



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

New Undergraduate Degree Program

UNIVERSITY:	USD
MAJOR:	Technical Leadership
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Bachelor of Science
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	8/1/2017
PROPOSED CIP CODE:	52.0213
SPECIALIZATIONS:¹	
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	5/10/2017
UNIVERSITY DEPARTMENT:	UIDL
UNIVERSITY DIVISION:	UAS

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.

_____ Date

President of the University

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

The University of South Dakota seeks authorization to offer a Bachelor of Science degree in Technical Leadership. The proposed B.S. degree in Technical Leadership is an interdisciplinary degree intended for students who have earned an A.A.S. technical associate degree or have completed a “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 and practice in the field to develop their interpersonal and managerial skills.

The programs will feature multiple stand-alone certificates that will stack to the degree, providing multiple pathways for students to continue their postsecondary education. The certificates include existing options in Regulatory Affairs & Laboratory Safety and Web Design. In addition, new certificates are proposed in conjunction with this program proposal that address specific skills need by employers as indicated to USD by discussions with business leaders. These new proposed

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

certificates include Personnel Supervision, Communication and Leadership, Management, Small Business Entrepreneurship, and Healthcare Leadership.

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?²

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

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 Statement⁴:

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.

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 Science in Technical Leadership program is an ideal fit for USD's liberal arts mission. The liberal arts foundation coupled together with selected business, management and leadership coursework provided at USD will enable students to have the skills to be qualified to apply for and receive management and leadership positions in their technical fields.

3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota.

² 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.

³ http://legis.sd.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-57-1

⁴ <https://www.sdbor.edu/policy/1-Governance/documents/1-10-1.pdf>

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.⁵ There is a call for states and higher education institutions to adequately address the needs of adult learners; some states, including South Dakota, have degree attainment goals.⁶ Even recently, The South Dakota Board of Regents published *Non-Traditional No More*, to focus attention on degree attainment for working adults.⁷ The Board's *Strategic Plan* identifies a significant increase in degrees awarded by 2020.⁸ South Dakota offers many technical degree options to residents.⁹ 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.

4. How will the proposed program benefit students?

The proposed program will build on expertise the student has gained from the technical program. Interviews with Technical school officials indicate their graduates are well prepared for the technical aspects of workforce readiness. However, they also indicate that their 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 budget. 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 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."¹⁰ The Bachelor of Science in Technical Leadership program would assist in addressing this mismatch.

5. Program Proposal Rationale:

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

⁵ <https://www.census.gov/quickfacts/table/PST045215/46>

⁶ 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

⁷ *Non-Traditional No More*, available at <https://www.sdbor.edu/the-board/agendaitems/Documents/FULLBOR0610H.pdf#search=degree%20attainment>

⁸ SDBOR Strategic Plan 2020, ATTACHMENT II, p. 10.

⁹ See program options defined by 16 career clusters, <http://doe.sd.gov/octe/documents/CTE-EduBr.pdf>

¹⁰ 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>.

The Bachelor of Science in Technical Leadership is “a bachelor’s degree designed to incorporate applied associate courses and degrees once considered as —terminal or non-baccalaureate level while providing students with the higher-order thinking skills and advanced technical knowledge and skills so desired in today’s job market.”¹¹ Major programs similar to this began in the 1970s and the number of programs have grown considerably. These programs address the following concerns¹²: 1) to ease students difficulties in transferring between community colleges and 4-year universities; 2) facilitate increased baccalaureate degree attainment for adult students; 3) provide a means for states to increase degree attainment for adult students; and 4) improve workforce education in the state.

B. What is the rationale for the curriculum?

The Bachelor of Science degree in Technical Leadership will be a 120 credit hour program with a minimum of 60 credits awarded through an A.A.S. degree program from an accredited two-year institution. The additional credit hours will come from: 1) the General Education coursework, 2) a minimum of 12 credit hours in one of the selected emphasis areas (personnel supervision, communication and leadership, regulatory affairs and laboratory safety, project management, small business entrepreneurship, health sciences leadership, and web design, 3) a required capstone or internship course, and 4) a minimum of 30 credit hours of upper division coursework.

The rationale behind the chosen coursework beyond the general education courses is to identify employer demand for skills and match these skills to certificate programs that would job-ready skills by themselves, as well as add additional value to AAS degree-holders who are seeking managerial positions in their technical fields. By stacking certificates into the B.S. degree, individuals could earn the certificate before they enter the degree program, gaining additional earning power during the time they are working on bachelor’s degree requirements.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The Intent to Plan included the Bloomsburg University of Pennsylvania as one model for USD’s proposed Bachelor of Science in Technical Leadership program. Bloomsburg University and many other institutions that offer B.S. programs conclude with a capstone course.¹³ Other courses vary, depending upon the program’s focus. USD’s proposed program incorporates the certificate approach model due to discussions with University Center and Sioux Falls advisory boards and discussions with our technical college partners. Many of the topic areas chosen for the certificate areas are consistent with other B.S. programs across the nation.

¹¹ <http://dx.doi.org/10.1080/10668920902983601>

¹²

https://www.academia.edu/733119/The_Applied_Baccalaureate_What_We_Know_What_We_Learned_and_What_We_Need_to_Know

¹³ Ohio University, a liberal arts based comprehensive university also provides for a capstone seminar to tie together the general education requirements, the AAS technical degree and specialization/distribution courses.

<https://www.ohio.edu/southern/academics/degrees/bachelor-technical-applied-studies.cfm> or https://www.ohio.edu/admissions/partners/upload/sinclair-btas_guide-2016-2017.pdf.

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

Technical Leadership, B.A.S.	Credit Hours	Credit Hours	Percent
System General Education Requirements	30*		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	60*		50%
Major Requirements	30-36		
Major Electives			
Subtotal, Program Requirements		30-36	25%
Free Electives			%
Degree Total ¹⁴	120	120	%

Required Support Courses Outside the Major

*60 credit hours awarded in A.A.S. degree program from an accredited two-year institution. Some of the two-year institution general education courses will fulfill the general education requirements at USD.

Major Requirements				
Prefix	Number	Course Title	Credit Hours	New
Choose one of the following emphasis areas (11-12 credit hours)				
Personnel Supervision- (New Certificate)				
BADM	369	Organizational Behavior and Theory	3	No
HRM	460	Human Resource Management	3	No
HRM	466	Training and Development	3	No
Choose one of the following course (3 credits):				
PSYC	430	Organizational Psychology/ Psychology of Teamwork	3	No
PSYC	460	Psychology Perspectives on Diversity	3	No
Subtotal			12	
Communication and Leadership- (New Certificate)				
EDFN	475	Human Relations	3	No
LDR	404	Leadership and Conflict Resolution	3	No
Choose 6 credits of the following:				
ENGL	305	Written and Technical Proposal Writing	3	No
SPCM	470	Intercultural Communication	3	No
SPCM	487	Team Building and Decision Making	3	No
Subtotal			12	

¹⁴ Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each 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 the President of the Board of Regents.

Regulatory Affairs and Laboratory Safety				
ISCI	151/151L	Integrated Science I plus laboratory	4	No
ISCI	215/215L	Good Laboratory Practices	4	No
ISCI	353	Regulatory Affairs	3	No
Subtotal			11	
Management –(New Certificate)				
BADM	369	Organizational Behavior & Theory	3	No
BADM	370	Marketing	3	No
Choose one of the following (6 Credits):				
BADM	101	Survey of Business	3	No
BADM	311	Finance and Accounting for Entrepreneurs	3	No
HRM	460	Human Resource Management	3	No
Subtotal			12	
Small Business Entrepreneurship- (New Certificate)				
ENTR	311	Finance and Accounting for Entrepreneurs	3	No
ENTR	330	Creativity/ Innovative Thinking	3	No
ENTR	350	Market Opportunity Analysis	3	No
ENTR	481	New Venture Planning & Development	3	No
Subtotal			12	
Healthcare Leadership- (New Certificate)				
Choose one of the following courses (3 credits):				
HSC	315	Introduction to Public Health	3	No
HSC	360	Technology in Care Delivery	3	No
Complete the following three courses (9 credits)				
HSC	380	Health Literacy and Culture Care	3	No
HSC	450	Patient Safety and Quality Improvement	3	No
HSC	460	Leading Change	3	No
Subtotal			12	
Web Design				
ARTD	205	Digital Design	3	No
ARTD	215	Typography	3	No
ARTD	325	Digital Design and Web Design I	3	No
ARTD	425	Digital Design and Web Design II	3	No
Subtotal			12	
Choose one of the following courses:				
A&S	494	Internship	3	No
A&S	489	Technical Leadership Capstone	3	Yes
Subtotal			3	
Complete an additional 17-26 credit hours of upper division coursework. One must have a total of 30 upper division.				
Subtotal of upper division coursework remaining:			17-26	
Major requirement Subtotal:			30-38	

6. Student Outcomes and Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? Complete Appendix A – Outcomes using the system form.

Bachelor of Science in Technical Leadership graduates will:

1. Demonstrate an understanding of differences and recognize level of cooperation in a professional setting. Apply this to interactions with others.
2. Apply fundamental concepts and practices of business and management.
3. Identify the communication requirements for a professional situation and employ communication in formal and informal settings.
4. Describe accepted regulations that govern professional behavior and demonstrate creative, ethical behavior in professional settings.
5. Employ an understanding of methods that develop trust while motivating others to work toward goal accomplishment.
6. Demonstrate the ability to evaluate, synthesize, and deploy information.

See Appendix A for specific courses which meet these outcomes.

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

There is no national standard exam for this program.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.¹⁵ What are the consequences for students who do not demonstrate mastery?

Students in this program will be assessed continuously in accordance to the program's assessment plan. The proposed program will need to complete a capstone and/or an internship program which will be used by the department to monitor student success. Student success and persistence will be monitored in the early alert system and Student Success Collaborative platforms. Advisement and tutoring will be available to all students.

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

Most courses will be taught using traditional lecture discussion format in Face-to-face and online modalities. Technology available in both modes include classrooms using USD smart classroom technology, as well as the Desire2Learn course management system to provide course information, post course materials, allow working professionals to “turn-in” assignments, and, in some cases, offer quizzes. Students will be expected to access library services, use searchable databases, on-line journals, and other academic resources to complete their courses and to conduct research.

¹⁵ What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

8. Did the University engage any developmental consultants to assist with the development of the curriculum?¹⁶ 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?

No paid developmental consultants were engaged in the development of the curriculum. The curriculum was developed by faculty, technical school leadership, and Provost James Moran who has developed and administered a similar major in a previous role. The curriculum design was also based upon a comprehensive review of existing Bachelor of Science programs within the U.S. and the region.

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 major will attract students that are new to the University. Students who have completed an associate’s degree in a technical career field and who would like advancement opportunities will be interested in this program. From our discussion with leadership at Southeast Technical Institute, associate degree graduates are looking for an opportunity to attain a baccalaureate degree and will embrace this opportunity for a baccalaureate completion program. Estimates of new students are based on these discussions. A 75% retention rate has been applied to the enrollment estimates.

	Fiscal Years*			
	1st	2nd	3rd	4th
<i>Estimates</i>	FY 18	FY 19	FY 20	FY 21
Students new to the university (Sioux Falls)	15	10	10	10
Students new to the university (online)		10	10	10
Students from other university programs	0	0	0	0
Continuing students		7	20	25
=Total students in the program (fall)	15	27	40	45
Program credit hours (major courses)**	180	324	480	540
Graduates		5	15	15

*Do not include current fiscal year.

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

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 associated with this program at this time.

¹⁶ Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

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."
 We request an exception to [SDBOR policy 2.25-4A](#). The Associate of Applied Science degree will be transferrable to the B.A.S. program as a block transfer of 60 credit hours.

12. On-line and Off-campus Delivery.¹⁷

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

	Yes/No	If Yes, list location(s), including the physical address	Intended Start Date
Off-campus	Yes	University Center, Sioux Falls	8/18/2017

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	Yes	USD would like to be able to offer this program online after beginning the program in Fall 2017 at University Center.	8/17/2018

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		
Delivery Method (if applicable)?			

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

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

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.

¹⁷ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

Yes No

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.*

Appendix A

Individual Student Outcome	A&S 494	A&S 489
Demonstrate an understanding of differences and recognize level of cooperation in a professional setting. Apply this to interactions with others.	X	X
Apply fundamental concepts and practices of business and management.	X	X
Identify the communication requirements for a professional situation and employ communication in formal and informal settings.	X	X
Describe accepted regulations that govern professional behavior and demonstrate ethical behavior in professional settings.	X	X
Employ an understanding of methods that develop trust while motivating others to work toward goal accomplishment.	X	X
Demonstrate the ability to evaluate, synthesize, and deploy information.	X	X

Appendix B

University of South Dakota - Bachelor of Science in Technical Leadership
USD's Revenue & Budget

		1st FY17	2nd FY18	3rd FY19	4th FY20
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		15	27	40	45
Program FY cr hrs, On-Campus		0	0	0	0
Program FY cr hrs, Off-Campus		180	324	480	540
Faculty, Regular FTE	See p. 3	1.00	1.00	1.00	1.00
Faculty Salary & Benefits, average	See p. 3	\$88,418	\$88,418	\$88,418	\$88,418
Faculty , Adjunct - number of courses	See p. 3	0.00	0.00	0.00	0.00
Faculty , Adjunct - per course	See p. 3	\$1,000	\$1,000	\$1,000	\$1,000
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$8,387	\$8,387	\$8,387	\$8,387

Salary & Benefits

Faculty, Regular		\$88,418	\$88,418	\$88,418	\$88,418
Faculty , Adjunct (rate x number of courses)		\$0	\$0	\$0	\$0
Other FTE		<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
S&B Subtotal		\$88,418	\$88,418	\$88,418	\$88,418

Operating Expenses

Travel		-	-	-	-
Contractual Services		-	-	-	-
Supplies & materials		-	-	-	-
Capital equipment		-	-	-	-
OE Subtotal		\$0	\$0	\$0	\$0
Total		\$88,418	\$88,418	\$88,418	\$88,418

Off-campus support tuition/hr, net of HEFF	UG	\$296.48	\$296.48	\$296.48	\$296.48
Off-campus tuition revenue	hrs x amt	\$53,366	\$96,058	\$142,308	\$160,097
UCSF tuition/hr, net of HEFF	UG	\$240.14	\$240.14	\$240.14	\$240.14
UCSF tuition revenue	hrs x amt	\$0	\$0	\$0	\$0
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
Other					
Grants/Extramural					
Total Resources		\$53,366	\$96,058	\$142,308	\$160,097
		(\$35,053)	\$7,640	\$53,890	\$71,679

Estimated Salary & Benefits per FTE		Faculty	Other
Estimated salary (average) - explain below		\$70,000	\$0
University's variable benefits rate	(see below)	0.1399	0.1399
Variable benefits		\$9,793	\$0
Health insurance/FTE, FY18		\$8,387	\$8,387
<i>Average S&B</i>		\$88,180	\$8,387

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

The FY18 salaries of 1 person in the certificate program areas were averaged.

Explain adjunct faculty costs used in table:

USD has a policy to pay \$3,390 for master's qualified adjuncts and \$4,146 for adjunct faculty who hold a terminal degree in their discipline.

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

Summarize the operating expenses shown in the table:

See detailed schedule below rows 114 through 124

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

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

Off-Campus Tuition, HEFF & Net	FY18 Rate (est)	HEFF	Net
Undergraduate - (USD)	\$335.00	\$38.53	\$296.48
Undergraduate - (UCSF)	\$271.35	\$31.21	\$240.14

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

On-Campus Tuition, HEFF & Net	FY18 Rate (est)	HEFF	Net
Undergraduate Resident	\$239.70	\$27.57	\$212.13
Undergraduate Nonresident	\$348.00	\$40.02	\$307.98

Variable Benefits Rates

University	FY15
BHSU	<i>Change the benefits rate cell in the table on page 2 to point to the rate for your university.</i>
DSU	
NSU	
SDSM&T	
SDSU	
USD	

Appendix C

A&S 489: B.S. Capstone

Serves as the capstone for the Bachelor of Science in Technical Leadership major. The course requires completion of a portfolio and focuses on a topic selected by the program director.