



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Intent to Plan for a New Program

UNIVERSITY:	USD
DEGREE(S) AND TITLE OF PROGRAM:	Bachelor of Applied Science
INTENDED DATE OF IMPLEMENTATION:	Fall 2017

University Approval

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

Click here to enter a date.

President of the University Date

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

A Bachelor of Applied Science degree program in Technical Leadership is an interdisciplinary degree intended for students who have earned an A.A.S. technical associate degree or have completed “career” degree program. The proposed program will provide the knowledge and skills needed to undertake leadership and supervisory roles that complement the technical expertise the student acquired at the community or technical college. Students will be able to enter this program after completing their associate degree program or after years of technical experience in the field.

2. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.)?

According to the United States Census Bureau, only 27% of South Dakota residents over the age of 25 have obtained a bachelor’s degree or higher.¹ There is a call for states and higher education institutions to adequately address the needs of our adult learners; some states, including South Dakota, have degree attainment goals.² South Dakota offers many technical degree options to residents. Half of the U.S. workforce lacks the skills to function well in the new global economy. The proposed program will help meet the need for technical professionals to assume leadership roles in the global economy. Graduates from technical programs in industrial technology, human services, business, electronics, engineering technology, transportation technology, media communications, or medical technology would benefit from our proposed program.

¹ <https://www.census.gov/quickfacts/table/PST045215/46>
² http://knowledgecenter.csg.org/kc/system/files/Finch%202016.pdf?hsCtaTracking=a48fbc5f-5652-4725-9b13-21fb05f188b7%7Cc2f05bec-8b6a-44da-97a7-901dd250d5d8&_hstc=259760725.b9703b28540067194192be29da4c98a8.1488474185878.1488474185878.1488578538950.2&_hssc=259760725.8.1488578538950&_hsfp=1077434969

3. How would the proposed program benefit students?

The proposed program will build on expertise the student has gained from the technical program. Technical school graduates need the following skills for advancement: business oral and written communication, project management and conflict resolution, leadership of diverse teams and staff development, small business development, training and development, regulatory affairs and safety, personnel supervision, and accounting and budgets. Employers are searching for professionals with technical expertise with the combination of business soft skills to lead workgroups, teams, and departments. This program will benefit the students and it will benefit our employers in the state. This is a strategic and tactical approach to increase workforce quality, productivity and inclusiveness.

The program will aid those students who need additional workplace and professional skills beyond their technical education. In 2014, Governor Dennis Daugaard conducted a series of Workforce Summits around the state. The meetings revealed that employers see many workers as lacking the skills needed for advancement. Specifically, employers reported, “Job seekers’ soft skills do not always match employer expectations.”³ The Bachelor of Applied Science program would assist in addressing this issue.

4. How does the proposed program relate to the university’s mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?⁴

The statutory mission of the University of South Dakota is provided in SDCL 13-57-1⁵:

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 Statement⁶:
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

³ Market Street Services, Sioux Falls Area Action Agenda Workforce Sustainability Analysis, April 2015, p. 9-10, available from <http://www.forwardsiouxfalls.com/publications/Sioux%20Falls%20Area%20Workforce%20Sustainability%20Analysis.pdf>.

⁴ South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

⁵ http://legis.sd.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-57-1

⁶ <https://www.sdbor.edu/policy/1-Governance/documents/1-10-1.pdf>

beyond. The University of South Dakota is the comprehensive university within the South Dakota System of Higher Education.

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 3 – Research and Economic Development

- Contribute to the state’s workforce and economic development.

The Bachelor of Applied Science degree program is an ideal fit for USD’s liberal arts mission. The liberal arts foundation coupled together with selected business coursework provided at USD will enable students to seek out and find solutions that others will miss because they lack the breadth of knowledge that comes along with a liberal arts education.

5. Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?⁷

None. At this time, there are no other related active programs that exist in public universities in South Dakota (BHSU eliminated their Bachelor of Applied Technical Science program in 2015). All of the regental schools, excluding the South Dakota School of Mines & Technology, currently offer the Bachelor of General Studies degree program. This degree program does not necessarily meet the need to couple together technical skill area coursework with a degree completion program.

6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming? If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter “None” for that state. Add additional lines if there are more than two such programs in a state listed.⁸

	Institution	Program Title
Minnesota	University of Minnesota	Bachelor of Science in Applied Studies Bachelor of Applied Science- transfer
North Dakota	Bismarck State College	Bachelor of Applied Science in Energy Management
Montana	University of Montana	Bachelor of Applied Science
	Montana State University	Bachelor of Applied Science
	Montana Tech	Bachelor of Applied Science in Business
Wyoming	University of Wyoming	Bachelor of Applied Science

⁷ Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from <http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm>.

⁸ This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

The State of South Dakota is one of the few states that does not offer a B.A.S. degree program option. There is currently not and opportunity for a technical student with standard degree option of A.A.S. to complete a 4-year degree program in South Dakota. The University of South Dakota would like to provide access to education and promotion. This degree will be helpful to allow a student to stack their technical degree program to a B.A.S. degree program.

8. What are the university’s expectations/estimates for enrollment in the program through the first five years? What are the university’s expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.

During the first few years of the program we expect to enroll 25 students and that this enrollment will grow to 50 students per year as job opportunities emerge in the market. We expect 20 graduates initially and growth to 40. These estimates are based on conversations with several members of the Sioux Falls advisory board as well as conversations with the South Dakota technical schools.

9. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire program through distance technology (e.g., as an on-line program)?⁹

	Yes/No	If Yes, list location(s)	Intended Start Date
Off-campus	Yes	Sioux Falls	Fall 2017

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	Yes	Online	Fall 2018

10. What are the university’s plans for obtaining the resources needed to implement the program?

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources	No	No
Ask Board to seek new State resources ¹⁰	No	No
Ask Board to approve a new or increased student fee	No	No

⁹ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

¹⁰ Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. Identify the college or university and explain why the selected program is a model for the program under development.

Bloomsburg University of Pennsylvania, University of Iowa, and University of Nebraska are all exemplary program that has a track record of success. The curricular model for the B.A.S. degree at Bloomsburg University of Pennsylvania is a 120-credit program with 60 credit hours awarded through an A.A.S. degree program from an accredited two-year institution. The remainder of the 120 credits will be 21-24 credits of management and leadership in technical fields, 15-18 credit hours of advanced coursework in the specialization, and 18-24 credit hours of elective courses to enhance their analytical and critical thinking skills. See Appendix A for outline of curriculum.

Appendix A:

Degree requirements

The B.A.S. student must have completed an A.A.S. degree in a technical field and meet all applicable BOG and institutional academic policies. Some key BOG requirements (BOG Policy 1990-06-A) for the proposed program include that B.A.S. students must attain general education competencies consistent with those expected of all students at a PASSHE University; must complete a total of 120 semester credit hours required for all baccalaureate degree programs; and must have at least 42 semester credits hours of advanced coursework. Some key institutional policies are that the B.A.S. student must attain a minimum overall 2.0 GPA and a minimum 2.0 GPA in all courses required by the major program. The proposed Technical Leadership program is designed to ensure that B.A.S. students complete an applied program that is consistent with both PASSHE Board of Governors and University expectations for graduates.

Coursework for B.A.S. in Technical Leadership:

Transferred into program from A.A.S. degree 60 credits

Coursework in Core component (21-24 credits)

INSTTECH 465	Leading Co-located and Virtual Teams	3 credits
ITM 322	Project Management	3 credits
BUSED 350	Valuing Diversity in Business	3 credits
ACCT 220	Financial Accounting	3 credits
INSTTECH 466	Technical Leadership Capstone I	3 credits
INSTTECH 467	Technical Leadership Capstone II	3 credits
INSTTECH 490	Technical Leadership Internship	3 credits
<u>Total</u>		<u>21 credits</u>

Coursework in Major-related component (15-18 credits)

INSTTECH 450	Instructional Design	3 credits
INSTTECH 485	eLearning Concepts	3 credits
ITM 175	Information Technology Management Applications	3 credits
INSTTECH 470	Introduction to Website Development	3 credits
BUSED 333	Business Communication and Report Writing	3 credits
COMMSTUD 313	Conflict Management and Resolution	3 credits
<u>Total</u>		<u>18 credits</u>

Coursework in the Elective component (18-24 credits)

Technical Leadership program students will be provided with course options and advised in course selection so that, when combined with the general education coursework taken in their A.A.S. degree program, they will meet the requirements of the BU General Education program and PASSHE policies. Coursework will be included in the Elective options lists based on its contribution toward one or more of the student learning outcomes of the Bloomsburg University General Education program and toward the requirement of advanced coursework.

Total 21 credits

Total Technical Leadership degree program 120 credits