

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION  
ACADEMIC AFFAIRS  
COMMITTEE RECOMMENDATION**

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**SUMMARY**

Southeast Technical College  
Additional Location or Branch Campus Application  
South Dakota State Penitentiary  
Sioux Falls, SD

**COMMITTEE RECOMMENDATION**

The Committee on Academic Affairs and Institutional Effectiveness (“Committee”) met on 9/17/2024 to consider the merits of the above application. After review, the Committee makes the following action recommendation to the Board of Technical Education:

- Approval
- Disapproval
- Deferral
- Other:

### ADDITIONAL LOCATION OR BRANCH CAMPUS SITE DESCRIPTION

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Institution	Southeast Technical College
Site Name	South Dakota State Penitentiary
Site Address	1600 N. North Drive, Sioux Falls, SD 57104
Site Category	<input checked="" type="checkbox"/> Additional Location <input type="checkbox"/> Branch Campus
Anticipated Opening Date	8/18/2025
Site Status	<input type="checkbox"/> Temporary <sup>1</sup> <input checked="" type="checkbox"/> Permanent
Anticipated Closure Date <i>(if temporary)</i>	Click here to enter a date.
Level of Program Completion <sup>2</sup>	<input checked="" type="checkbox"/> Degree Completion <input type="checkbox"/> 50-99% Other:

### SUMMARY

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Describe the change the institution is seeking approval of.

Southeast Technical College (Southeast Tech) is seeking approval to add the South Dakota State Penitentiary located at 1600 N. North Drive, Sioux Falls, SD 57104 as an additional location of Southeast Tech. The addition of the State Penitentiary as an additional location will allow Southeast Tech to provide onsite educational services to individuals who are incarcerated and meet the requirements of the Prison Education Program established by the South Dakota Department of Corrections and the Higher Learning Commission.

Review and approval by the South Dakota Board of Technical Education is required even for program implementation at Southeast Tech's main campus for incarcerated students to eligible for Title IV Federal Financial Aid program in assisting with covering cost of tuition and enrollment.

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<sup>1</sup> While not formally established in Board Policy, a temporary additional location or branch campus is designed for a set number of cohorts.

<sup>2</sup> HLC Question #2.C.

## CRITERION 1: MISSION

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The program aligns with the system's mission and strategic priorities.

1.1. The program aligns with the system's mission of preparing a technically skilled workforce prepared to serve the state of South Dakota and its regions.

1.2. *The program aligns with the system's strategic priorities.*

1.0. Describe how the proposed additional location or branch campus aligns with the system's mission.

The mission of Southeast Tech is "To educate individuals for dynamic and rewarding careers that promote lifetime success and meet the workforce needs of our region." Assisting individuals who are currently incarcerated to earn a college diploma, certificate, or industry certification and industry certification is in alignment with the mission of the College. The focus will be on high demand career fields where graduates will be able to enter the workforce upon release from prison.

## CRITERION 2: DEMAND

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The program leads to meaningful employment, adequate student enrollment, and/or fulfills needs not being met by existing education and training providers.

- 2.1. *The program leads to high-wage occupations that have an average/mean wage greater than the median wage across all occupations.*
- 2.2. *The program leads to high-demand occupations that have project annual openings (a measure of demand for workers) greater than the average across all occupations or is shown as an economic and/or labor market emerging field for the state of South Dakota and its regions.*
- 2.3. The program's student enrollment is adequate to justify program existence.
- 2.4. The program fulfills a demand not being met by existing education and training providers in the region and/or state.

2.0. Describe the institution's plans related to academic program expansion to the additional location or branch campus. Outline short- or long-term plans related to program expansion, as applicable.

Southeast Tech plans to continue offering the one semester Welding Certificate on our main campus.

2.3 Describe projected student enrollment for the proposed additional location or branch campus.

A. Complete Appendix 2.B.

B. Who is the targeted student population for the proposed additional location or branch campus? If the population targeted for the proposed location represents a marked change within the mix of students now enrolled in the institution (e.g., dual credit students at an institution with relatively few such students), briefly explain the institution's experience with the targeted population.<sup>3</sup>

The target student population will focus on serving those who are currently incarcerated with the South Dakota Department of Corrections and are pending release from incarceration.

Southeast Tech has worked diligently with the South Dakota Department of Corrections and the South Dakota Department of Labor and Regulations since the spring 2022 to provide educational opportunities for individuals who are justice impacted. Starting in August 2022 there were 15 students enrolled in the Welding Certificate program. The students attended class at Southeast Tech. Students completed general education courses and programmatic courses in welding.

### **Southeast Tech DOC Welding Program**

- 57 students have entered the program through Spring 2024
- 49 students have graduated successfully through Spring 2024 (85.96%)
- 31 students (**excluding** the 11 graduates of the Spring 2024 cohort) are in the community and working in the Welding Field (86.11%).

Southeast Tech has provided tremendous resources and support services for the students who are taking courses and completing their program on Southeast Tech's main campus. Students have access to the Academic Recourse Center which is focused on providing tutoring and support services for all students enrolled at Southeast Tech. During the Spring 2024 semester DOC Students had tutoring services scheduled three times a week and had 416 student contact hours during the semester.

Students are enrolled in SSS100- Student Success Seminar where students are provided with tools and techniques that will help them be successful in their program of study. The course focuses on interactive exercises which will help the learner identify personal strengths, learning styles, and support resources. Reading and study techniques will also be practiced.

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<sup>3</sup> HLC Question #3.

Southeast Tech plans on continuing to provide all services to all students equally to ensure success and movement towards completion of their degree.

2.4 Describe how the proposed additional location or branch campus fulfills a demand not being met by existing education and training providers in the region and/or state.

A. Identify public higher education institutions, including existing additional locations and branch campuses, in the system or state that are within 50 miles<sup>4</sup> to the proposed additional location or branch campus. If none, write "None."

At present no other public higher education institution offers programs at the South Dakota State Penitentiary.

B. If applicable: Describe the ways in which the demand is not currently being met by the aforementioned institution(s) and provide justification as to why the additional location or branch campus should be approved by addressing the following conditions that warrant duplication (BP 303.2). Select all that apply.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Unmet Demand (C.5.1.1)         | <input checked="" type="checkbox"/> Increases Student Access (C.5.1.3) |
| <input checked="" type="checkbox"/> Industry Partnership (C.5.1.2) | <input type="checkbox"/> Other:  |

I. For the conditions(s) selected above, provide a brief justification.

At present individuals who are pending release from the State Penitentiary are not afforded educational opportunities which allow them to gain valuable skills and training for a high demand career. The educational opportunities provided by Southeast Tech will allow these individuals to be prepared to enter high demand jobs and into livable career opportunities. The program will also assist with increasing student access to education programs in preparation for release from prison.

With the support of industry in supporting hiring individuals who have been released in meeting workforce demands, we are working to create opportunities within our community to meet the workforce needs of trades careers.

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<sup>4</sup> The selection of the 50-mile threshold was informed by student enrollment patterns, as reflected in the American Council on Education's (ACE) 2016 publication [Education Deserts: The Continued Significance of "Place" in the Twenty-First Century](#).

### CRITERION 3: DESIGN

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*The program's learning assessment strategy, program of study, and delivery methods are designed to provide students with the necessary competencies, as demonstrated through program learning outcomes.*

- 3.1. The program is aligned to competencies, as demonstrated through program learning outcomes, that are developed with and continually validated by relevant stakeholders.*
- 3.2. The program has a learning assessment strategy to validate student mastery of the program learning outcomes.*
- 3.3. The program has an integrated program of study designed to develop and reinforce the program learning outcomes.*
- 3.4. The program, when appropriate, includes a work-based learning component that develops and reinforces the program learning outcomes.*
- 3.5. The program, when appropriate, offers flexible delivery methods to increase student access.*

#### 3.0.1. How will the institution effectively oversee instruction at the additional location or branch campus?<sup>5</sup>

Southeast Tech will have effective oversight of the additional location through several means. First, the Southeast Tech is working closely with the South Dakota Department of Corrections, the South Dakota Department of Labor and Regulations, and the Higher Learning Commission to ensure that any educational program offered at the State Penitentiary is of high educational quality. This would include ensuring high academic standards, oversight of the educational program, and structured support systems in place to provide access for students to all educational resources for their success. Meeting these objectives will happen through:

- Signed a Memorandum of Understanding with the South Dakota Department of Corrections on the administration and guidelines for the educational program to ensure that the academic program offered at the State Penitentiary is the same quality and rigor of the courses offered on-campus at Southeast Tech.
- Established a training program for the faculty teaching at the State Penitentiary and access to learning resources provided to staff of the State Penitentiary.
- Create a Faculty Mentor program where faculty is matched with a Southeast Tech faculty in the same discipline. The Southeast Tech faculty member ensures curriculum alignment, implementation of Southeast Tech assessment standards, conducts classroom observations to document the post-secondary standards of the class, and that the students are held to the same academic standards of achievement as students attending the on-campus program.
- The faculty participate in professional development opportunities at Southeast Tech to ensure they are advised about the policies and practices in relation to teaching within the State Penitentiary.

#### 3.0.2. What impact, if any, will the new branch campus or location have on instructional capacity at existing approved branch campuses or location?<sup>6</sup>

With the addition of the South Dakota Penitentiary as an additional location there will be no impact to either the main campus or additional locations of Southeast Tech. We would be working with the South Dakota Department of Corrections to provide educational opportunities to individuals who are currently incarcerated and have limited or no access to leaving the prison grounds until they have completed their sentence. The program is focused on providing access and opportunities to those who are pending release so that they can enter a high-demand job.

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<sup>5</sup> HLC Question #13.

<sup>6</sup> HLC Question #14.

3.0.3. What is the evidence that the institution will effectively deliver, support, and manage necessary academic and student services at the proposed branch campus or location(s)?<sup>7</sup>

Students enrolling in an academic program and courses at State Penitentiary will have access to all services students at main campus have access to utilize. Students will have full access to the Academic Resource Center for tutoring and support services. Students can also connect online for academic support through NetTutor. Academic advising is completed through the program faculty, who work with each student one-on-one to track their educational programs.

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<sup>7</sup> HLC Question #18.

## CRITERION 4: ALIGNMENT

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The program is vertically aligned to an education and training pathway.

- 4.1. The program is vertically aligned to an education and training pathway, reflecting efficient articulation of:
  - 4.1.1. *Non-degree credential/industry certification*
  - 4.1.2. *Certificate to diploma*
  - 4.1.3. *Diploma to associate of applied science*
  - 4.1.4. *Associate of applied science to baccalaureate*

4.1. Based on the institution's academic program expansion plans, as outlined in Prompt 2.0 of this application, briefly describe the alignment of the forthcoming program(s) at the additional location or branch campus along an education and training pathway.

The academic programs offered at the State Penitentiary will be focused and modeled on existing academic programs which are currently offered at Southeast Tech. If Southeast Tech would consider adding additional programs at the State Penitentiary, they will be based on existing academic programs which are offered at the main campus. The alignment of the new program will be based on the existing academic programs offered at Southeast Tech and the ability to hire highly qualified faculty.

STC can often offer various support services designed to assist justice-impacted students pursuing their education after release from prison. These services aim to help students navigate their unique challenges while providing the necessary resources to succeed in their academic and personal lives. Here are some of the key support services that might be available:

### 1. Academic Advising and Counseling

- Personalized Academic Advising: Advisors can help students plan their educational pathway, choose appropriate courses, and stay on track to complete their associate degree.
- Career Counseling: Counselors can assist with career planning, resume writing, and job search strategies, focusing on opportunities that align with the student's interests and experiences.

### 2. Reentry Support Programs

- Peer Support Groups: These groups provide a space for students to share experiences and challenges, offering mutual support and encouragement.

### 3. Financial Aid and Scholarships

- Financial Aid Counseling: Staff can guide students through applying for financial aid, including Pell Grants and other funding sources available to justice-impacted students.
- Scholarships for Justice-Impacted Students: Work with industry and organizations to offer scholarships specifically for students involved with the justice system.

### 4. Mental Health Services

- Counseling Services: Many colleges offer free or low-cost mental health counseling to help students cope with stress, trauma, or other mental health challenges.

Support for Substance Abuse Recovery: May offer counseling, support groups, and resources to help students in recovery maintain sobriety while pursuing education.

### 5. Academic Support Services

Tutoring and Study Skills Workshops: Academic support centers often provide tutoring in various subjects and workshops on time management, study strategies, and test preparation.

- Writing Centers: These centers help students with writing assignments, from basic essays to research papers, improving their academic performance.



## **6. Technology and Resources**

- Access to Computers and the Internet: Justice-impacted students may need access to technology to complete assignments by providing computer labs and Wi-Fi hotspots.
- Textbook Assistance: Programs that help cover the cost of textbooks or provide free digital resources can be particularly valuable.

## **7. Employment and Internship Opportunities**

- Work-Study Programs: Eligible students can earn money through part-time work on campus, which can be particularly helpful for those with a limited employment history.
- Internships and Job Placement Services: The STC Career centers can work with local employers to offer internships and job placements that are open to justice-impacted individuals.

## **8. Community and Campus Engagement**

- Student Organizations: Joining clubs or organizations related to their interests can help students build a support network and feel more connected to the campus community.
- Community Service Opportunities: Engaging in community service can be a way for justice-impacted students to give back and build a positive reputation within the community.

These services can play a critical role in helping justice-impacted students succeed in pursuing an associate degree. They provide both academic and personal support to ensure a smooth transition and a positive educational experience.

## CRITERION 5: CAPACITY

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The institution demonstrates the internal and external resources necessary to develop, implement, and sustain the program.

- 5.1. The institution demonstrates the financial resources necessary to develop, implement, and sustain the program.
- 5.2. The institution demonstrates appropriately certified and qualified faculty are in place with expertise in content, pedagogy, and related industry to develop and validate the program learning outcomes.
- 5.3. The institution's physical facilities (e.g., classrooms, laboratories) reflect current industry and/or occupational standards necessary to develop and validate the program learning outcomes.
- 5.4. The institution's equipment and technology resources reflect current industry and/or occupational standards necessary to develop and validate the program learning outcomes.
- 5.5. The institution demonstrates the ability of the program to meet institutional and programmatic accreditation standards, as applicable.

5.1. Describe the institution's financial capacity to develop, implement, and sustain the additional location or branch campus.

A. Complete Appendix 5.

B. Describe the anticipated local fee structure. Description of fee structure should be specific to the additional location or branch campus.

There will be no additional fees added to the tuition rate for students enrolled in an academic program at the State Penitentiary.

5.2. Describe how the institution will ensure the appropriately certified and qualified faculty are in place with the expertise in content, pedagogy, and the related industry.

A. How does the institution plan to staff the additional location(s) or branch campus, including judging faculty qualifications and full-time vs. part-time faculty? How does this differ from the institution's processes for staffing at the main campus?<sup>8</sup>

An instructor teaching an academic program at the State Penitentiary must meet all qualification standards set by Southeast Tech to teach college level courses. These standards are in full alignment with programmatic accreditation standards and HLC accreditation standards.

The partnership with the State Penitentiary will also provide the option for Southeast Tech instructors to travel to the state facility to teach courses on-site and monitor the standards, performance, and quality of the academic program. The focus will also be to ensure that a highly qualified faculty member is delivering the curriculum based on standards and assessment practices of courses being taught at the main campus.

Candidates for teach either full-time or as an adjunct instructor position for Southeast Tech must meet the following minimum requirements:

Transferable General Education Courses:

- Master's degree in a field directly related to the area of instruction, or a Master's degree with at least 18 graduate credit hours in the subject area of instruction; the Dean will determine if the Master's degree is acceptable for the area of instruction.

Applied General Education Courses:

- A minimum of a Bachelor's degree in the appropriate field with a Master's or Doctorate preferred.
- A minimum of two years of professional work experience or another specific threshold as determined by the Dean based on the subject area and industry best practice.

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<sup>8</sup> HLC Question #17

- Possession of a valid secondary teaching certificate with an endorsement in the field they are teaching.
- A passing exam score on the Praxis II exam.

Applied General Education Courses Exception Process:

- If the Dean of Curriculum and Instruction wish to request an exception to these qualification requirements, such as a related Bachelor's degree to teach applied or developmental general education courses along with a secondary teaching certificate and an endorsement in the area they are teaching, the following steps must be completed.
  - The instructor must submit a written justification and recommendation for the exception to the Dean of Curriculum and Instruction.
  - The Dean, along with the Vice President of Academic Affairs, must provide written approval of the recommendation before the candidate may be hired.
  - A copy of the justification and recommendation as well as the Dean's and Vice President's approval must be saved in the adjunct instructor's official credentialing file.

Career and Technical Education Program Exception Process:

- An adjunct instructor may be eligible to teach CTE courses should they hold a minimum of an Associate's degree in a field directly related to the area of instruction, at least 18 credit hours in the discipline of instruction, and have or are obtaining a current Post-Secondary credential issued under the authority of the South Dakota Board of Technical Education.
- A minimum of three years of professional work experience or another specific threshold as determined by the Dean based on the subject area and industry best practice.
- A passing exam score on the NOCTI exam for technical programs.

5.3. Describe how the additional location or branch campus's physical facilities meet current industry and/or occupational standards for the forthcoming academic program(s). Outline short- or long-term investments in physical facilities that will be needed.<sup>9</sup>

No additional facilities are needed. The State Penitentiary has a current facility which meets the standards for teaching a diesel program.

5.4. Describe how the equipment and/or technology resources at the additional local or branch campus meet current industry and/or occupational standards for the forthcoming academic program(s). Outline short- or long-term investment in equipment and technology resources that will be needed.<sup>10</sup>

While additional equipment will be needed the South Dakota Department of Corrections and Southeast Tech will work with industry to provide equipment needed for the delivery of the academic program and meeting the learning objectives of the program. Since this is an educational program being taught within the confines of a penitentiary adjustments will need to be made with the type of equipment used to ensure safety of all participants, faculty and staff.

5.5. Describe the ability of the institution and forthcoming programs to meet institutional and programmatic accreditation standards at the additional location or branch campus, as applicable.

A. Specify Higher Learning Commission (HLC) requirements for the additional location or branch campus.

- Notification Only<sup>11</sup>
- Approval Required
- None
- Other:

B. Describe the ability of the proposed site to meet institutional or programmatic accreditation standards. If the anticipated site and/or program does not or cannot meet those standards, describe the area(s) in which it is

<sup>9</sup> Comparable to HLC Questions #8-9.

<sup>10</sup> Comparable to HLC Questions #8-9.

<sup>11</sup> Applicable if the institution is approved within [HLC's Notification Program for Additional Locations](#).

deficient and indicate steps needed to qualify the site for accreditation. Provide the dates by which the site would be expected to be fully accredited.

Southeast Tech has a long-standing history of not just meeting but exceeding accreditation standards set forth by the Higher Learning Commission. Southeast Tech will work directly with the South Dakota Department of Corrections to meet the Higher Learning Commission accreditation standards for operation of an educational program within the State Penitentiary. Southeast Tech will provide the technical support and direction to ensure the success of the additional location. Southeast Tech does not foresee any issues with obtaining and maintaining accreditation for the additional site. Once approved by the Board, Southeast Tech estimates that to have the State Penitentiary accreditation by summer 2025 for launching its inaugural class in the fall of 2025.

## ADDITIONAL INFORMATION

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1. Briefly describe the planning process for the new branch campus or location, including the involvement of the various constituencies in that process, the management of the branch campus or location, and how the management of the branch campus or location fit into the organizational structure of the main campus.<sup>12</sup>

Southeast Tech has been working closely with the South Dakota Department of Corrections and the South Dakota Department of Labor and Regulations over the last three years in developing a strong and vibrant program. While the current model is focused on a small group of individuals who are eligible to leave the prison facility, the expansion and next phase of growth for the program would be to expand and offer educational program within the confines of the State Penitentiary. Thus, allowing additional individuals to obtain educational training and development for high-demand career fields and employment opportunities upon their release.

2. If approved to open the additional location or branch campus, what future growth does the institution anticipate (e.g., in the next six months, three years) for the additional location or branch campus, and how does the institution plan to manage this growth?<sup>13</sup>

The overall vision and direction of the program would be to focus on expanding the educational program within the trades area to include electrician, plumbing, horticulture, auto mechanics, and construction management. The future vision would be work with the South Dakota Department of Corrections in planning of their new facility in Lincoln County to include an educational facility focused on the expanding opportunities and options for earning education and industry certification for individuals who are incarcerated.

3. Describe the contingency plans in case anticipated enrollments, income, or resources do not materialize.<sup>14</sup>

In reviewing opportunities with the South Dakota Department of Corrections there is no foreseeable issues with enrollment in educational opportunities offered at the State Penitentiary.

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<sup>12</sup> HLC Question #7.

<sup>13</sup> HLC Question #5.

<sup>14</sup> HLC Question #12.B.

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 2.A: Labor Market Information**

Please Enter the Name of the Institution Here

Please Enter the Full Name of the Proposed Program (e.g., Diploma in Medical Assisting) or Location Here

SOUTH DAKOTA								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2023 EMPLOYMENT	2028 EMPLOYMENT	NUMERIC CHANGE: 2023-2028	PERCENT CHANGE: 2023-2028	MEDIAN: ANNUAL WAGE (2023)	AVERAGE: ANNUAL WAGE (2020)
00-0000	Total, All Occupations	62,664	491,588	526,251	34,663	7.1	\$36,823	\$44,961
49-3031	Bus and Truck Mechanics and Diesel Engine		1245	1287	41	3.30%	\$ 59,280.00	

NATIONAL								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2023 EMPLOYMENT	2028 EMPLOYMENT	NUMERIC CHANGE: 2028-2028	PERCENT CHANGE: 2028-2028	MEDIAN: ANNUAL WAGE (2023)	AVERAGE: ANNUAL WAGE (2020)
49-3031	Bus and Truck Mechanics and Diesel Engine		839	876	37	4.40%	\$ 58,968.00	

**SOURCE:** South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)

**DATE:**

**NOTES:**

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**  
**Appendix 2.B: Student Demand Projections**

Southeast Technical College  
 State Penitentiary, Diploma in Diesel Technology: Trucking

	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>
<b>Student Full-Time Equivalent (FTE)</b>	<b>18</b>	<b>18</b>	<b>18</b>
Headcount: Full-Time	18	18	18
Headcount: Part-Time			
<b>Headcount: Total</b>	<b>18</b>	<b>18</b>	<b>18</b>
<b>Total Program or Site Capacity</b>	18	18	18

\* Student demand projections are subject to DOC eligibility requirements and capacity.

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**  
**Appendix 3: Program of Study**

Southeast Technical College  
Diploma in Diesel Technology: Trucking

<b>MONTHS:</b>	9
<b>SEMESTERS:</b>	2
<b>TOTAL CREDITS:</b>	35

<b>PREFIX AND NUMBER</b>	<b>TITLE</b>	<b>CREDITS</b>	<b>DESCRIPTION</b>	<b>EXISTING COURSE</b>
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**I. GENERAL EDUCATION CORE**

SSS 100	Student Success	2	This course provides students with tools and techniques to help them succeed in their program of study. The course focuses on interactive exercises to help the learner identify personal strengths, learning styles, and support resources based on the STC Wellness Wheel. Reading and study techniques are also practiced.	Y
MATH 100	Math Applications	3	A course covering the concepts and applications of mathematics, that includes: the arithmetic order of operations, percent problems, descriptive statistics and graphing, algebraic manipulations, solving linear equations, formula rearrangement, word problems, measurement, and applied plane and solid geometry. This course satisfies the institution's general education requirements for mathematics, but is not a transfer course.	Y
ENGL 100	Communications in the Workplace	3	Presents the elements of oral and written communication necessary to succeed in today's workplace. Emphasizes the written and oral skills needed for job search and employment. Hands-on activities and collaborative projects will provide students with comprehensive information addressing essential writing, speaking, and listening skills necessary to excel in today's workplace as well as the workplace of tomorrow.	Y
CSC 105	Introduction to Computers	3	Includes essential computer hardware and software concepts as well as an introduction to the Internet (basic navigation and searching), and the web mail program used at Southeast Tech. Students will gain a proficiency in working in a wireless local area network environment and with the Microsoft Windows Operating System. File management skills will be reinforced as students create documents, spreadsheets, presentations and databases using the applications included in the Office suite. The class will utilize a hands-on, project-oriented approach that allows students to learn by example. Students will complete a variety of projects focused toward the objectives of their given program of study.	Y
<b>SUBTOTAL OF GENERAL EDUCATION CREDITS:</b>		<b>11</b>	<b>TOTAL NEW COURSES:</b>	<b>0</b>

**II. PROGRAM CORE**

DMT 101	Engine Systems Theory	3	Covers the theory of diesel truck engine construction and operation, disassembly, component rebuilding, sleeve and piston installation, main and rod bearing installation, engine assembly, timing, priming, adjustments, starting, testing, and engine evaluation. Covers the theory and operations of the various fuel delivery systems and tune up procedures used by the major engines manufactures.	Y
DMT 101L	Engine Systems Theory Lab	3	Hands-on lab covers diesel truck engine overhaul, including complete disassembly, component inspection and repair or replacement, testing and measurements for parts re-use, re-assembly, and start-up. Hands on study of the various diesel fuel delivery systems, learning and performing the recommended tune up procedures used by the major engine manufactures.	Y
DMT102	Body Control Theory	3	Covers the basics of electrical theory. Major areas to be covered include: Proper multi-meter usage, electron and electrical theory, basic electrical component function and operation, series circuits, parallel circuits, diode transistor operation, and construction of simple circuits. Covers the basic air conditioning systems, components, operation and control systems used on automotive, truck and implement air conditioning systems. Covers hydraulic theory, fluids, filters, hose and piping, pumps, motors, valves, seals, testing and troubleshooting.	Y



**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 3: Program of Study**

Southeast Technical College

Diploma in Diesel Technology: Trucking

DMT102L	Body Control Theory Lab	3	Hands-on experience using mock-ups and live work, working with and testing heavy duty starting and charging systems, control systems, 12 volt, and 12/24 volt systems, alternator and starter diagnosis and repair, schematic reading, proper use of test meters, tractor-trailer wiring systems, circuit operation of gauges, lights, and accessories. Hands-on experience in refrigerant recovery, system diagnosis and repair and system charging. Covers cooling, cycle theory and system component diagnosis, adjustment and replacement. Includes proper procedures for charging, recovering and recycling refrigerants. Hands-on experience with hydraulic components including pumps, actuators, and control valves. Also introduces students to using pressure gauges and flow meters to observe system operation.	Y
DMT 151	Chassis Systems Theory	3	Covers the design, construction, and operation of medium and heavy-duty truck hydraulic and air brake systems and components; including compressors, governors, air-lines, valves, controls, brake chambers, linkages, and foundation brakes. Covers the theory of medium and heavy-duty truck transmissions, differentials, clutches, and drivelines. Students will study system troubleshooting and repair, component removal and installation, overhaul procedures, and adjustments. Also covers gear ratios, component power handling ratings, and proper driveline angles. Covers truck steering systems, including manual and power steering gears, steering linkage and adjustment, alignment and overhaul of system components. Students will also study truck suspension systems, which will include single and multi-leaf springs, torsion bar, and air ride systems.	Y
DMT 151L	Chassis Systems Theory Lab	3	Covers the overhaul of medium and heavy-duty hydraulic and air brake systems. Students will test, remove, repair, and/or replace the separate system components on school training mock-ups. Hands-on lab covers the removal, overhaul, and installation of medium and heavy-duty power train components. Students will work on single and double disc clutches, single and twin counter shaft transmissions, forward and rear differentials, axles, and drive lines. Work will be done on mock-up according to the manufacturer's specifications. Hands-on lab covering troubleshooting, testing, adjusting, and overhauling medium and heavy-duty truck steering and suspension systems. Students will test, remove, repair, and/or replace the separate system components. They will also perform complete tire alignment checks and adjustments. All work will be done on school training mock-ups.	Y
DMT 152	Electronic Controls & PMI Theory	3	Covers the operation and testing of heavy-duty starting and charging systems, control systems, 12 volt, and 12/24 volt systems, alternator and starter diagnosis and repair, schematic reading, proper use of test meters, tractor-trailer wiring systems, circuit operation of gauges, lights, and accessories. Covers the operational theory of electronically controlled fuel systems and the procedures for troubleshooting and reprogramming the engine onboard computer systems. Covers entry level technician inspection tasks designed to introduce students to correct procedures and practices of vehicle inspection. Major areas to be covered include: engine system, cab and hood, electrical/electronics, frame and chassis, and the suspension and steering systems.	Y
DMT 152L	Electronic Controls & PMI Theory Lab	3	Hands-on experience using mock-ups and live work, working with and testing heavy duty starting and charging systems, control systems, 12 volt, and 12/24 volt systems, alternator and starter diagnosis and repair, schematic reading, proper use of test meters, tractor-trailer wiring systems, circuit operation of gauges, lights, and accessories. Hands-on experience in testing and programming engine computer systems, fault diagnosis and adjustment. Hands-on experience in performing preventive maintenance inspections on live vehicles.	Y
<b>SUBTOTAL OF PROGRAM CREDITS:</b>		<b>24</b>	<b>TOTAL NEW COURSES:</b>	<b>0</b>

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 4: Alignment Projection**

Southeast Technical College

Diploma in Diesel Technology: Trucking

**TOTAL CREDITS IN PROPOSED PROGRAM:**

35

<b>I. STACKABLE OPPORTUNITIES</b>							
<b>PROGRAM NAME</b>							
AAS in Diesel Technology		Short-term Certificate	xx	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
	xx	AAS					
<b>PROGRAM NAME</b>		Short-term Certificate		Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
		AAS					
<b>PROGRAM NAME</b>		Short-term Certificate		Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
		AAS					
<b>PROGRAM NAME</b>		Short-term Certificate		Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
		AAS					

<b>II. ARTICULATION AGREEMENTS (BACCALAUREATE)</b>						
<b>PROGRAM NAME</b>	<b>COLLEGE OR UNIVERSITY</b>					
None			Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
			Forthcoming			
None			Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
			Forthcoming			
None			Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
			Forthcoming			

<b>III. LICENSURE AND CERTIFICATION OPPORTUNITIES</b>		
<i>The PROPOSED PROGRAM will qualify students to pursue the following licensure and/or certification opportunities:</i>		
<b>LICENSURE/CERTIFICATION</b>	<b>OVERSIGHT ORGANIZATION</b>	Will the licensure/certification require reporting per SDCL 13-1-61?

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 5: Financial Projections**

Southeast Technical College

State Penitentiary, Diploma in Diesel Technology: Trucking

	YEAR 1	YEAR 2	YEAR 3
<b>Student FTE</b>	<b>18</b>	<b>18</b>	<b>18</b>

**I. PROJECTED EXPENDITURES**

**A. ONE-TIME**

New/Renovated Facilities	\$ -	\$ -	\$ -
Equipment	\$ 20,000.00	\$ 5,000.00	\$ 5,000.00
Other	\$ -	\$ -	\$ -
<b>Sub-Total: One-time</b>	<b>\$ 20,000.00</b>	<b>\$ 5,000.00</b>	<b>\$ 5,000.00</b>

**B. RECURRING**

**B.1. PERSONNEL**

FTE (Faculty and Staff)	1	1	1
Salary & Benefits	\$ 65,000.00	\$ 66,950.00	\$ 68,958.50

**B.2. OPERATING**

Rental / Lease	\$ -	\$ -	\$ -
Contractual Services	\$ -	\$ -	\$ -
Equipment	\$ 5,000.00	\$ 2,500.00	\$ 2,500.00
Supplies	\$ 3,500.00	\$ 1,500.00	\$ 1,500.00
Travel	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -
<b>Sub-Total: Operating</b>	<b>\$ 8,500.00</b>	<b>\$ 4,000.00</b>	<b>\$ 4,000.00</b>
<b>Total: Recurring</b>	<b>\$ 73,500.00</b>	<b>\$ 70,950.00</b>	<b>\$ 72,958.50</b>

<b>TOTAL EXPENDITURES (A + B)</b>	<b>\$ 93,500.00</b>	<b>\$ 75,950.00</b>	<b>\$ 77,958.50</b>
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**II. PROJECTED REVENUE**

Tuition	\$ 66,960.00	\$ 66,960.00	\$ 66,960.00
State Fees	\$ 22,680.00	\$ 22,680.00	\$ 22,680.00
Local Fees	\$ 10,800.00	\$ 10,800.00	\$ 10,800.00
Location-Based Fees	\$ -	\$ -	\$ -
State Sources	\$ -	\$ 103,863.42	\$ 103,989.42
Federal Sources	\$ -	\$ -	\$ -
Private Grants or Gifts	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -

<b>TOTAL REVENUE</b>	<b>\$ 100,440.00</b>	<b>\$ 204,303.42</b>	<b>\$ 204,429.42</b>
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<b>REVENUE - EXPENDITURES</b>	<b>\$ 6,940.00</b>	<b>\$ 128,353.42</b>	<b>\$ 126,470.92</b>
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*\*Projections are held constant based on current fiscal year. Inflation or rate changes are not factored.*

# STATE OF SOUTH DAKOTA

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Kristi Noem  
Governor

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Kellie Wasko  
DOC Secretary

## Department of Corrections

### Administration Office

**Kellie Wasko, Secretary**

3200 East Highway 34

Pierre, SD 57501

605-773-3478

[Kellie.Wasko@state.sd.us](mailto:Kellie.Wasko@state.sd.us)

Dear Mr. Wendel,

I am expressing my support for implementing a prison education program at Southeast Technical College. This initiative aligns with the South Dakota Department of Corrections' (SDDOC) commitment to promoting education, reducing recidivism, and fostering positive social change.

Education has consistently proven to be one of the most effective tools for personal transformation and societal reintegration. Studies have shown that offenders participating in educational programs are significantly less likely to re-offend upon release, enhancing public safety and reducing the financial burden on the criminal justice system.

A technical education program tailored for incarcerated individuals can provide them with practical skills and knowledge directly applicable to the workforce. This increases their employability and empowers them to build productive and fulfilling lives post-incarceration. Furthermore, such programs can foster a sense of purpose and self-worth among offenders, which is crucial for rehabilitation and reintegration.

Southeast Technical College is uniquely positioned to deliver this program due to its technical education track record and commitment to community service. Southeast Tech's institution's resources, faculty expertise, and industry partnerships can create a robust and effective program that meets the needs of incarcerated learners. Over the last two years, there has been a very successful partnership between the SDDOC and Southeast Tech in providing educational opportunities for individuals up the cusp of release from prison. The partnership has seen over 50 students graduate with a diploma in Welding and American Welding Society Industry Certification.

In addition to directly benefiting offenders, the educational program will also positively impact their families and communities. By providing a second chance and a pathway to legitimate employment, we can break the cycle of crime and poverty that affects many families. This initiative embodies the values of equity, opportunity, and redemption at the heart of a just society.

I am eager to offer assistance necessary to support the establishment and success of an expanded prison education program, which will directly affect individuals who are not currently eligible for off-site opportunities but are eligible for attending an in-facility program. Please feel free to contact me if there are opportunities for collaboration or if additional support is needed.

Sincerely,

*Brent Fluke*

Brent Fluke (Jul 17, 2024 16:29 CDT)

Brent Fluke

Deputy Secretary, Department of Corrections