

**New Academic Degree Program
Full Proposal Application
South Dakota Board of Regents
Academic Affairs Forms**

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Use this form to propose a new degree program. 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 Academic Officer (through the online submission process).

Note: Within the proposal, all references to external sources should be documented with a footnote (including web addresses where applicable).

University SDSU - South Dakota State University

Degree MS : Master of Science

Name of Major X999 : New Major Requested **Global Agricultural Leadership**

Specialization Required? No

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.

College/Department 3F : SDSU Ag/Food/Environment Sci/SCAF : College Ag/Food/Env Sci (AFES)

Planned CIP Code 01.0199

WICHE WRRGP Eligibility Yes

Program Description

1. Provide the working program description that may appear in the university catalog.

The master's program in Global Agricultural Leadership is a professional program in agriculture. Students in the program will enhance their leadership skills and economics awareness in a complex global agricultural environment. Graduates will complete 30 credit hours as part of the master's program that focuses on agricultural leadership, community development, communication, global awareness, ethics, and agribusiness. They will be equipped to contribute to the vitality of agriculture and to the economic growth of rural communities while enhancing the lives of people worldwide.

The Global Agricultural Leadership program will be designed to prepare graduates to achieve more than technical competence and personal confidence in their skills. Students will develop connections with industry leaders, be exposed to current and future challenges in agribusiness, and to create a network of like-minded peers across disciplines with whom they will grow as future leaders, and who will be valued resources throughout their careers. They will develop a much broader and in-depth understanding of agriculture globally and be better positioned to assume leadership roles in their companies and communities.

Additional Information about Proposed Program:

South Dakota State University is working with external partners to create an Institute for Agricultural Leadership. The genesis of the institute came from national and regional companies and commodity groups challenging SDSU to grow the next generation of agricultural innovators and leaders. Agri-businesses need graduates that are not only technically well-trained but who are also ready to be plugged into an accelerated leadership track within their companies. Also, as the average age of farmers continues to increase (58.1 years according to the 2022 Census of Agriculture) there is a desperate need at the local, state, and national levels for young agricultural producers who can assume leadership roles on boards and commodity groups. The purpose of the program is to take top students and develop their skills and thought processes so they can become leaders in their companies, organizations, and communities. They will be challenged to work on integrated teams using a systems approach to solve current and future agricultural problems. Students will develop connections with agricultural industry leaders and be exposed to current and future challenges in agriculture and agribusiness. The cohort model will allow students to create a professional network across disciplines with whom they will grow as future leaders and who will be valued resources throughout their careers.

2. 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, indicate "None."

None

Strategic Impact

3. Describe how the program fits in with the institutional mission, strategic plan, existing institutional program array, and academic priorities.

SDBOR Policy 1.2.5 states South Dakota State University's mission is to offer academic programs in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, business economics, nursing, and pharmacy. The agricultural focus of this major fits within the mission of South Dakota State University.

The master's program in Global Agricultural Leadership aligns very well with the mission of South Dakota State University, which is to "... offer a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of life in South Dakota, the region, the nation and the world." The master's program will provide a rich academic experience that is student-centered through the varied backgrounds of participating students and courses required, working in interdisciplinary teams on actual case studies, and focused interaction with industry leaders. Not only will the graduates be well-trained in their disciplines, they will also have the leadership skills needed both in industry and their local communities and state. They will have a much greater understanding of agriculture at the national and global levels, which will impact how they make decisions in their vocation as well as on the boards they volunteer to serve on. This will ultimately result in an improved quality of life for everyone.

Global Agricultural Leadership also aligns perfectly with SDSU's vision of "...being a premier land-grant university recognized for high value, innovation and bold impact". No other land-grant university has a program like this, and SDSU believes the future leaders of many of the leading agricultural businesses and commodity groups will be graduates of this program, which makes it impactful.

In Pathway to Premier 2030, SDSU's Strategic Plan, the four main goals and strategies are:

- Achieve Excellence Through Transformative Education
- Cultivate and Strengthen Community Engagement
- Foster Innovation and Increase Research, Scholarship and Creative Activity (RSCA)
- Be a Growing, High-Performing and Healthy University

The Global Agricultural Leadership Master's degree aligns very well in multiple ways with the first three goals. Examples for each include but are not limited to the following:

Achieve Excellence Through Transformative Education

- Develop and invest in innovative undergraduate, graduate and professional academic programs and continuing education opportunities with an emphasis on workforce and economic development
- Increase utilization of high impact practices across the university to include experiential learning, undergraduate research, international experiences and service learning to prepare graduates to become global citizens in an ever-changing and interconnected world

Cultivate and Strengthen Community Engagement

- Expand outreach and educational opportunities throughout South Dakota to address community needs through collaborative partnerships utilizing the talents and resources of SDSU Extension, the university faculty, staff, and students and the communities we serve
- Stimulate and support innovation and creative solutions to grand challenges affecting our communities, state, region, nation and world

Foster Innovation and Increase Research, Scholarship and Creative Activity

- Increase undergraduate, graduate and post-doctoral student research and employment opportunities to increase impactful research, scholarship and creative activity and develop the knowledge-based workforce

As mentioned previously, the design of the program will provide a robust and challenging educational experience, resulting in a transformational educational experience. By developing their leadership skills, graduates will have the ability and desire to serve on boards in leadership positions in their local communities, which will further enhance SDSU's impact on those communities. Finally, the program will take some of the top students and challenge them to become even better, to think in new ways, and to make a truly meaningful impact wherever they are.

If the program does not align to the strategic plan, provide a compelling rationale for the institution to offer the program.

N/A

4. How does the program connect to the Board of Regent’s Strategic Plan?

The M.S. in Global Agricultural Leadership aligns well with many of the Foundational Statements incorporated into the South Dakota Board of Regents’ Strategic Plan 2022-2027 including:

- South Dakota will require advanced levels of education to support the knowledge-based economy
- South Dakota will strive to work toward programming that will meet the need of the workforce, while partnering with business and industry using high impact practices to prepare our students for gainful employment
- South Dakota’s workforce will add approximately 32,000 new jobs by 2030; of those, 38% will require a need for bachelor’s and more advanced degrees
- South Dakota’s population will need to be more highly-educated

Also, the Global Agricultural Leadership program addresses the needs of Goal 4 – Workforce and Economic Development especially well. Goal 4 is “South Dakota public universities shall create academic programming that responds to the changing educational and workforce skills needed to meet the demands through 2030; promote strategic engagement and investment designed to enhance and drive the state’s long-term economy.”

Under Goal 4, this program also meets the Objective of Establish Partnerships:

- Increase advocacy for workforce needs through a partnership with local and regional businesses and industries. Increase partnerships with the state of South Dakota (DOE, DLR, BOTE, Governor’s Office). Increase academic programming and strategic partnerships to include innovative internships, tuition assistance, academic program support/sponsorship, instructional support, scholarships, sponsored research including graduate assistantships, etc.

Program Summary

5. 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.

This is not a new degree.

6. What modality/modalities will be used to offer the new program?

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.

	Yes/No	Intended Start Date
On Campus	Yes	Summer 2025

	Yes/No	Location(s)	Intended Start Date
Off Campus Location	No		

	Yes/No	Delivery Method(s)	Intended Start Date
Distance Delivery	No		

	Yes/No	Identify Institutions
Does another BOR institution already have authorization to offer the program online?	No	

7. If the program will be offered through distance delivery, identify the planned instructional modality:

Not Applicable : Program will not be offered through distance delivery.

8. What are the student learning outcomes for this program?

1. Students will analyze the current events and emerging changes in technology, economics, and societal influences that have a dramatic impact on the agricultural industry at the local, state, national, and international levels.
2. Students will demonstrate knowledge, integrative skills and technical competencies in multiple areas of agricultural sciences, emerging technologies in the field, and their applications in order to identify complex problems within agriculture, analyze root causes, and develop evidence-based solutions considering economic, social, and environmental factors.
3. Students will be able to develop and employ a cycle of planning, implementation, assessment, evaluation, and analysis in agricultural business development.
4. Students will acquire advanced knowledge and skills necessary to function as an effective leader, manager, or team player within a company as well as in their local communities.
5. Students will demonstrate leadership skills to build consensus, facilitate collaboration, and manage teams in agricultural initiatives.
6. Students will be able to collaborate effectively with diverse stakeholders in the agricultural sector, including farmers, government officials, commodity groups, and private companies.
7. Students will articulate the critical need for strong leadership both within and outside of their profession and will embrace those opportunities to make a positive difference in society.

9. For associate’s and bachelor’s degree proposals, identify the 3-5 AAC&U Essential Learning Outcomes that have been selected for this program.

Use the chart below to indicate the student learning outcomes that align to the selected ELOs (See BOR Policy 2.11 and Guideline 8.5).

Essential Learning Outcomes (AAC&U)	Student Learning Outcomes
Inquiry and Analysis	
Critical and Creative Thinking	
Information Literacy	
Teamwork	
Problem Solving	
Civic Knowledge and Engagement	
Intercultural Knowledge	
Ethical Reasoning	
Foundational Lifelong Learning Skills	
Integrative Learning	

10. Enter the number of credit hours required to graduate

Credit Hours	30
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11. Complete the following tables to provide a degree program curriculum summary.

A. Table 1 – Total Program Degree Credit Hours

	Credit Hours In Program	
	Hours Per Requirement	% Total Hours
System General Education Requirements	0	
<i>Subtotal - Gen Ed Requirements</i>	0	%
Program Requirements		
Required Support Courses	0	
Major Requirements	30	
Major Electives	0	
<i>Subtotal - Program Requirements</i>	30	%
Free Electives	0	
<i>Subtotal - Free Electives</i>	0	%
Degree Total	30	%

**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 with the President of the Board of Regents.*

B. Table 2 – Insert Required Program Support Courses Impacting Other Programs (outside department). Do not include General Education courses.

*The individual curriculum tables should be included as a word document **attached** to the TDX ticket.*

C. Table 3 – Insert Major Requirements (within department)

*The individual curriculum tables should be included as a word document **attached** to the TDX ticket.*

D. Table 4 – Insert Major Electives

*The individual curriculum tables should be included as a word document **attached** to the TDX ticket.*

12. New Course Approval

New courses required to implement the new degree program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

Yes

Academic Quality

13. What peer institutions and current national standards will be referenced to develop the curriculum for this program?

Peer Institution: Regional and Competitive institutions. Include links to at least 3 comparable programs at peer institutions and links to national or accreditation standards, if any.

In the design of the master's program SDSU reviewed Agricultural Leadership programs at peer institutions.

- Oklahoma State University, Agricultural Leadership (MAG) - <https://go.okstate.edu/graduate-academics/programs/masters/agricultural-leadership-mag.html>
- University of Illinois, Agricultural Leadership, Education, and Communications (M.S.) - <https://alec.illinois.edu/academics/graduate-degrees/masters-degree>
- University of Missouri, Agricultural Leadership, Communication and Education (M.S.) - <https://online.missouri.edu/degrees-programs/mu/cafnr/agricultural-leadership-communication-and-education/ms>
- Kansas State University, Agribusiness (MAB) - <https://mab.k-state.edu/>
- Texas A&M, Agricultural Leadership, Education, and Communications (M.S.) - <https://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/agriculture-life-sciences/agricultural-leadership-education-communications/ms/>
- Purdue University, Agricultural Economics (M.S.) - International Agribusiness Concentration - <https://ag.purdue.edu/department/agecon/international-programs/pmia/index.html>

14. What program accreditation is available, if any?

There are currently no accreditation standards available.

15. Will the proposed program pursue accreditation or certifications?

No

If no, why has the department elected not to pursue accreditation for the program?

There are currently no national accreditation or certification programs for the program. If national accreditation or certification programs are developed for this type of major, they will be pursued.

16. 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 the 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.

The university did not engage any developmental consultants or accrediting associations during the development of this program.

17. Inclusion of High Impact Practices (HIP) across all undergraduate programs is a strategic priority of the Board of Regents to enhance academic quality and increase student engagement. For associate's and bachelor's degree proposals, which HIPs will faculty embed into the program?

Mark all that apply. To be considered as a HIP program, two or more should be selected and required in the program.

High Impact Practices	Included
Capstone courses and projects	
Collaborative assignments and projects	
Common intellectual experiences	
Diversity/global learning	
ePortfolios	
First year experiences	
Internships	
Learning communities	
Service learning, community-based learning	

Writing intensive courses
Undergraduate research

18. For associate’s and bachelor’s degree proposals, discuss how HIPs will be embedded into the program

Your discussion should provide examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required. (eg “students will be required to participate in an internship during their third year of enrollment in order to develop skills in...”).

N/A

Student Success

This section outlines the university’s plan to assess student achievement of the program learning outcomes.

19. Complete the table below to provide evidence of a preliminary assessment plan. Place an asterisk next to assessments that are national or state-level instruments.

Note: It is only necessary to indicate the summative assessment for each outcome, not the formative assessments used throughout the program.

Program Learning Outcome	Course	Summative Assessment
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Refer to "Proposed Curriculum" document to view the Program Learning Outcomes.

20. How will outcomes for graduates of the program be assessed?

Outcomes may include employment and placement rates, licensure examination pass rates, acceptance rates to graduate school, student or employer surveys, or other assessments of graduate outcomes.

Program graduates’ outcomes will be assessed through employment rates and post-graduate surveys.

Duplication and Competition

21. Do any related programs exist at other public universities in South Dakota?

*A list of existing programs is available through the university websites and the RIS Reporting: Academic Reports Database. If there are no related programs within the Regental system, indicate **none**.*

While there are programs at the other Regental institutions in South Dakota on leadership, there are no graduate programs within the Regental system that link specifically agriculture with leadership. Below are the related programs offered by the other SD Regental Institutions including:

Black Hills State University
- Strategic Leadership (M.S.)

Northern State University
- Leadership and Administration (MSEd)

University of South Dakota
- Educational Administration and Leadership (M.Ed., M.A., Ed.D., Ed.S.)
- Leadership in Public Management (Graduate Certificate)

The University of South Dakota and Northern State University were recently approved to offer undergraduate degrees in agribusiness. Graduates from these programs will be excellent candidates for the Global Agricultural Leadership master's program.

The Global Agricultural Leadership (M.S.) at South Dakota State University does not duplicate any of the current graduate degrees offered at any of the other Regental institutions. The master's will be a professional program in agriculture and will approach leadership from a global agricultural context. SDSU is the only land-grant university in the South Dakota Regental system so there are no other programs offered at any of the regental institutions in South Dakota that focus specifically on bringing together Agriculture (domestic and international) and Leadership. This program will focus specifically on food production, agriculture, community development, and leadership development in an integrated manner. A key component of the program is linking the real-life experiences that students have in intensive, agricultural-focused internships with the material in their coursework, along with a capstone project involving an innovative farm or ranch.

A. If yes, defend the need for an additional program within the state, Include IPEDS enrollment data and additional data as needed.

N/A. The program does not duplicate existing programs in the Regental system.

B. If yes, would this program be a candidate for Regental system collaboration?

N/A. The program does not duplicate existing programs in the Regental system.

22. Do any related programs exist at any non-Regental college or university within 150 miles of the university?

List those programs here:

No

A. If yes, use IPEDS to identify the enrollment in those programs.

N/A

B. What evidence suggests there is unmet student demand for the proposed program, or that the proposed program would attract students away from the existing program?

No programs exist at any non-Regental college or university within 100 miles of SDSU. This will be a unique professional program in agriculture that fills a need within the agricultural industry by bringing together courses in leadership, community development, global agricultural awareness, and economics. To assess student interest in a master's in Global Agricultural Leadership, a survey was sent to students in the College of Agriculture, Food, and Environmental Sciences (CAFES) in the spring of 2024. Data was sorted by individual groups, clubs, fraternities, and sororities. Of the 80 participants that completed the survey, 53 students (66.7%) indicated they would be interested in enrolling in the M.S. in Global Agricultural Leadership. Seventy-six percent of the respondents from the Prexy Council (the main CAFES leadership organization) answered "Yes", as did 61.8% of the respondents from the major clubs,

fraternities & sororities, and 57% of the respondents from all other clubs, organizations, etc. The university believes that these results demonstrate a strong demand from students for this program.

Since this is a 30-credit master's degree without a thesis or research project, the university does not anticipate redirection from other programs. Students will complete their bachelor's degree in any major within the SDSU College of Agriculture, Food and Environmental Sciences and will then be able to apply for admittance into the master's program in Global Agricultural Leadership. Additionally, students from other colleges at SDSU, other South Dakota Regental institutions and other Land Grant Universities will be encouraged to apply. This will allow for a variety of majors, experiences, and thought processes, which will be extremely beneficial in developing functional teams and creating a cohort of peers that will be invaluable resources once the students graduate.

Market Demand

This section establishes the market demand for the proposed program (eg Regental system need, institutional need, workforce need). Use the following sources for your data:

- [South Dakota Department of Labor & Regulation](#)
- [O-Net](#)
- [US Department of Labor Projections Central](#)
- SDBOR Workforce and Degree Gap Analysis Report

23. What is the expected growth of the industry or occupation in South Dakota and nationally?

Include the number of openings, as well as the percentage of growth when possible.

The genesis of the master's program in Global Agricultural Leadership came from national and regional entities challenging SDSU to create the next generation of agricultural innovators and leaders.

In general, South Dakota is experiencing increased demand for well-trained agricultural professionals due to the growth of the agricultural industry in the state. Agriculture is the second largest contributor to South Dakota's Gross Domestic Product (behind Finance & Insurance), and from 2017 to 2022, it had by far the largest Annualized Growth Rate (8.2%) of all the major sectors.¹ According to the South Dakota Department of Labor & Regulation's 2022 report on "Statewide South Dakota Employment Projections by Occupation for 2020-2030"², in the next 7 years South Dakota will need:

- 7.6% more ag engineers
- 16.0% more animal scientists
- 16.3% more food scientists
- 16.0% more ag & food scientists
- 11.1% more first-line supervisors for farming, fishing, & wildlife
- 13.3% more people in the slaughter & meat packing industries

With this growth in the industry overall comes the need for highly trained agricultural professionals who can serve in leadership positions in agri-businesses and associated industry boards. Data from Lightcast shows a projected 5.5% growth in agricultural leadership positions from 2024-2029.³ The agricultural industry needs leadership with not only knowledge and skills in specific agricultural disciplines but who are also capable of adapting to rapid changes in technology, resources, and regulations. Agri-businesses, both family farms and companies, need graduates/new employees that are not only technically well-trained but who are also ready to be plugged into an accelerated leadership track within their companies, farms, and rural communities. This program will increase the number of advanced trained graduates with competencies in leadership that are in an even greater demand according to agri-business leaders.

There is already a tremendous demand for graduates that have the skillsets that will be developed in the Global Agricultural Leadership graduate program. There has been strong interest in this program from Fortune 500 companies like Cargill and CHS, and leading national companies including Land O' Lakes, Farm Credit Services of America, and BNSF Railway. There are also strong local and regional demands for these graduates from Agtegra, Millborn Seeds, the SD & MN Soybean Councils, the SD Corn Utilization Council, Pipestone Systems, and First Bank and Trust. These are only the companies and organizations that have been contacted about the program, and as more companies and organizations learn about the program, the expectation would be for a similar level of support from them. In addition, as the average age of farmers continues to increase (58.1 years according to the 2022 Census of Agriculture), there is a desperate need at the local, state, and national levels for young agriculturalists who can assume leadership roles on boards and commodity groups, as well as in agri-businesses.

The agricultural industry in South Dakota, the region, and nationally continues to grow and adopt technology to meet the demand of feeding 9 billion people. The careers mentioned demonstrate the need for this type of program. Also, the graduates from the Global Agricultural Leadership master's program will not only provide workforce for these vacancies, but more importantly, they will provide the next generation of leadership for those companies and rural communities.

1 <https://www.ibisworld.com/united-states/economic-profiles/south-dakota/#:~:text=The%20Finance%20and%20Insurance%2C%20Agriculture,combined%2042.4%25%20of%20state%20GDP>

2 https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx

3 Modern Campus Pathways data provided by Lightcast, https://catalog.sdstate.edu/preview_program.php?catoid=51&pooid=11669, accessed October 11, 2024

24. What evidence, if any, suggests there are unfilled openings in South Dakota or nationally?

In initial conversations with some of the largest agri-business companies and commodity groups in South Dakota and the region, every group said they have a pressing need for graduates with these skillsets. Agtegra Cooperative, which services 6,800 members in 5 states in the Upper Midwest, stated “The projected annual graduation rate of 20 students graduating from this program will not fill the industry demand that is out there for this type of student.” Jerry Schmitz, Executive Director of the SD Soybean Research & Promotion Council which represents over 5,000 soybean farmers in South Dakota, said “We need Directors that recognize local producers’ needs while simultaneously comprehending and predicting how domestic and global issues may impact soybean demand. Our Board needs the very type of students that will be graduating from this program.” These and other letters all document that there is a significant void in both rural communities and in agri-businesses for the type of student graduating from the Global Agricultural Leadership program, and this program is the first step in meeting those needs.

25. What salaries can program graduates expect to earn in South Dakota and nationally?

Graduates of this program will have a wide range of salaries depending on the career pathway they select. As an example, Indeed.com lists the average annual salary for agricultural leadership positions at around \$100,000.

26. Optional: Provide any additional evidence of regional demand for the program.

e.g. prospective student interest survey data, letters of support from employers, community needs...

SDSU has received letters of support from regional or national companies, and they all indicate a great demand for the students graduating from this program. Also, conversations with companies at the College of Agriculture, Food and Environmental Sciences Career Fair indicate a significant need in their companies for the type of students graduating from this program.

Student Demand

27. Provide evidence of student completers/graduates at that degree level at peer institutions that offer the same/similar program using data obtained from IPEDS.

Peer Institution: Regional and Competitive institutions. Choose programs not already listed in question 11. Use the most recent year available.

University Name	State	Program Name	Number of Degrees Conferred in Program	Total Number of Conferrals at Level (Undergrad or Grad)
Oklahoma State University	OK : Oklahoma	Agricultural Leadership (MAG) [CIP Code: 01.0000]	13	1040
University of Illinois	IL : Illinois	Agricultural Leadership, Communication & Education (M.S.) [CIP Code: 01.0801]	14	7148
University of Missouri	MO : Missouri	Agricultural Leadership, Communication & Education (M.S.) [CIP Code: 13.1301]	20	1598

28. What evidence suggests there is interest from prospective students for this program at the university?

This program will enroll students from SDSU and other institutions into the master’s program from agriculture-related undergraduate majors. In fall 2024, over 1700 students were enrolled in an undergraduate agriculture program at SDSU providing a large student population from which to draw the 20-student cohort for this graduate program. SDSU offers an undergraduate program in Agricultural Education, Communication, and Leadership. Enrollment in the communication and leadership specializations is strong with 31 students enrolled in the leadership specialization in fall 2024. This demonstrates that students are interested in agricultural leadership. Also, as was mentioned in Question 22b, two-thirds of the CAFES students surveyed indicated that they would be interested in enrolling in the Global Agricultural Leadership master’s program.

After the survey went out to the students in CAFES the spring of 2024, more than 10 students reached out and expressed sincere interest in the program. One student who graduated in May 2024 said that she would return to SDSU to be able to participate in the Global Agricultural Leadership program.

Enrollment

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

Initially, the students in this program will be existing SDSU students from undergraduate majors within the College of Agriculture, Food and Environmental Sciences. Each year, a cohort of 20 students will be accepted into the graduate program. However, once the program is established, SDSU expects to have students new to the university admitted into the program.

30. Complete the enrollment worksheet to provide an enrollment projection for the next six academic years

Worksheet Completed

Yes

31. What is the minimum number of students required in this program to break even, with respect to the budget?

The number of students required to break even in the program was estimated to be 20 students in each cohort.

32. Discuss the assumptions informing your enrollment estimates.

(e.g. current enrollment and trends in similar programs, IPEDS data, recruitment strategies, partnerships)

This will be a unique professional program in agriculture that fills a need within the agricultural industry by bringing together courses in leadership, community development, global agricultural awareness, and economics. In fall 2024, over 1700 students were enrolled in an undergraduate agriculture program at SDSU providing a large student population from which to draw the 20-student cohort for this graduate program. To assess student interest in a master's in Global Agricultural Leadership, a survey was sent to students in the College of Agriculture, Food, and Environmental Sciences (CAFES) in the spring of 2024. Two-thirds of the survey participants indicated that they would be interested in enrolling in the Global Agricultural Leadership master's program. In addition, SDSU offers an undergraduate program in Agricultural Education, Communication, and Leadership. Enrollment in the communication and leadership specializations is strong with 31 students enrolled in the leadership specialization in fall 2024. This demonstrates a strong demand for this type of program and that students are interested in agricultural leadership.

33. If projected program enrollment is not realized in year two, what actions is the university prepared to take?

Possible tools to grow program enrollment include:

- Work with University Marketing Communications on targeted ads for students interested in this major.
- Communicate with key stakeholders to raise awareness of this major.

34. Discuss the marketing and recruitment plan for the program

Include information on partnerships and pipelines (e.g. articulation agreements with BOTE, collaboration with partner university, community partnerships).

Once approved by the SDBOR, SDSU will utilize various university resources, including the Office of Admissions and University Marketing and Communications, to support the marketing of the new program.

- News release announcing new program following SDBOR approval
- Website updates to reflect new program
- Digital marketing campaign
- Design and print promotional materials
- Communication series sent to all prospective and admitted students in program or related program areas
- Communicate with key stakeholders (admissions office, advisors)
- SDSState.edu Degree Finder program page

Financial Health

35. Complete the budget worksheet to provide a budget projection for the next six academic years.

Worksheet Completed		Yes					
Financial Health Summary							
	1st FYxx	2nd FYxx	3rd FYxx	4th FYxx	5th FYxx	6th FYxx	
Tuition & Fee Revenues	0	120144	154324	205419	207146	207146	
Program Expenses	52594	134467	204467	204467	204467	204467	
NET	-52594	-14323	-50143	952	2679	2679	
Other Supporting Revenues	52594	14323	50143	0	0	0	
NET (Other)	0	0	0	952	2679	2679	

36. 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 and software, other operation and maintenance expenses, facilities, etc., needed to implement the proposed major.

Address off-campus or distance delivery separately.

SDSU does not request new state resources for the M.S. in Global Agricultural Leadership. The university already provides most of the necessary courses. The college has included within the budget the need for a program coordinator and additional faculty resources to supplement delivery of the program. SDSU has secured outside philanthropic commitments to support the graduate program.

37. If new faculty are not requested, describe how existing faculty will be utilized and indicate whether this action will impact other existing programs.

N/A. The budget proposal addressed the need for additional faculty support to meet the demands for new and increased course sections.

38. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program?.

Requesting Permission for Fee?	Yes, existing fee
Explanation	Students will complete courses in prefixes that have an existing fee including AGECE, AFES, ECON, GE, and GEOG.

39. Use the table below to describe potential risks to the program's implementation over the next four years.

For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high) and the institution's mitigation strategy for each risk.

Risk	Severity	Probability	Mitigation Strategy
Not meeting enrollment projections	Low	Low	The marketing plan will be adjusted based on student enrollment.
Balancing growth of the new program with available resources	Medium	Medium	Active communication with the dean, provost, and vice president of finance to ensure the needs for instructional resources are rightly satisfied.

External Review

40. If this proposal is for a graduate program, provide information below for at least five potential consultants who may be considered to conduct the external review.

Reviewer Name	Title	Institution
Jack Elliot Jack.elliott@ag.tamu.edu/979-314-8114	Professor and Regional Director for Africa, Senior Scientist, Norman Borlaug Institute for International Agriculture & Development	Texas A&M University
Jonathan Velez jonathan.velez@oregonstate.edu/541-737-1336	Professor	Oregon State University
Daniel Foster foster@psu.edu/814-863-0192	Associate Professor, Global Teach Agriculture Network Co-Founder	Pennsylvania State University
Sarah Bush Sab5271@ufl.edu/352-273-2613	Assistant Professor	University of Florida
Jera Niewoehner-Green Niewoehner.1@osu.edu/614-292-9094	Associate Professor	The Ohio State University

Additional Information

41. (Optional) Use this space to provide pertinent information not requested above that may assist the Board in understanding the proposal.

Approvals

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
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1/1/1970

Academic Affairs, Provost	Date
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1/16/2025

Dennis D. Hedge

Finance and Administration, Vice President	Date
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1/1/1970

Enrollment Management, Vice President	Date
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1/16/2025

Michaela L. Willis



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

Proposed Curriculum Summary

UNIVERSITY:	SDSU
PROPOSED PROGRAM:	Global Agricultural Leadership (M.S.)

Summary of the degree program (Non-Thesis):

Global Agricultural Leadership (M.S.)	Credit Hours	Credit Hours	Percent
Major Requirements	30		100%
Subtotal, Program Requirements		30	100%
Free Electives		0	0
Degree Total		30	100%

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
AFES	581	Domestic Agricultural Travel Experience	1	Yes
AFES	582	International Agricultural Travel Experience	1	No
AFES	694	Internship	3	Yes
AFES	750	Capstone Experience	4	Yes
AGEC OR CMST OR GEOG	557 510 554	Business Ethics Organizational Communications Sustainable Communities	3	No
AGEC	579	Agricultural Policy	3	No
AGEC	585	Farming and Food Systems Economics	3	No
ECON	751	Advanced Managerial Economics	3	No
GE	685	Management and Leadership in Technical Organizations	3	No
GEOG	768	Global Climate Change	3	No
		Any 500-, 600-, or 700-level course in an area of interest with Program Director approval	3	No
Subtotal			30	

Additional Admission Requirements

GRE: Not required

TOEFL: 90-91 Internet-based

TOEFL Essentials: 9.5

IELTS: 6.5

Duolingo: 115

- Two letters of personal reference (one from a faculty member and one from an external source)
- Letter of Intent on how their skillset aligns with the program, and how they anticipate the program will impact their future vocation, agriculture, and society
- Undergraduate transcript

Program Learning Outcomes

Program Learning Outcome	Course	Summative Assessment
Students will analyze the current events and emerging changes in technology, economics, and societal influences that have a dramatic impact on the agricultural industry at the local, state, national, and international levels.	AGEC 579 Agricultural Policy; GEOG 768 Global Climate Change; AFES 581 Domestic Agricultural Travel Experience; AFES 582 International Agricultural Travel Experience	AGEC 579: Content exams and written reports; AFES 581 and AFES 582: Daily journal entries and a reflection paper after travel experience
Students will demonstrate knowledge, integrative skills and technical competencies in multiple areas of agricultural sciences, emerging technologies in the field, and their applications in order to identify complex problems within agriculture, analyze root causes, and develop evidence-based solutions considering economic, social, and environmental factors.	AGEC 585 Farming and Food Systems Economics; AFES 750 Capstone Experience; Electives	AGEC 585 and electives: Content exams and written reports; AFES 750: Final project with both a presentation and comprehensive paper
Students will be able to develop and employ a cycle of planning, implementation, assessment, evaluation, and analysis in agricultural business development.	ECON 751 Advanced Managerial Economics; AFES 750 Capstone Experience	ECON 751: Content exams and written reports; AFES 750: Final project with both a presentation and comprehensive paper
Students will acquire advanced knowledge and skills necessary to function as an effective leader, manager, or team player within a company as well as in their local communities.	AGEC 557 Business Ethics; GE 685 Management and Leadership in Technical Organizations; AFES 694 Internship	AGEC 557 and GE 685: Content exams and written reports; AFES 694: Weekly summaries

Program Learning Outcome	Course	Summative Assessment
Students will demonstrate leadership skills to build consensus, facilitate collaboration, and manage teams in agricultural initiatives.	CMST 510 Organizational Communications; GE 685 Management and Leadership in Technical Organizations;	CMST 510 and GE 685: Content exams and written reports
Students will be able to collaborate effectively with diverse stakeholders in the agricultural sector, including farmers, government officials, commodity groups, and private companies.	AGEC 557 Business Ethics; AFES 750 Capstone Experience; AGECE 585 Farming and Food Systems Economics; Electives	AGEC 557: Content exams and written reports; AFES 750: Final report; AGECE 585 and electives: Content exams and written reports
Students will articulate the critical need for strong leadership both within and outside of their profession and will embrace those opportunities to make a positive difference in society.	GEOG 554 Sustainable Communities; AFES 694 Internship; AFES 750 Capstone Experience	GEOG 554: Content exams and written reports; AFES 694 and AFES 750: Feedback from faculty and industry partners

ESTIMATES	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
	FY26	FY27	FY28	FY29	FY30	FY31
Students new to the university	--	12	15	20	20	20
Students from other university programs	--	--	--	--	--	--
Students off-campus or distance continuing students	--	--	12	15	20	20
Total students in the program (fall)	--	12	27	35	40	40
Program credit hours (major Courses)**	--	348	435	580	580	580
Graduates	--	--	12	15	20	20
<p><i>*Do not include current fiscal year.</i></p> <p><i>**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.</i></p>						

SOUTH DAKOTA STATE UNIVERSITY, GLOBAL AGRICULTURAL LEADERSHIP (M.S.)

FINANCIAL HEALTH SUMMARY						
	1st FY26	2nd FY27	3rd FY28	4th FY29	5th FY30	6th FY31
TUITION & FEE REVENUES	-	120,144	154,324	205,419	207,146	207,146
PROGRAM EXPENSES	52,594	134,467	204,467	204,467	204,467	204,467
NET (T&F REVENUES LESS PROGRAM EXPENSES)	(52,594)	(14,323)	(50,143)	952	2,679	2,679
OTHER SUPPORTING REVENUES	52,594	14,323	50,143	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	0	0	(0)	952	2,679	2,679

FINANCIAL HEALTH SUMMARY - EXPANDED

	1st FY26	2nd FY27	3rd FY28	4th FY29	5th FY30	6th FY31
PROGRAM TUITION AND FEE REVENUES						
<i>Estimated # of Students Enrolled</i>	0	12	27	35	40	40
Tuition (Net of HEFF)	-	104,759	134,562	179,114	180,620	180,620
Program Fees	-	15,385	19,762	26,305	26,526	26,526
Total Program Tuition and Fee Revenues	-	120,144	154,324	205,419	207,146	207,146
PROGRAM EXPENSES						
<i>Personal Services</i>						
FTE - Faculty	0.00	0.40	0.40	0.40	0.40	0.40
FTE - NFE / CSA	0.40	0.40	0.40	0.40	0.40	0.40
# of Adjunct Course	0	0	0	0	0	0
# of GA's	0	0	0	0	0	0
Salary	20,000	70,000	70,000	70,000	70,000	70,000
Benefits	7,594	19,467	19,467	19,467	19,467	19,467
Sub-Total Personal Services	27,594	89,467	89,467	89,467	89,467	89,467
<i>Operating Expenses (OE)</i>						
Travel	-	45,000	115,000	115,000	115,000	115,000
Contractual Services	25,000	-	-	-	-	-
Supplies and Materials	-	-	-	-	-	-
Grants and Contracts	-	-	-	-	-	-
Capital Assets	-	-	-	-	-	-
Faculty Start-Up	-	-	-	-	-	-
Sub-Total Personal Services	25,000	45,000	115,000	115,000	115,000	115,000
Total Program Expenses	52,594	134,467	204,467	204,467	204,467	204,467
NET (T&F Revenues less Program Expenses)	(52,594)	(14,323)	(50,143)	952	2,679	2,679
OTHER SUPPORTING REVENUES						
General Funds - New	-	-	-	-	-	-
General Funds - Redirect	-	-	-	-	-	-
Institutional Support	-	-	-	-	-	-
Private / Gifts	52,594	14,323	50,143	-	-	-
Industry Support	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Other Supporting Revenues	52,594	14,323	50,143	-	-	-
NET AFTER OTHER SUPPORT REVENUES	0	0	(0)	952	2,679	2,679

SOUTH DAKOTA STATE UNIVERSITY, GLOBAL AGRICULTURAL LEADERSHIP (M.S.)

NEW TUITION AND FEE REVENUE PROJECTIONS

	1st	2nd	3rd	4th	5th	6th
	FY26	FY27	FY28	FY29	FY30	FY31

ENROLLMENT PROJECTIONS

Full-Time

Pgy 1	-	12	15	20	20	20
Pgy 2		-	12	15	20	20
Pgy 3	-	-	-	-	-	-
Pgy 4	-	-	-	-	-	-
Sub-Total	-	12	27	35	40	40

Part-Time

Pgy 1	-	-	-	-	-	-
Pgy 2	-	-	-	-	-	-
Pgy 3	-	-	-	-	-	-
Pgy 4	-	-	-	-	-	-
Pgy 5	-	-	-	-	-	-
Sub-Total	-	-	-	-	-	-

Total

-	12	27	35	40	40
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PROGRAM CREDITS TAKEN (MAJOR, IN DISCIPLINE)

Full-Time

Pgy 1	-	29	29	29	29	29
Pgy 2	-	-	1	1	1	1
Pgy 3	-	-	-	-	-	-
Pgy 4	-	-	-	-	-	-
Total	-	29	30	30	30	30

Part-Time

Pgy 1	-	-	-	-	-	-
Pgy 2	-	-	-	-	-	-
Pgy 3	-	-	-	-	-	-
Pgy 4	-	-	-	-	-	-
Total	-	-	-	-	-	-

TOTAL CREDIT HOURS GENERATED (MAJOR, IN DISCIPLINE)

Full-Time

Pgy 1	-	348	435	580	580	580
Pgy 2	-	-	12	15	20	20
Pgy 3	-	-	-	-	-	-
Pgy 4	-	-	-	-	-	-
Sub-Total	-	348	447	595	600	600

Part-Time

Pgy 1	-	-	-	-	-	-
Pgy 2	-	-	-	-	-	-
Pgy 3	-	-	-	-	-	-
Pgy 4	-	-	-	-	-	-
Sub-Total	-	-	-	-	-	-

Total

-	348	447	595	600	600
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SOUTH DAKOTA STATE UNIVERSITY, GLOBAL AGRICULTURAL LEADERSHIP (M.S.)

PROGRAM EXPENDITURES - OPERATING EXPENSES (OE)

Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Total	-	-	-	-	-	-

FACULTY START-UP

Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Total	-	-	-	-	-	-

TOTAL OPERATING EXPENSES (OE)

TRAVEL	-	45,000	115,000	115,000	115,000	115,000
CONTRACTUAL SERVICES	25,000	-	-	-	-	-
SUPPLIES AND MATERIALS	-	-	-	-	-	-
GRANTS AND CONTRACTS	-	-	-	-	-	-
CAPITAL ASSETS	-	-	-	-	-	-
FACULTY START-UP	-	-	-	-	-	-
Total	25,000	45,000	115,000	115,000	115,000	115,000

SOUTH DAKOTA STATE UNIVERSITY, GLOBAL AGRICULTURAL LEADERSHIP (M.S.)

OTHER RESOURCE IMPLICATIONS

PLEASE PROVIDE NARRATIVE REGARDING ANY NEW NEEDS OR IMPACT TO THE FOLLWING SUPPORT AREAS

CLASSROOMS:

OTHER PHYSICAL FACILITIES: Faculty offices, student space, labs, seminar rooms, etc.

TECHNOLOGY RESOURCES: Computer labs, software, network/internet, Audio-visual / telecommunications, wireless connectivity, etc.

LIBRARY SERVICES: Staffing, collections (books, ebooks, journals, subscriptions), study space, etc.

REGISTRAR: Student records support, classroom scheduling support, etc.

MARKETING & ENROLLMENT SERVICES: program marketing, program recruitment, etc.

STUDENT SUPPORT: International student support, health counseling, career services, housing, scholarship, etc.

OTHER