<td>5.4% ↗</td>
</tr>
<tr>
<td><em>Percent of federal student loan borrowers entering repayment in a given fiscal year who default on their loans by the end of the second following fiscal year</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional ranking for UG-R tuition and fees</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; best</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; best</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; ●</td>
</tr>
<tr>
<td><em>SD’s regional rank for tuition and fees for residential undergraduates at four-year public universities, out of eight regional neighbors</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of operating budget funded by the state</td>
<td>39%</td>
<td>50%</td>
<td>45%  ↗</td>
</tr>
<tr>
<td><em>Current operating support shows 61% coming from students and 39% from the state.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students served by SDSD</td>
<td>440</td>
<td>450</td>
<td>561  ●</td>
</tr>
<tr>
<td><em>Number of students served in any capacity by the SD School for the Deaf</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students served by SDSBVI</td>
<td>260</td>
<td>270</td>
<td>322  ●</td>
</tr>
<tr>
<td><em>Number of students served in any capacity by the SD School for the Blind and Visually Impaired</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SUBJECT
Considerations for New Strategic Plan

CONTROLLING STATUTE, RULE, OR POLICY
None

BACKGROUND / DISCUSSION
Along with the Board of Regents’ current strategic plan approaching its end of life (2014-2020), there are two important and synonymous changes taking place: first, the work of the Senate Bill 55 Task Force that will soon be underway; and second, a new Executive Director of the Board of Regents. These three things happening in conjunction provide an opportunity to strengthen the vision for South Dakota higher education and its contributions to the larger South Dakota community.

IMPACT AND RECOMMENDATIONS
Woven throughout the proposed Senate Bill 55 timeline are opportunities to lay the groundwork for the creation of the next strategic plan. Such preparatory activities could dovetail with early meetings of the SB55 Task Force, which are anticipated to include ground laying information like how South Dakota’s regental system has evolved, how it compares nationally, and considerations for the future of higher education in the United States. While this information will help the SB55 task accomplish its goals, it can also help the Board determine what the system needs to do today in order to position itself to make the biggest positive impact on the students and the South Dakota of 20-30 years from now.

In addition to that, the Senate Bill 55 Task Force Report itself will be helpful in the strategic planning process, and for that reason it is recommended that the new strategic plan process not begin in earnest until the report is final. Therefore, the next strategic plan’s launch is anticipated to take place during the August 2021 Board retreat with finalization by January 2022.

Last, it is recommended that when approaching the next strategic plan, that rather than an academic goal document, the next plan should outline an executable vision that links back to each individual institution so there is accountability at all levels. Also, the plan should include year-over-year indicators that show progress over time so trends can be identified. Furthermore, the Board should consider including a strategic goal around systemic efficiencies so the system continues to be accountable to its constituents and the South Dakota tax payers.

ATTACHMENTS
None
SUBJECT
Tuition Landscape – Differentiated Rates

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 5:5 – Tuition and Fees: General Procedures
BOR Policy 5:5:1 – Tuition and Fees: On-Campus Tuition
BOR Policy 5:5:2 – Tuition and Fees: Off-Campus Tuition
BOR Policy 5:5:3 – Tuition and Fees: Special Course Types
BOR Policy 5:5:4 – Tuition and Fees: Fees
BOR Policy 5:17 – Instructional Funding
SDCL 13-51-1.2 – Tuition Rates at Off-Campus Locations
SDCL 13-53-6.3 – Qualification for Resident Tuition Rates
SDCL 13-53-24 – Twelve-Month Residency Requirement to Qualify as a Resident Student
SDCL 13-53-29 – Exception to Twelve-Month Residency Requirements

BACKGROUND / DISCUSSION
Current Tuition Structure:
Higher Education, and the South Dakota Regental System specifically, has long offered differentiated rates on many levels: research institutions vs. comprehensive institutions, resident students vs. non-resident students, on-campus courses vs. off-campus courses, and lower cost majors vs. higher cost majors via special discipline fees.

Information contained herein will provide some historical context for decisions that have been made on differentiated rates, the rationale behind said differentials, and some items to take into consideration before making changes to any of these rates.

(Continued)
Differential Pricing Between Research and Comprehensive Institutions:

Prior to academic year 1997, there were different tuition rates for each of our institutions, likely as a way to recognize the difference in missions and graduate education costs. The Board gave direction in 1998 to standardize all tuition and fees across the system in order to reflect the unified approach to education delivery. At that time, all tuition was deposited into a system pool and then distributed based upon enrollment changes, so a standardized approach made sense - a higher rate would not necessarily mean more funding for the research institutions.

In March 2012, the Board established differential tuition for the research institutions with the rationale of recognizing the additional costs associated with a broader research mission and growth of research activities at the three universities (SDSMT, SDSU, and USD). This differential in rates better aligned the costs associated with research via higher paid faculty, breadth of graduate education offerings, additional overhead needs to support research, space requirements, and equipment investments with actual tuition charges. At this time, University Managed Resources (UMR) were also developed, which allowed each campus to retain all tuition and fees they generated vs. the pooled approach previously utilized to distribute revenues. The move to UMR was strongly supported by the campuses and reinforced by a Revenue Gap Analysis which demonstrated a significant revenue shortfall at BHSU, SDSMT, SDSU and USD. It was felt that one way to remedy some of the funding disparity was to allow SDSMT, SDSU, and USD to generate additional revenues through a tuition increase.

At the March 2017 tuition setting, the Board decided once again to equalize rates amongst the six campuses with the rationale that the comprehensive institutions had a need for additional resources to meet the growth in student success initiatives. That equality of rates was short-lived when the Board reversed course in March of 2018 and established differentiated rates between the research and comprehensive institutions for academic year 2019.

The table below summarizes the on-campus tuition rates at each of the institutions for the years mentioned. BHSU’s rates for 2018 are different as a result of a pilot program where BHSU rolled all special discipline fees into their tuition, however, the tuition portion for resident student matched DSU, NSU, USD, and SDSU. BHSU has since reverted back to the traditional model of tuition and special discipline fees being charged separately. SDSMT had received slight tuition increases above the other schools that were not equalized, resulting in some slight differences in rates at that campus starting in 2018.
Almost every state in the U.S. has a higher tuition and fee pricing structure for research universities compared to that of comprehensive/master institutions. The last time this issue was reviewed at a national level was 2014 when we used the Washington Student Achievement Council 2013-2014 Tuition and Fee Rates: A National Comparison. That study has not been updated. At that time, the average tuition and fee price difference between research universities and comprehensive/master institutions was $2,180 ($7,766 to $9,946). It also showed that of the 46 states surveyed with both comprehensive and research universities, 43 of the states charged more to attend a research university. The difference ranged from 2.64% to 56.3%, with the average at 15.22% higher to attend a research university.

The following table provides a sample of the differential for nearby states as of the 2014 study and the current differential for South Dakota.

<table>
<thead>
<tr>
<th></th>
<th>BHSU</th>
<th>DSU</th>
<th>NSU</th>
<th>SDSMT</th>
<th>SDSU</th>
<th>USD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY1997</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG Res</td>
<td>$51.45</td>
<td>$51.45</td>
<td>$51.45</td>
<td>$53.00</td>
<td>$53.00</td>
<td>$53.00</td>
</tr>
<tr>
<td>UG Non Res</td>
<td>$151.25</td>
<td>$151.25</td>
<td>$151.25</td>
<td>$168.00</td>
<td>$168.00</td>
<td>$168.00</td>
</tr>
<tr>
<td>G Res</td>
<td>$78.25</td>
<td>$78.25</td>
<td>$78.25</td>
<td>$79.75</td>
<td>$79.75</td>
<td>$79.75</td>
</tr>
<tr>
<td>G NonRes</td>
<td>$217.25</td>
<td>$217.25</td>
<td>$217.25</td>
<td>$235.25</td>
<td>$235.25</td>
<td>$235.25</td>
</tr>
<tr>
<td><strong>AY1998</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG Res</td>
<td>$54.00</td>
<td>$54.00</td>
<td>$54.00</td>
<td>$54.00</td>
<td>$54.00</td>
<td>$54.00</td>
</tr>
<tr>
<td>UG Non Res</td>
<td>$171.75</td>
<td>$171.75</td>
<td>$171.75</td>
<td>$171.75</td>
<td>$171.75</td>
<td>$171.75</td>
</tr>
<tr>
<td>G Res</td>
<td>$82.00</td>
<td>$82.00</td>
<td>$82.00</td>
<td>$82.00</td>
<td>$82.00</td>
<td>$82.00</td>
</tr>
<tr>
<td>G NonRes</td>
<td>$241.75</td>
<td>$241.75</td>
<td>$241.75</td>
<td>$241.75</td>
<td>$241.75</td>
<td>$241.75</td>
</tr>
<tr>
<td><strong>AY2013</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG Res</td>
<td>$124.20</td>
<td>$124.20</td>
<td>$124.20</td>
<td>$129.90</td>
<td>$129.90</td>
<td>$129.90</td>
</tr>
<tr>
<td>UG Non Res</td>
<td>$186.35</td>
<td>$186.35</td>
<td>$186.35</td>
<td>$194.75</td>
<td>$194.75</td>
<td>$194.75</td>
</tr>
<tr>
<td>G Res</td>
<td>$188.30</td>
<td>$188.30</td>
<td>$188.30</td>
<td>$196.80</td>
<td>$196.80</td>
<td>$196.80</td>
</tr>
<tr>
<td>G NonRes</td>
<td>$398.60</td>
<td>$398.60</td>
<td>$398.60</td>
<td>$416.55</td>
<td>$416.55</td>
<td>$416.55</td>
</tr>
<tr>
<td><strong>AY2018</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG Res</td>
<td>$250.45</td>
<td>$239.70</td>
<td>$239.70</td>
<td>$246.00</td>
<td>$239.70</td>
<td>$239.70</td>
</tr>
<tr>
<td>UG Non Res</td>
<td>$350.45</td>
<td>$337.35</td>
<td>$337.35</td>
<td>$369.05</td>
<td>$347.95</td>
<td>$347.95</td>
</tr>
<tr>
<td>G Res</td>
<td>$323.35</td>
<td>$314.70</td>
<td>$314.70</td>
<td>$320.05</td>
<td>$314.70</td>
<td>$314.70</td>
</tr>
<tr>
<td>G NonRes</td>
<td>$603.35</td>
<td>$587.50</td>
<td>$587.50</td>
<td>$642.35</td>
<td>$605.05</td>
<td>$605.05</td>
</tr>
<tr>
<td><strong>AY2021</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG Res</td>
<td>$251.35</td>
<td>$251.35</td>
<td>$251.35</td>
<td>$257.95</td>
<td>$256.55</td>
<td>$256.55</td>
</tr>
<tr>
<td>UG Non Res</td>
<td>$353.70</td>
<td>$353.70</td>
<td>$353.70</td>
<td>$404.00</td>
<td>$372.40</td>
<td>$372.40</td>
</tr>
<tr>
<td>G Res</td>
<td>$329.95</td>
<td>$329.95</td>
<td>$329.95</td>
<td>$335.55</td>
<td>$336.80</td>
<td>$336.80</td>
</tr>
<tr>
<td>G NonRes</td>
<td>$632.60</td>
<td>$632.60</td>
<td>$632.60</td>
<td>$673.50</td>
<td>$647.55</td>
<td>$647.55</td>
</tr>
</tbody>
</table>
For resident students taking 15 credit hours at NSU (a comprehensive institution) vs. the same credit hours at SDSU (a research institution), the cost differential is $78.00 per semester.

### Undergraduate Resident Research vs. Comprehensive

<table>
<thead>
<tr>
<th># Hours</th>
<th>NSU</th>
<th>SDSU</th>
<th>Differential</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Cr Hrs</td>
<td>$3,770.25</td>
<td>$3,848.25</td>
<td>$78.00</td>
</tr>
</tbody>
</table>

**Differential Pricing for Residents and Non-Residents:**

Public institutions of higher education rely on allocations of tax revenue from state governments to help defray the cost of attendance for resident students. Traditionally non-resident students pay more simply because they have not paid taxes to the state in which the university is located. Resident students and their families have been contributing to the tax base of their state and thus, benefit from lower tuition.

With the number of South Dakota high school graduates declining, the battle for non-resident enrollment at our institutions has ramped up. As early as 2004 our Regental schools began offering resident rates to non-resident students from one or two nearby states. Beginning with FY20 all of our campuses were offering the South Dakota Advantage – resident rates to new students from all our surrounding states plus Colorado. Minnesota students are part of a reciprocity agreement, and thus not included in the South Dakota Advantage.
The ultimate goal behind the South Dakota Advantage was that enrollment would grow, fulfill the workforce needs of South Dakota, and bring in additional revenue to the universities and state. The demonstrated success of such programs in the past led our campuses to believe an expanded resident rate would positively impact enrollment. The table below shows the number of students participating in the reduced rates by fiscal year. This information is prior to resident rates being available at all campuses in FY20.

<table>
<thead>
<tr>
<th>State</th>
<th>Year</th>
<th>Campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND</td>
<td>2004</td>
<td>NSU</td>
</tr>
<tr>
<td>WY</td>
<td>2013</td>
<td>BHSU</td>
</tr>
<tr>
<td>IA</td>
<td>2016</td>
<td>DSU, NSU, SDSU, USD</td>
</tr>
<tr>
<td>MT</td>
<td>2018</td>
<td>BHSU</td>
</tr>
<tr>
<td>CO</td>
<td>2018</td>
<td>BHSU, SDSMT</td>
</tr>
<tr>
<td>NE</td>
<td>2018</td>
<td>DSU, NSU, SDSMT, SDSU, USD</td>
</tr>
</tbody>
</table>

A non-resident undergraduate student at NSU would pay an additional $1,535.25 per semester, while a non-resident undergraduate student at SDSU would be an additional $1,737.75 per semester.

<table>
<thead>
<tr>
<th>States Included</th>
<th>Year</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO, IA, MT, ND, NE, WY</td>
<td>FY19</td>
<td>3,219</td>
</tr>
<tr>
<td>IA, ND, WY</td>
<td>FY17</td>
<td>1,528</td>
</tr>
<tr>
<td>ND, WY</td>
<td>FY15</td>
<td>346</td>
</tr>
<tr>
<td>IA, ND, WY</td>
<td>FY16</td>
<td>1,581</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>States Included</th>
<th>Year</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND, WY</td>
<td>FY15</td>
<td>346</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate Resident vs. Non-Resident - NSU</th>
<th>Undergraduate Resident vs. Non-Resident - SDSU</th>
</tr>
</thead>
<tbody>
<tr>
<td># Hours</td>
<td>Res</td>
</tr>
<tr>
<td>---------</td>
<td>-----</td>
</tr>
<tr>
<td>15 Cr Hrs</td>
<td>$3,770.25</td>
</tr>
</tbody>
</table>
**Differential Pricing for On-Campus vs. Off-Campus Courses:**
All courses offered off-campus, including those at the University Centers, electronically delivered courses, and remedial courses taken on campus are charged a higher tuition rate. Prior to 2009 there were both state-support and self-support rates for courses taken online, with the student’s residency status as the factor used for rate determination.

Currently SDCL 13-51-1.2 states that, “All courses offered at off-campus locations will be at self-support tuition rates established by the Board of Regents, with the exception of nursing courses offered at the Pierre site through the University of South Dakota and South Dakota State University, which can be offered at state-support if authorized by the board.”

In the era of COVID-19, the move of many courses to either strictly online or some sort of hybrid model, and the direction higher education has been taking over the last 10-15 years, this requirement for differentiated rates seems out of sync with reality.

The charts below demonstrate the move from on-campus credit hour production to off-campus over time at each of our institutions.
South Dakota State University
Credit Hours by Funding Source

University of South Dakota
Credit Hours by Funding Source
An undergraduate resident student taking all online courses at NSU vs. all on-campus courses would pay an additional $1,498.50 per semester, while an undergraduate resident student taking all online courses at SDSU vs. all on-campus courses would pay an additional $1,420.50 per semester.

### Differential Pricing Using Special Discipline Fees:

The Regental System has utilized special discipline fees (SDF) to capture additional revenues to support higher cost disciplines, much like other states in our region. It is virtually impossible to know if we use special discipline fees to a lesser or greater extent than other states without assessing every discipline and the basis for such assessment. In addition, special discipline fees are not reported by states when publishing mandatory tuition and fees.

As you can see below, the special discipline fees charged at our institutions can cause additional price differentiation due to the per credit hour average generated. In FY19, BHSU was still under the model of combined tuition and fees, resulting in a very low rate.

<table>
<thead>
<tr>
<th>Institution</th>
<th>FY19 Fees</th>
<th>FY19 On-Campus Hours</th>
<th>Per Credit Hour Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHSU</td>
<td>$104,922</td>
<td>40,825</td>
<td>$2.57</td>
</tr>
<tr>
<td>DSU</td>
<td>$1,002,332</td>
<td>30,746</td>
<td>$32.60</td>
</tr>
<tr>
<td>NSU</td>
<td>$393,932</td>
<td>33,421</td>
<td>$11.79</td>
</tr>
<tr>
<td>SDSMT</td>
<td>$3,689,325</td>
<td>61,443</td>
<td>$60.04</td>
</tr>
<tr>
<td>SDSU</td>
<td>$14,831,209</td>
<td>245,395</td>
<td>$60.44</td>
</tr>
<tr>
<td>USD</td>
<td>$5,363,549</td>
<td>164,687</td>
<td>$32.57</td>
</tr>
</tbody>
</table>

Assuming an average special discipline fee at each campus, an undergraduate resident student at NSU taking courses with required SDF would pay an additional $176.85 per semester, while a student with the same circumstances at SDSU would pay an additional $900.60 per semester.
**Tuition and Fee Cost Comparison:**
When trying to determine the appropriate tuition and fees, it is important to understand where we stand in comparison to other states. Increasing rates may generate additional revenue, or it may send the more price sensitive students elsewhere. The most recent two-year analysis is shown below. Remember these costs do not include special discipline fees.

South Dakota has consistently been one of the lowest cost options in the region for non-resident tuition and required fees for both graduate and undergraduate students. With the implementation of the South Dakota Advantage in FY20 (resident rates for the surrounding states + Colorado), we become even more of a bargain for nearby students.
Historical Cost Increases:
While tuition and fees are a large part of the cost to attend college, the total annual cost (excluding discipline fees) must be considered.

Each year at the end of March/beginning of April, the Board approves tuition rates, all fees, room, and board rates for the upcoming academic year. The Board balances the resource needs of the institutions to ensure quality and student success with the Board’s affordability and accessibility goals. A summary of the total average cost (tuition, fees, room, and board) increases approved by the Board since FY00 is shown in the following table on the left. The table on the right shows the average cost increases for ONLY tuition and mandatory fee approvals by the Board for the same timeframe.
Tuition Landscape – Differentiated Rates
August 4-5, 2020
Page 14 of 15

Tuition and Fee Cost Drivers:
There are multiple funding issues that must be considered when determining the annual cost increase to students. Traditionally, the following issues were considered:

- Salary policy adopted by the Legislature. It is important to note that the state provides financial support for generally funded employees only. General funds represent roughly forty-two percent (42%) of the total personal services budget with tuition and other funds making up the other fifty-eight percent (58%). Federal and other funds are provided to the Regental System as authority only. The actual cash for tuition, general activity fee, special discipline fees, housing, food service, and all other fees must be raised internally to fund the salary package. As a result, when the Board voted for no increase to tuition and fees for FY21 and the Legislature approved a 2.0% salary policy, the campuses were only able to provide raises ranging from 0.49% to 1.0% for NFE and Faculty. All CSA employees received the full 2.0% increase.

- Employer paid health insurance – as with salary policy, the state only provides financial support for generally funded employees. Increases to employer paid health insurance increased by $702 for FY21 and $1,601 for FY20.

<table>
<thead>
<tr>
<th>FY00 - FY20 Change</th>
<th>11,086.67</th>
<th>176.1%</th>
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<th>% Change</th>
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<td>$419.47</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
<td>FY20</td>
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<th>$ Change</th>
<th>% Change</th>
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FY00 - FY20 Change | $5,547.74 | 149.8% |
The Consumer Price Index (CPI) as calculated by the Bureau of Finance and Management has been used to provide inflationary increases to maintain the purchasing power of the universities.

**Examples of Pricing Differentials:**
The scenarios seen below demonstrate the complexity involved in the pricing of higher education in South Dakota. Depending upon the institution attended, the residency status of a student, whether a course is taken on or off-campus, and whether the courses taken include a special discipline fee – a resident student could pay anywhere from $3,770.25 to $5,268.75 per semester and a non-resident student’s costs could range from $5,268.75 to $5,305.50 per semester.

<table>
<thead>
<tr>
<th>Campus</th>
<th>15 Cr. Hr</th>
<th>Non-Res</th>
<th>SDF</th>
<th>Total</th>
</tr>
</thead>
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<tr>
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<td>$ -</td>
<td>$176.85</td>
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<td>$3,848.25</td>
<td>$ -</td>
<td>$900.61</td>
<td>$4,748.86</td>
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<table>
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<tr>
<th>Campus</th>
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<th>Non-Res</th>
<th>SDF</th>
<th>Total</th>
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<td>$900.61</td>
<td>$6,486.61</td>
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</table>

<table>
<thead>
<tr>
<th>Campus</th>
<th>15 Cr. Hr</th>
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<th>SDF</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>$5,268.75</td>
<td>$ -</td>
<td>$ -</td>
<td>$5,268.75</td>
</tr>
<tr>
<td>SDSU</td>
<td>$5,268.75</td>
<td>$ -</td>
<td>$ -</td>
<td>$5,268.75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus</th>
<th>15 Cr. Hr</th>
<th>Non-Res</th>
<th>SDF</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSU</td>
<td>$5,268.75</td>
<td>$ -</td>
<td>$ -</td>
<td>$5,268.75</td>
</tr>
<tr>
<td>SDSU</td>
<td>$5,268.75</td>
<td>$ -</td>
<td>$ -</td>
<td>$5,268.75</td>
</tr>
</tbody>
</table>

**IMPACT AND RECOMMENDATIONS**
With the impact of COVID-19 and an increased appetite for courses offered via hybrid and distance methods, now is a good opportunity for the Board of Regents to discuss and review pricing differentials that have been established within our system.

**ATTACHMENTS**
None
SUBJECT
Program Duplication

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Processes

BACKGROUND / DISCUSSION

I. Background:
Program duplication within the university system continues to emerge as an issue of concern for legislators, regents, and institutions. As one example, SB 55 from the 2020 legislative session requires “a review of the duplication of program offerings.” The concerns around program duplication from state policy makers and institutions are not new issues. This is an ongoing area of focus and policy refinement for the Board. As an example, the Board of Regents released an issue brief in 2007 noting “It is the job of the Board of Regents, through its intent to plan and program approval process, to ensure that academic programs at each university remain consistent with that institution’s unique mission, and do not encroach into or duplicate other universities’ areas of responsibility.”

Presently, internal concerns within the system related to program duplication include but are not limited to:

1. Falling or flat university system enrollment, leading to increased competition for students and access to programming that attracts new students, including competition between system institutions.
2. Institutional desires for nimble approval processes that allow quick response to student and workforce demands for new academic programs.
3. Additional costs associated with approval of programs that are unnecessarily duplicative (from a system perspective)
4. A lack of formal, clear directives to universities and Board staff outlining parameters of acceptable program duplication.

1 South Dakota Board of Regents, “Issue Brief: Missions of South Dakota Public Universities,” (January 31, 2007)

(Continued)
5. A lack of formal, clear directives to universities and Board staff outlining parameters for shared or collaborative programming that can reduce duplicative programming efforts. This includes the likelihood of increased requests for duplication of online programs where more than one institution has authorization to offer a program.

II. Statutory and Board Policy References to Program Duplication:
Multiple references in South Dakota Codified Law and Board of Regents policy indicate the Board’s responsibility for managing the duplication of academic programs in the university system. Those include:

- **SDCL § 13-53-1** – Departments and courses of study--Textbooks--Admission and graduation requirements.
The Board of Regents may establish the departments and courses of study, in the institutions under its control, as it thinks best, to determine what textbooks shall be used, what requirements for the admission and graduation of students shall be maintained.

- **SDCL § 13-53-2** – Unnecessary duplication of departments and facilities prohibited.
The Board of Regents is expressly forbidden to continue or to create chairs, departments, laboratories, libraries, or other equipment in multiplication, except where the obvious needs of the special work of the school make such multiplication necessary.

- **SDCL § 13-53-3** – Economy considered in administration of schools--Unification of work.
The board shall, at all times, so administer the schools as to enable each one of them to do in the best manner its own specific work, with a view to the strictest economy, and so as to unify and harmonize the entire work of all the schools under its control.

- **SDCL § 13-53-4** – Rules and regulations for management of institutions.
The Board of Regents shall have power to enact and enforce all rules and regulations, not in conflict with any law, and deemed necessary by it for the wise and successful management of the institutions under its control and for the government of students and employees therein.

- **BOR Policy 1:0** – South Dakota’s Unified System of Higher Education
The Board sets policy direction for the System, oversees the management of its resources (personnel, facilities, and financial), and establishes and monitors its educational program. The Board executes its authority through the adoption of policies, approval of programs, selection and evaluation of System and institutional executives, and the setting of annual budgets, tuition and fees, and legislative budget requests.
**BOR Policy 1:2 – System Mission Statement**
While the Board recognizes the diversity of the institutions and the desirability of such diversity, the six universities function as a part of a system of higher education where the collective use of resources is focused for maximum common good. Inherent within this tenet is a commitment to interinstitutional relationships in order to maximize educational opportunities for the people of South Dakota; maximize the articulation of educational programs among the institutions; and avoid unnecessary duplication by focusing the resources of individual institutions in a cooperative fashion to deliver programs and services across the state and in the region.

**BOR Policy 1:7:2 – Academic Affairs Council**
The Academic Affairs Council shall, at the request of the Board, the Executive Director, or the Council of Presidents and Superintendents, review existing or proposed courses, programs, departments, degrees, colleges, academic calendars, or academic policies and make recommendations as appropriate to the Board through the Council of Presidents and Superintendents with due regard to the quality of higher education in the state, the avoidance of duplication, and the attainment of economy and efficiency.

**III. Current Status of Program Duplication in the University System:**
Attachment I: Undergraduate and Graduate Majors in the University System provides an overview of program duplication within the university system, noting undergraduate and graduate majors as of July 2020. Note that this analysis does not include associate degrees, minors, certificates, or specializations within majors. The primary tool for analyzing program duplication in Attachment I is the CIP code. All programs are assigned a code according to the Classification of Instructional Programs (CIP) taxonomy that supports the accurate tracking and reporting of fields of study and program completions activity. The US Department of Education’s National Center for Education Statistics (NCES) developed the CIP code classifications. In some cases, Board staff used their own judgement to determine where programs with the same CIP represent different programs or where programs with differing CIP codes represent the same program. In such cases, these are indicated in the “notes” section in the charts in Attachment I.

As Attachment I and the table below indicate, 73% of undergraduate majors are unique to a single campus within the system. Fifteen programs exist on two campuses (note two of those are collaborative programs where both institutions are authorized to confer the degree), ten programs exist on three campuses, thirteen program exist on four campuses, and five programs exist on five campuses. For graduate programs, 78% are unique to one campus. Seventeen programs exist on two campuses (including three collaborative programs where two institutions have authorization to confer the degree), four programs exist on three campuses, and one program exists on four campuses.
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<th>Graduate</th>
<th># Majors</th>
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<td>1 Campus</td>
<td>76</td>
</tr>
<tr>
<td>2 Campuses²</td>
<td>15</td>
<td>2 Campuses³</td>
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<td>3 Campuses</td>
<td>4</td>
</tr>
<tr>
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<td>13</td>
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<td>1</td>
</tr>
<tr>
<td>5 Campuses</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>158</strong></td>
<td><strong>Total</strong></td>
<td><strong>98</strong></td>
</tr>
</tbody>
</table>

**IV. Rationale for Existing Program Duplication:**

Historically, the Board of Regents has authorized program duplication after weighing whether such duplication is necessary or unnecessary. The program approval process (including both the intent to plan and new program request stage) requires institutions to provide evidence to the Board in support of why duplication of programming is necessary. This includes but is not limited to requiring institutions to provide:

- Evidence the program relates to the university’s mission and strategic plan, and the Board of Regents Strategic Plan.
- Evidence that a significant workforce demand exists for graduates of the program.
- Evidence that there is demand from students to enroll in the program.
- Evidence that new students enrolling in the program would be new to the university and system as opposed to students who would otherwise enroll in the university or system without the new program.
- Evidence of related existing programs in the system and key differences in the proposed program.
- Anticipated institutional/system expense of offering the new program.

The Board has approved duplicative programming in areas where the volume of demand from students and the workforce exceeds the capacity of a single institution. Nursing provides the most obvious example of this. The undergraduate nursing major exists at both SDSU and USD. Nursing is the most popular major within the university system in terms of undergraduate graduates – nursing graduates represented 10% of the entire university system’s bachelor’s degrees awarded in FY19, equal to the number of graduates in the next three most popular majors (elementary education, psychology, and mechanical engineering).

State statutes explicitly provide authorization for institutions to duplicate programming in certain fields. Attachment II: Statutory References to Academic Programs by Institution notes where state statutes specifically authorize academic programming in academic fields.

² Includes two collaborative programs
³ Includes three collaborative programs
As a few examples, state statutes authorize education programming (e.g., teacher preparation programs) at BHSU, DSU, NSU, SDSU, and USD. SDSMT and SDSU both have statutory authority to offer engineering programs. SDSU, USD, and SDSMT are authorized to offer programming in the sciences or natural sciences. The authorizing statutes for all six institutions have language that allows programs not specifically stated in statute as authorized by the Board of Regents.

**IMPACT AND RECOMMENDATION**

The following options are presented for the Board’s consideration. The options are not intended to be all inclusive.

1. Establish formal parameters for institutions regarding consideration of proposal for duplicative programs.
2. Review and revise institutional mission statements to establish more narrow parameters for academic programming at each institution.
3. Require additional or more sophisticated institutional market analysis on new program demand.
4. Required additional or more sophisticated institutional financial analysis on the cost of new programs and anticipated revenue generated by students enrolling in the program.
5. Establish formal parameters regarding duplicative online programming within the system.
6. Engage the Academic Affairs Council and the Board’s Committee on Academic & Student Affairs to establish formal policy guidance on program duplication.

**ATTACHMENTS**

Attachment I – Undergraduate and Graduate Majors in the University System
Attachment II – Statutory References to Academic Programs by Institution
## UNDERGRADUATE PROGRAMS, ONE INSTITUTION

*Legend: B=BHSU, D=DSU, N=NSU, M=SDSMT, S=SDSU, U=USD, X=institution has major, CIP=Classification of Instructional Programs Code*

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<th>D</th>
<th>N</th>
<th>M</th>
<th>S</th>
<th>U</th>
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## UNDERGRADUATE PROGRAMS, THREE INSTITUTIONS

*Legend: B=BHSU, D=DSU, N=NSU, M=SDSMT, S=SDSU, U=USD, X=institution has major, CIP=Classification of Instructional Programs Code*

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Legend: B=BHSU, D=DSU, N=NSU, M=SDSMT, S=SDSU, U=USD, X=Institution has major, CIP=Classification of Instructional Programs Code

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## UNDERGRADUATE PROGRAMS, FIVE INSTITUTIONS

Legend: B=BHSU, D=DSU, N=NSU, M=SDSMT, S=SDSU, U=USD, X=Institution has major, CIP=Classification of Instructional Programs Code

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**GRADUATE PROGRAMS, ONE INSTITUTION**

Legend: B=BHSU, D=DSU, N=NSU, M=SDSMT, S=SDSU, U=USD, M=institution offers Master’s or Specialist Degree, D=institution offers Doctoral Degree, 

**CIP=Classification of Instructional Programs Code**

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Note: SDSU Human Biology and USD Basic Biomedical Sciences share a CIP Code but focus on different areas.

Note: shares CIP Code with USD Counseling/Psychology in Ed

Note: shares CIP Code with SDSU Counseling/HR Development
### ATTACHMENT I

**Undergraduate and Graduate Majors in the University System**

**GRADUATE PROGRAMS, ONE INSTITUTION (continued)**

Legend: B=BHSU, D=DSU, N=NSU, M=SDSMT, S=SDSU, U=USD, M=institution offers Master’s or Specialist Degree, D=institution offers Doctoral Degree, **CIP=Classification of Instructional Programs Code**

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### GRADUATE PROGRAMS, ONE INSTITUTION (continued)

Legend: B=BHSU, D=DSU, N=NSU, M=SDSMT, S=SDSU, U=USD, M=Institution offers Master’s or Specialist Degree, D=Institution offers Doctoral Degree, CIP=Classification of Instructional Programs Code

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Note: Program shares CIP Code with Curriculum & Instruction programs at USD/SDSU/BHSU.
**GRADUATE PROGRAMS, TWO INSTITUTIONS**

*Legend: B=BHSU, D=DSU, N=NSU, M=SDSMT, S=SDSU, U=USD, M=institution offers Master’s or Specialist Degree, D=institution offers Doctoral Degree, CIP=Classification of Instructional Programs Code*

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Attachment I: Undergraduate and Graduate Majors in the University System

### GRADUATE PROGRAMS, THREE INSTITUTIONS

Legend: B=BHSU, D=DSU, N=NSU, M=SDSMT, S=SDSU, U=USD, M=institution offers Master’s or Specialist Degree, D=institution offers Doctoral Degree, CIP=Classification of Instructional Programs Code

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### GRADUATE PROGRAMS, FOUR INSTITUTIONS

Legend: B=BHSU, D=DSU, N=NSU, M=SDSMT, S=SDSU, U=USD, M=institution offers Master’s or Specialist Degree, D=institution offers Doctoral Degree, CIP=Classification of Instructional Programs Code

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\(^1\) Statute does not explicitly authorize programming in geology and paleontology; the statute designates SDSMT to administer a museum of geology and paleontology.

\(^2\) Statute does not explicitly authorize programming in geology and paleontology; the statute designates SDSMT to administer a museum of geology and paleontology.

\(^3\) Statute states the “respiratory therapy program currently in existence at Dakota State University shall remain at Dakota State University unless otherwise transferred by the Board of Regents.” The Board transferred that program to SDSU at the May 2020 board meeting.
SUBJECT
Section Size Policy

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 5:17 – Instructional Funding
AAC Guideline 5.7 – Section Size Administrative Guidelines

BACKGROUND / DISCUSSION

I. Background:
The system Section Size Policy (also referred to as the “4/7/10 Rule”) establishes minimum enrollments in course sections. The intent of the policy is to require institutions to use instructional resources efficiently, limiting the number of low enrolled courses that an institution may offer annually. The origins of the policy date to the Board’s December 1995 meeting. The original policy required a minimum of ten (10) students in undergraduate courses and seven (7) students in a graduate course, with each institution allowed to have 2% of their course sections outside of the required minimums. Over time, the policy evolved to differentiate minimum enrollments in master’s and doctoral courses and the Board raised the percentage of courses eligible to run beyond the application of the policy. The August 2000 Board minutes quote a regent as stating “controlling the use of small section sizes is a critical element for the efficient management of the system.

II. Current Application of Policy 5:17 / Section Size Policy:
The current policy establishes minimum enrollments for undergraduate, master’s, and doctoral courses (10/7/4) and allows exceptions to the policy of up to 4% of selected courses for SDSM&T, SDSU, and USD and 5% for BHSU, DSU, and NSU. All course sections are assigned an instructional method (each method is defined in AAC Guideline 5.7). The list of instructional methods is divided by “selected courses” and “unselected courses.” “Selected courses” are those courses that are subject to the Section Size Policy; “Unselected courses” are those course to which the Section Size Policy does not apply. For example, course sections assigned instructional methods of Lecture and Seminar are
“selected courses”; course sections classified as Independent Study, Internship/Practicum, and Studio courses are considered “unselected courses.”

The Board receives an annual Section Size Report summarizing compliance with the policy each year. In addition, the information about section size compliance is available on the SDBOR Section Size Dashboard.

III. 2020 Section Size Report/Recent Compliance Levels:
The 2020 Section Size Report is available in Attachment I. A total of 8,923 “selected” sections were offered in the university system during FY2020. Overall, 4.1 percent of selected sections ($n=361$) were classified as “small” under the 4-7-10 rule.

Between 2014 and 2019, the percentage of system sections exceeding the section size policy limitations remained steady, averaging between 2.9% and 3.9%. For FY2020, this percentage increased to 4.1%. The increase is likely due to temporary reporting disruptions related to the student information system conversion (i.e., Colleague to Banner). Given these challenges, the increase in the 2020 is reasonable. Over the last five years, section size policy compliance has generally remained consistent.

### Small Sections by Institution & Year

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<td>4.0</td>
<td>2.5</td>
<td>4.7</td>
</tr>
<tr>
<td>SDSMT</td>
<td>2.2</td>
<td>2.6</td>
<td>2.2</td>
<td>2.5</td>
<td>3.0</td>
</tr>
<tr>
<td>SDSU</td>
<td>2.8</td>
<td>2.6</td>
<td>2.9</td>
<td>3.4</td>
<td>3.7</td>
</tr>
<tr>
<td>USD</td>
<td>3.3</td>
<td>2.5</td>
<td>2.2</td>
<td>1.9</td>
<td>3.5</td>
</tr>
<tr>
<td>System</td>
<td>3.1</td>
<td>2.9</td>
<td>3.0</td>
<td>3.0</td>
<td>4.1</td>
</tr>
</tbody>
</table>

The COVID-19 crisis greatly altered standard planning options for delivering face-to-face coursework for the FY21 academic year. Social distancing requirements demanded new approaches, resulting in the Board’s authorization of a Temporary Suspension of the Section Size Policy for FY21; however, the Board will still receive the section size report.

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1 Instructional method classifications subject to the 10/7/4 rule for course enrollment include those courses designated as Discussion/Recitation; Seminar; Large Ensemble; Laboratory and Alternate Laboratory; Physical Education Activity; and Lecture Courses. Instructional method classifications excluded from the 10/7/4 rule for course enrollment include those courses designated as Studio; Small Group; Small Group Ensemble; Competency-based, Self-paced Study; Clinical Laboratory; Clinical Experience; Independent Study; Design/Research; Private Instruction; Restricted PE Activity; Tracking; Internship/Practicum; Thesis; Thesis/Research Sustaining and Workshop.
IV. Current Policy Issues/Concerns:

- No enforcement mechanism exists within the policy; if an institution exceeds the stated limits, nothing occurs to promote future compliance.

- The Section Size Policy does not address all course sections, only those that are “selected.” There are often good reasons; an internship, for example, is a course section and may only apply to a limited number of students. However, in 2020, there were 13,102 total course sections subject to the Section Size Policy; of those, 8,923 were selected and 4,179 were non-selected course sections. This means the Section Size Policy did not apply to nearly one-third (1/3) of the eligible course sections offered in 2020.

- Institutional requests for new or revised courses often include requests for instructional method designations that are “unselected,” often with insufficient justification as to why the structure of the course would prohibit compliance with the Section Size Policy. This leads to ongoing debate and discussion between Board office staff and institutions over which instructional method is appropriate. Of 245 new or revised course requests submitted by institutions to the Board office over the last year, nearly 20% have requested “unselected” instructional methods.

IMPACT AND RECOMMENDATION

The following options are presented for the Board’s consideration. The options are not intended to be all inclusive.

1. Maintain the current policy without changes.
2. Establish and enforce a penalty for non-compliance.
3. Establish limits on the number of un-selected courses per institution.
4. Eliminate instructional method designations; assign institutions a percentage of all course sections that may exist outside of the policy.
5. Long-term: review unselected courses to determine status relative to credit hour generation, graduation requirements, and verifying course instructional method status.
6. Long-term: analyze duplicative online course sections offered from multiple institutions to determine if collaborative options exist.
7. Charge the Board’s Committee on Academic & Student Affairs and the Academic Affairs Council to review the existing policies for areas of refinement.

ATTACHMENTS

Attachment I – Section Size Report FY2020
Section Size Report

Policy Background and Data Notes

BOR Policy 5:17.C.4 stipulates the minimum number of students that must be enrolled in course sections offered at the state’s public universities. As stated in this policy, undergraduate and dual-listed sections must enroll at least ten students, entry-level graduate sections (i.e., 500-600 level) must enroll at least seven students, and upper-level graduate sections (i.e., 700-800 level) must enroll at least four students.

This so-called “4-7-10 rule” applies to all state-supported and self-supported course sections delivered through “selected” instructional methods (e.g., lectures, seminars). Exceptions to the 4-7-10 rule are allowed for up to five percent of selected sections at BHSU, DSU, and NSU and up to four percent of selected sections at SDSMT, SDSU, and USD. These exception limits are based on cumulative data from the fall and spring terms.

Analysis

Small Sections

A total of 8,923 “selected” sections were offered in the university system during FY2020. Overall, 4.1 percent of selected sections (n=361) were classified as “small” under the 4-7-10 rule. Figure 1 displays recent trends for these indicators.

Figure 1
Small Sections by Year

1 See Appendix A for detailed lists of the university system’s “selected” and “non-selected” instructional methods.
2 Readers should be aware that a policy change approved by the board in March 2018 resulted in two key changes to the university system’s rules related to small section management. The first change was that section size minimums began to be applied not only to state-supported sections, but also to self-supported sections. The second change was that small section exception limits were raised by one percentage point for all regental institutions. Both of these changes became effective in FY2019.
3 Data for this report are sourced from census date extracts.
4 Figures presented in this section exclude any sections that are exempted from policy 5:17.C.4 under AAC guidelines.
Table 1 shows that small section percentages in FY2020 ranged from a high of 6.8 percent at DSU to a low of 3.0 percent at SDSMT. As displayed below, one regental institution (DSU) exceeded its annual exception limit stipulated in board policy. It should be pointed out, however, that due to reporting disruptions related to the university system’s conversion to the Banner student information system during this time period, universities were given temporary leeway to (slightly) exceed their regular exception limits during FY2020 if needed. Given these circumstances, the FY2020 rates below can be considered reasonable.

Table 1
Small Sections by Institution and Year
(Percentages)

<table>
<thead>
<tr>
<th></th>
<th>FY2016</th>
<th>FY2017</th>
<th>FY2018</th>
<th>FY2019</th>
<th>FY2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHSU</td>
<td>3.1</td>
<td>4.5</td>
<td>4.7</td>
<td>3.2</td>
<td>4.5</td>
</tr>
<tr>
<td>DSU</td>
<td>4.1</td>
<td>3.8</td>
<td>3.9</td>
<td>4.9</td>
<td>6.8</td>
</tr>
<tr>
<td>NSU</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>2.5</td>
<td>4.7</td>
</tr>
<tr>
<td>SDSMT</td>
<td>2.2</td>
<td>2.6</td>
<td>2.2</td>
<td>2.5</td>
<td>3.0</td>
</tr>
<tr>
<td>SDSU</td>
<td>2.8</td>
<td>2.6</td>
<td>2.9</td>
<td>3.4</td>
<td>3.7</td>
</tr>
<tr>
<td>USD</td>
<td>3.3</td>
<td>2.5</td>
<td>2.2</td>
<td>1.9</td>
<td>3.5</td>
</tr>
<tr>
<td>System</td>
<td>3.1</td>
<td>2.9</td>
<td>3.0</td>
<td>3.0</td>
<td>4.1</td>
</tr>
</tbody>
</table>

Table 2 displays FY2020 small section counts by institution and course level. It can be seen that undergraduate courses tend to account for a majority of small sections at most institutions. Note that these data are provided for reference only; no specific exception limits have been established with respect to particular course levels.

Table 2
Small Sections by Institution and Course Level, FY2020

<table>
<thead>
<tr>
<th></th>
<th>BHSU</th>
<th>DSU</th>
<th>NSU</th>
<th>SDSMT</th>
<th>SDSU</th>
<th>USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>41</td>
<td>56</td>
<td>35</td>
<td>13</td>
<td>90</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>(4.4)</td>
<td>(7.2)</td>
<td>(4.7)</td>
<td>(1.8)</td>
<td>(3.3)</td>
<td>(4.0)</td>
</tr>
<tr>
<td>Dual-Listed</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(10.3)</td>
<td>(0.0)</td>
<td>(4.2)</td>
<td>(6.9)</td>
<td>(8.8)</td>
<td>(4.4)</td>
</tr>
<tr>
<td>Graduate</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(3.5)</td>
<td>(3.4)</td>
<td>(5.0)</td>
<td>(8.6)</td>
<td>(4.9)</td>
<td>(0.8)</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>59</td>
<td>38</td>
<td>27</td>
<td>117</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>(4.5)</td>
<td>(6.8)</td>
<td>(4.7)</td>
<td>(3.0)</td>
<td>(3.7)</td>
<td>(3.5)</td>
</tr>
</tbody>
</table>

Again, as stated in board policy, exception limits are five percent at BHSU, DSU, and NSU, and four percent at SDSMT, SDSU, and USD.
**Average Section Size**

Average section size remained steady in the university system in FY2020. Figure 2 shows that, across all institutions and course levels, the average section size among selected sections was 26.5 students. Average section size was highest among undergraduate sections (28.0), followed by dual-listed sections (24.5) and graduate sections (15.2). Overall, an average of 19.2 students enrolled in all course sections (selected and non-selected combined) offered by the university system in FY2020.

![Figure 2](image_url)

**Figure 2**

*Average Section Size by Section Type and Year*

**Large Sections**

Large sections (those with an enrollment of 100 or more) are used for a variety of purposes in the regental system. For example, introductory courses (e.g., Introduction to Sociology, United States History I) offer students an overview of a discipline. Other large sections (e.g., Biology Survey I, General Chemistry I) require students to enroll in supplemental laboratory experiences that allow for small group interaction in a traditional classroom environment. Participation/orientation courses (e.g., Marching Band, Orientation to Nursing) are experiential requirements for particular degree programs. Nearly all large sections are associated with one of these broad categories.
Of the 14,566 total course sections offered by the university system during FY2020, 128 (0.9 percent) had an enrollment of 100 or more students, down slightly from the prior year. As seen in Figure 3 below, 59.4 percent (n=76) of these sections enrolled 100-149 students, with approximately 3.9 percent (n=5) enrolling 300 students or more.

**Figure 3**
Sections with an Enrollment of 100 or More, FY2020

Table 3 shows historical institutional data, and indicates that SDSU has tended to deliver more large sections than any other university. In FY2020 specifically, enrollments in the university system’s ten largest sections ranged from 243 to 345 students; all ten of these sections were delivered by SDSU.

<table>
<thead>
<tr>
<th></th>
<th>FY2016</th>
<th>FY2017</th>
<th>FY2018</th>
<th>FY2019</th>
<th>FY2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHSU</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DSU</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>NSU</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SDSMT</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>SDSU</td>
<td>92</td>
<td>102</td>
<td>95</td>
<td>91</td>
<td>85</td>
</tr>
<tr>
<td>USD</td>
<td>26</td>
<td>24</td>
<td>20</td>
<td>26</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>129</strong></td>
<td><strong>134</strong></td>
<td><strong>121</strong></td>
<td><strong>124</strong></td>
<td><strong>128</strong></td>
</tr>
</tbody>
</table>

6 “Large” sections are defined here as those with enrollments greater than or equal to 100; enrollments are reported as aggregations of all cross-listed sections. Unless otherwise noted, the figures presented in this section refer to all unduplicated sections, not just selected sections.
## Appendix A
### Background Information

<table>
<thead>
<tr>
<th>Selected Instructional Methods</th>
<th>Non-Selected Instructional Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion/Recitation</td>
<td>Studio</td>
</tr>
<tr>
<td>Seminar</td>
<td>Small Group</td>
</tr>
<tr>
<td>Large Ensemble</td>
<td>Small Group Ensemble</td>
</tr>
<tr>
<td>Laboratory and Alternate Laboratory</td>
<td>Competency-based, Self-paced Study</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>Clinical Laboratory</td>
</tr>
<tr>
<td>Lecture Courses</td>
<td>Clinical Experience</td>
</tr>
<tr>
<td></td>
<td>Independent Study</td>
</tr>
<tr>
<td></td>
<td>Design/Research</td>
</tr>
<tr>
<td></td>
<td>Private Instruction</td>
</tr>
<tr>
<td></td>
<td>Restricted PE Activity</td>
</tr>
<tr>
<td></td>
<td>Tracking</td>
</tr>
<tr>
<td></td>
<td>Internship/Practicum</td>
</tr>
<tr>
<td></td>
<td>Thesis</td>
</tr>
<tr>
<td></td>
<td>Thesis/Research Sustaining</td>
</tr>
<tr>
<td></td>
<td>Workshop</td>
</tr>
</tbody>
</table>
Appendix B
DSU Response to 2019-20 Section Size Report

DSU acknowledges that we exceeded the target percentage for lower enrolled sections. Once the section size requirements were suspended for the 2019-20 academic year, we considered the implications of the Banner Conversion and the adoption of DegreeWorks as the self-service degree audit system. We believed that the conversion to DegreeWorks needed time to be adequately tested in use. One of the typical strategies that had been used in previous semesters was to convert lower enrolled sections to “independent studies”, thereby making them exempt from the section size counts. We made the decision to maintain the sections with course numbers and names, knowing that DegreeWorks would not recognize independent studies in the degree audits, thereby possibly creating confusion for students and faculty during the initial run of DegreeWorks as our audit system. Maintaining course numbers and titles rather than moving to independent studies did not affect our expenditures for teaching to any significant effect and reduced the workload of our registrar’s office which had played a very significant role in the Banner conversion.

In addition, with the suspension of the section size report, we chose not to spend the time and effort reviewing the report for revision. For example, of the lower enrolled sections identified, six were co-requisite laboratories attached to the lecture for science courses and cross-listed sections were counted as independent sections. We also point out that 30% of the lower enrolled sections were senior-level courses typically required for graduation that fell only one student short of the requisite number of 10 students.
SOUTH DAKOTA BOARD OF REGENTS

Planning Session

REVISED
AGENDA ITEM:  7 – E (3)
DATE:  August 4-5, 2020

************************************************

SUBJECT
Program Productivity

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Processes
AAC Guideline 4.1 – Program Productivity Review Guidelines

BACKGROUND / DISCUSSION

I. Background:
During the 2009 Board of Regents Planning session, the Board of Regents discussed establishing a formal program productivity review process. The Board affirmed that all students should have the opportunity to learn and to work with a group of faculty and colleagues, and that graduates from programs that are not productive clearly have fewer opportunities for these beneficial interactions. This approach also helps ensure that offering of academic programs (i.e., majors) remains financially viable for institutions and the system. The Board approved a set of guidelines to target underproductive programs, and following review during the March 2010 meeting the Board formalized an ongoing Program Productivity Review process. As set in policy, majors not producing the agreed upon number of graduates will be terminated unless the Board approves a continuation plan which must include measurable stipulations. In 2018, the Board revised this policy to increase the current thresholds required for programs (see Section II).

As the Board prepares to undertake a study of the university system in compliance with SB 55 from the 2020 legislative session, program productivity policies and enforcement will be part of those discussions. One of the nine specific items addressed in SB 55 is a “review of the academic majors with low enrollments and low numbers of graduates.”

II. Current Application of Policy 2:23 / Program Productivity:
The Board reviewed the 2020 Program Productivity Report at June 2020 meeting. During that meeting, the Board agreed to delay a decision on approving continuation plans for academic programs that failed to meet program productivity thresholds pending additional information from institutions. That documentation will come to the Board for further review at the October Board meeting.

(Continued)

************************************************

INFORMATIONAL ITEM
BOR Policy 2:23 establishes minimum levels for the number of graduates in academic degree programs. The minimum graduate production thresholds are:

- 5 associate degrees/year or 25 during the five-year period reported
- 7 bachelor’s degrees/year or 35 during the five-year period reported
- 4 master’s degrees/year or 20 during the five-year period reported
- 1 professional and doctoral degree/year or 5 during the five-year period reported

By policy, academic degree programs that do not meet the established minimum number of graduates will be inactivated unless the Board of Regents approves a continuation plan. Collaborative programs between two or more institutions may combine their total number of graduates (e.g., 6 graduates at SDSU and 8 graduates at USD are considered 14 graduates in the program) provided there is detailed explanation of the collaboration (e.g., sharing of required courses, shared faculty, etc.). Programs flagged through the program productivity review process require a formal review at the institutional level. Following the review, the institution assigns one of five designations to the program for Board consideration:

1) Retain Due to Critical Need; 2) Retain with Further Review Required; 3) Consolidate with Another Program on Campus; 4) Consolidate with Another Program within the System; 5) Terminate.

Between 2010 (the first year of the program productivity process) and 2020, fall headcount enrollment in the university system has declined from 36,440 (Fall 2009) to 34,520 (Fall 2019). In that same period, the system experienced a net decrease of academic majors; however, the system has also experienced a net increase of over 70 minors and 100 certificate programs. In some cases, minors and certificates include new coursework that create additional expense. The program productivity process does not currently review minors and certificates. The level and number of new programs (i.e., majors) and terminated programs that are subject to the program productivity process represented below.

<table>
<thead>
<tr>
<th>Degree level</th>
<th>New Programs Approved</th>
<th>Programs Terminated</th>
<th>Programs Terminated Through Prog. Prod.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>15</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>51</td>
<td>53</td>
<td>32</td>
</tr>
<tr>
<td>Master’s / Specialist</td>
<td>29</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>Doctoral</td>
<td>17</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>112</td>
<td>66</td>
<td>78</td>
</tr>
</tbody>
</table>

Table 1

2010-2020: New Academic Programs Approved and Programs Terminated
III. Current Policy Issues/Concerns:

- In recent years, the Board has not required in-depth analysis of requests for institutions to retain programs due to critical need or to retain programs with further review. Some programs perpetuate on the program productivity list for multiple years without adequate review for the need of the program.

- The current policy framework does not have an adequate or standard methodology for analyzing the cost of continuing a program (e.g., review of coursework that exists solely within this program, faculty costs, small sections offered, etc.).

- The current policy only analyzes graduate production within major fields and does not include specializations within majors, minors, or certificates. Specializations within majors, minors, and certificates can have new coursework involved when approved by the Board. The addition of new courses without the removal of other courses expands the catalog to include additional faculty workload. No regular analysis is currently done to determine graduate levels within specializations, minors, and certificates.

- Institutions use insufficient evidence and methodology in projecting enrollment and graduates from programs in new program proposals. Projected enrollments and graduate production cited in program proposals rarely match what ultimately occurs.

- The current tuition model (i.e., differentiating on-campus and off-campus tuition rates) limits the effectiveness of promoting collaborative programs as they are potentially more expensive for students.

IMPACT AND RECOMMENDATION

The following options are presented for the Board’s consideration. The options are not intended to be all inclusive.

1. Maintain the current policy without changes.

2. Enforce program termination penalties for non-compliance.

3. Establish consistent methodology for determining the cost of maintaining programs that do not meet program productivity standards.

4. Reinforce that programs that do not meet program productivity thresholds are terminated unless the Board specifically authorizes an exemption.

5. Establish policies that include specializations within majors, minors, and certificates in the program productivity process.

6. Require more sophisticated analysis and evidence of enrollment projections for new program proposals.

7. Establish formal guidelines related to encouraging collaborative opportunities.

8. Charge the Board’s Committee on Academic & Student Affairs and the Academic Affairs Council to review the existing policies for areas of refinement.

ATTACHMENTS

None
The South Dakota Board of Regents adjourned its annual planning session and business meeting on August 5, 2020, and will meet again for its next regular business meeting on October 7, 2020 in Rapid City.

I, Brian Maher, Executive Director & CEO of the South Dakota Board of Regents, declare that the above is a true, complete and correct copy of the minutes of the Board of Regents meeting held on August 4-5, 2020.

Dr. Brian L. Maher
Executive Director & CEO
South Dakota Board of Regents