

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

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**SUMMARY**

Substantive Program Application

Southeast Technical College

Associate of Applied Science (AAS) in Residential Property Appraiser

**COMMITTEE RECOMMENDATION**

The Committee on Academic Affairs and Institutional Effectiveness ("Committee") met on 11/13/2023 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:

## PROGRAM DESCRIPTION

Institution	Southeast Technical College
Program Identifier Code (If applicable)	
Program Title	Residential Property Appraiser
Program Award Level: Check all that apply	<input type="checkbox"/> Short-Term Certificate <input type="checkbox"/> Long-Term Certificate <input type="checkbox"/> Diploma <input checked="" type="checkbox"/> Associate of Applied Science
CIP Code (6 Digit)	52.1501
Projected Implementation Date	8/19/2024
Location	<input checked="" type="checkbox"/> Main Campus <input type="checkbox"/> Other:

## SUMMARY

Type of Substantive Change	<input checked="" type="checkbox"/> New Program (B.1.1) <input type="checkbox"/> Significant Curriculum Modification (B.1.2) <input type="checkbox"/> Other:
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Describe the change the institution is seeking approval of.

Southeast Technical College (STC) is seeking approval to start a new academic program. This Residential Property Appraiser program will include an appraisal-specific curriculum, a practicum, and general education to offer a 2-year AAS degree. The focus of the degree is residential, site, and improved property appraisal. The degree curriculum will meet approved South Dakota Department of Revenue Appraiser Certification Program requirements. Through a practicum, the experience requirement for a licensed residential appraiser will be fulfilled, allowing successful students to apply for the National Uniform Appraiser Examination. A qualified appraisal education and experience and a passing score on the National Uniform Appraiser examination are required to become a State Licensed Appraiser.

This program will provide the technical skills for students to become Licensed Appraisers. Upon passing the National Exam, these appraisers can immediately fill positions and serve in South Dakota. The program will allow STC to meet the growing demand for appraisers, with the unique opportunity for students to gain required experience through a Practicum offering.

Licensed Residential appraisers from our degree will also be able to continue in education toward achieving a certified residential and then to a certified general appraiser license by continuing their education and work experience. An example would be SDSU's Bachelor's degree with a minor in Land Valuation & Rural Real Estate.

## 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.*

1.1. Describe how the proposed program aligns with the system's mission.

Appraisal needs continue throughout the region. Appraisal needs tend to follow the market and interest rates. Typically, there is a need in the larger cities and the rural areas, as there is a shortage of appraisers that "work" the small rural communities. An example is the Native American Coalition of Homeowners, which has expressed a need for Licensed Appraisers to become trained and experienced in appraising properties involving "Trust" land and improvements.

Another need for trained appraisers is within county equalization offices across the state. At present, on 9/18/2023, there are nine job openings across South Dakota. Examples of other opportunities for licensed appraisers are in the insurance and banking industries.

Currently, in South Dakota, there are 70 Registered Appraisers; the title will change to Trainee on October 1, 2023. This will create a need for an experience requirement of 1000 hours for these people (along with all new people) seeking to become licensed appraisers. Typically, in South Dakota, the pathway to document those hours is to work in a trainee role with a state-designated supervisory appraiser. This can be a limiting factor to those seeking an appraisal license, as there are not many qualified supervisors, and each supervisor can supervise a maximum of 3 people. Through a dedicated practicum, our proposed degree will provide (along with the state-required curriculum) the required 1000 hours to qualify for a state-licensed appraiser.

## CRITERION 2: DEMAND

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.

2.1. Describe the wage projections for occupations associated with the proposed program by completing Appendix 2.A.

2.2. Describe the demand projections for occupations associated with the proposed program.

A. Complete Appendix 2.A.

B. If an emerging field for the state of South Dakota, describe the field. Letter(s) of support, detailing demand, should be attached as appendices.

2.3. Describe projected student enrollment for the proposed program by completing Appendix 2.B.

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

A. Identify closely related program(s) that currently exist at other public higher education institutions in the system or state. If none, write "None."

Currently, the only higher education opportunity for appraisal education is with South Dakota State University. They offer a Land Valuation and rural Real Estate Minor. This is offered as an add-on to 11 of the Major offerings. The Minor is a 19-credit program. The program offers a Principles and Procedures class, as will STC. However, the STC curriculum would provide all the qualifying education credits needed and a Practicum that will provide the required experience needed for State approval. The SDSU minor does not have any of the experience requirements for licensure. Through practicum, the proposed STC Appraisal program will provide 1000 hours of experience required for a licensed residential appraiser.

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

- ☒ Unmet Demand (C.5.1.1)  
☒ Industry Partnership (C.5.1.2)

- ☐ Increases Student Access (C.5.1.3)  
☐ Other:

I. For each condition selected above, provide a brief justification.

At present it is difficult to gain an appraiser designation. While it is possible to take courses from education providers, it is difficult for trainees entering the field to align with a supervisory appraiser. The Practicum would provide this opportunity in a classroom type setting, along with outside, in field experience, led by a State Certified Residential Appraiser or a State Certified General Appraiser.

Additionally, with the STC network, through developers, builders, and other STC program connections, subject properties would be utilized with cooperation from the Sioux Falls metropolitan area leaders. Through planned teamwork with private and public appraisal users, we can strengthen STC working relationships across the regions while providing graduates to the workforce.

### 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. Describe the proposed program's alignment with the program award level requirements established in [BP 301.1](#).

A. Does the program align with the requirements?

- ☒ Yes  
☐ No (Requesting Exemption)

B. If no: Provide a detailed rationale for program exemption. Specify which requirement(s) in BP 301.1 are not met; cite specific policy sections (e.g., B.3.4), when appropriate. If external organizations are involved (accreditation, regulatory, licensure, etc.), reference the organization name(s), specific requirements (including citations), and a justification for why the exemption should be approved.

3.1. Describe the program learning outcomes.

A. Provide a list of program learning outcomes for each proposed award level. Learning outcomes should be specific to the program.

The focus of the degree is residential, site, and improved property appraisal. The degree curriculum will meet approved South Dakota Department of Revenue Appraiser Certification Program requirements. Through a practicum, the experience requirement is fulfilled, allowing successful students to apply for application to take the National Uniform Appraiser Examination. The program learning outcomes support each of Southeast Tech's Common learning

Technical Outcomes:

Utilize mathematical skills to analyze market data, market and subject property features, and units of measure in the three approaches to value, including Cost, Sales Comparison, and Income Approaches.

Develop residential replacement cost estimates that are accurate for the subject property's market area.

Problem-Solving / Critical Thinking Outcomes

Review an engagement letter to determine appropriate action. The second step may be one or more: Determine competency, Accept the assignment, Decline the assignment, and ask for additional details about the property.

Differentiate the level of scope of work between different subject properties.

Professional Outcomes

Take the 15-hour USPAP course and pass the exam.

Follow and put into practice the ethical expectations of the profession.

#### Communication Outcomes

Able to, in a clear manner, report appraisal findings in a written format.

Verbally conduct inspection interviews with clients and the public.

#### B. Describe the how the program learning outcomes were developed and validated.

The Appraisal Foundation designates what qualifying education an applicant needs to have taken, as well as passing the course exams, to take the national test. Additionally, a Practicum is an approved and recognized pathway to gain the required experience, also set by The Appraisal Foundation. The state of SD determines levels with respect to that; STC has developed the required core curriculum to follow the Foundations guideline.



Additionally, general education classes relevant to the appraisal career field will be provided. See later in the application names of those courses.

### 3.2. Describe the program's learning assessment strategy.

#### A. Describe how students will demonstrate mastery of the program learning outcomes. Description should be specific to the program's learning assessment plan vs. the institutional assessment plan.

The Academic Leadership Team oversees STC's Program Learning Outcomes (PLO) Assessment. It is coordinated and facilitated by the Dean of Curriculum and Instruction and Institutional Effectiveness. STC utilizes Watermark's Planning & Self-Study software, which allows the college to plan, assess, report, review, and improve the program and institutional common learning outcomes. With the Watermark software, all faculty and administrators can review and manage each academic program's assessment outcomes year over year. The software allows everyone to gather actionable insights from various reports to decide how students learn and aid in making decisions on program changes.

Academic programs align all program learning outcomes with the Institutional Common Learning Outcomes (ICLO). The ICLO Plan focuses on tracking students' abilities related to Problem-Solving/Critical Thinking, Technical Skills, Professionalism, and Communication. Celebrating Learning Team coaches support faculty. The Celebrate Learning team is a faculty-led committee charged with reviewing each program's PLO plan and providing feedback to each academic program. The PLO Plans articulate the desired learning outcomes to be achieved by the program graduates. In addition, the required coursework in the program maps to the PLOs. A curriculum map is a chart that illustrates the connections between Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). The Curriculum Map also indicates to what extent a learning outcome is taught (introduced, reinforced, mastered). The maps assist in identifying redundancies and gaps in the curriculum.

Outcomes 	Courses 					
Digital Media Production Technology (AAS) Learning Out...	COMM ...	DMP 120	DMP 150	DMP 220	DMP 231	DMI
<b>Professionalism PLO1</b> Model workplace expectations for Digital Media Professionals.	<b>A</b>	+	+	<b>A</b>	+	
<b>Professionalism PLO2</b> Appraise the strengths & weaknesses of one's/peers' completed work.	+	+	+	<b>A</b>	+	
<b>Technical Skills PLO1</b> Apply appropriate industry software & techniques to meet	+	+	+	+	+	

Key: ☒ Aligned   **I** Introduce   **R** Reinforce   **M** Master   **A** Assessment Activity

B. Is the program preparation for a professional licensure and/or certification examination?

- ☒ Yes (Detail in Appendix 4: Section 3)  
☐ No

3.3. Describe the program of study by completing Appendix 3.

3.4. Describe the program's work-based learning component.

A. Does the program have a work-based learning component? If so, select all that apply.

- ☐ None                      ☐ Clinical  
☐ Apprenticeship        ☐ Capstone  
☒ Internship or Externship   ☐ Other:

B. If none, describe why.

This program will utilize a state approved practicum.

3.5. Describe the program's delivery methods.

A. Select the program's primary delivery method(s)<sup>1</sup>. Select all that apply.

- ☒ On Campus                      ☐ Apprenticeship  
☒ Online                              ☐ Other:

<sup>1</sup> **In Person:** 100 percent of courses are available in-person. **Online:** 100 percent of courses are available via distance learning. Delivery is only via the Internet. **Blended:** Delivery includes a required combination of both in-person and online courses. If a student has the option to take courses online, but is not required to do so, the program is not necessarily considered blended.



☒ Blended

**B. Describe how flexible delivery methods are being leveraged to increase student access.**

The course may be offered in a myriad of forms. This may include in class lectures, independent study, online and hybrid and labs, to include outside classroom inspections relevant in the appraisal industry.

It is likely that there will be students that live away from the campus in rural areas. Thus, it is foreseen that hybrid methods will be utilized. This will provide the opportunity for learning across the state and region

#### 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. Describe the alignment of the proposed program along an education and training pathway.

A. Complete Appendix 4.

B. Describe the projected alignment between the proposed program and existing academic programs within the technical college system.

There are no other existing appraisal programs offered by the Technical Colleges.

C. As applicable: Insert any additional comments here.

## CRITERION 5: CAPACITY

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 proposed program.

A. Complete Appendix 5.

B. Describe the proposed program's anticipated local fee structure. Description of fee structure should be specific to the program.

The appraisal program fee structure will align with STC's current fee structure. There will not be any additional fees associated with implementing or maintaining the academic program. Total current total tuition is set at \$255.00 per credit. The tuition breakdown includes state tuition of \$124 per credit, State R&M fee of \$6 per credit, State facility fee of \$36 per credit, and local fees totaling \$89 per credit (local institutional fee, student government fee, and local R&M fee). There are no additional fees associated with this program, such as program fees associated with this program or delivery of the program.

While this is a high-demand career field, no special equipment or facilities are needed to deliver the academic program. All courses are theory-based, and existing lecture classroom space will be utilized to deliver the curriculum. The program will also be offered in a hybrid and online format to meet the needs of students who may live in a rural area of South Dakota or, because of work and family, are looking for an alternative delivery method.

C. What is the proposed program weight factor (funding formula)?

- ☒ Standard Cost (1)
- ☐ High Cost (3)
- ☐ High Cost, Low Density (5)

I. Provide rationale related to the selection of proposed program weight factor.

The proposed program aligns with the state-level guidance for the standard-cost program weight factor. The proposed program does not require extensive overhead in faculty, expansion or renovation of physical facilities, or equipment and technology resources. Further, the program could enroll many students if the demand was present.

D. Describe the contingency plans in case anticipated enrollments, income, or resources do not materialize.

Since this is a theory-based program and no new specialized equipment or facilities are needed, no capital outlay is needed to launch the program. Current classroom space will be utilized to deliver face-to-face instruction. Classroom schedules will be completed each semester using the current planning process to schedule classes and ensure continuity among all academic programs at STC. Students also could join classes online and utilize the existing Jenzabar Learning Management System (LMS), which all academic programs utilize at STC. STC will initially utilize adjunct faculty to provide programmatic-level instruction. When the program reaches total capacity, STC will evaluate adding a full-time faculty member to oversee the program based on enrollment numbers, industry trends, and current economic conditions.

Should the program enrollment or income not materialize, the program can be terminated without significant financial loss to STC.

5.2. Describe how the institution will ensure the appropriate certified and qualified faculty are in place with the expertise in content, pedagogy, and the related industry to develop and validate the program learning outcomes.

A. Describe the necessary qualifications of faculty who will be involved in the program.

There would need to be a State Certified Residential Appraiser or a State Certified General Appraiser teaching the core curriculum appraiser classes, as required by the AQB. Additionally, that person or persons should be familiar with residential appraisal methodology, as the course will be weighted as such. At a minimum, said person needs to have seven years of experience to be considered qualified by the AQB.

One of the required courses is USPAP (Uniform Standards of Professional Appraisal Practice). A certified USPAP instructor must teach this. There are not many in the profession. It could be taken online or with a certified instructor coming in for the 15 classroom hours and the 2-hour exam.

B. Does the instructorship(s) currently exist in the roster of Instructor Salary Support market value determinations?

- ☐ Yes  
☒ No

I. If no: Describe the SOC(s) codes and titles that will need to be added.

13-2020 Property Appraisers and Assessors

5.3. Describe the existing and/or new physical facilities that will be utilized or needed to reflect current industry and/or occupational standards. Outline short- and long-term investments in physical facilities.

Classroom based program. Existing classrooms will be utilized.

5.4. Describe the existing and/or new equipment and technology resources that will be utilized or needed to reflect current industry and/or occupational standards. Outline short- and long-term investments in equipment and technology resources.

Appraisal software, Measuring devices (tape measures, electronic measuring devices, etc) MLS subscriptions, Sales website subscriptions. Drones.

5.5. Describe the institution's and proposed program's ability to meet institutional and programmatic accreditation standards, as applicable.

A. Specify Higher Learning Commission (HLC) requirements.

- ☒ Notification Only
- ☐ Approval Required
- ☐ None
- ☐ Other:

B. Is there an accrediting or professional organization that has established standards for the program?

- ☒ Yes
- ☐ No

C. If yes: Describe the ability of the proposed program to meet professional accreditation standards. If the program does not or cannot meet those standards, describe the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation. Provide the date by which the program would be expected to be fully accredited.

If the institution does not plan to seek specialized accreditation, provide a rationale for not seeking.

The Appraiser Qualifications Board sets standards in qualifying education and experience hours met, for an applicant to apply to take the National Uniform Appraiser Examination. The AQB defines the minimum standards that must be met across the nation. Each state must treat these standards as the minimum.

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**  
**Appendix 2.A: Labor Market Information**

Southeast Technical College  
 Residential Property Appraiser AAS

SOUTH DAKOTA								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2018 EMPLOYMENT	2028 EMPLOYMENT	NUMERIC CHANGE: 2018-2028	PERCENT CHANGE: 2018-2028	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)
00-0000	Total, All Occupations	62,664	491,588	526,251	34,663	7.1	\$36,823	\$44,961
13-2020	Property Appraisers and Assessors		343	442	89	25	\$50,150	\$55,020

NATIONAL								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2019 EMPLOYMENT	2029 EMPLOYMENT	NUMERIC CHANGE: 2019-2029	PERCENT CHANGE: 2019-2029	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)
13-2020	Property Appraisers and Assessors		54,454	64,575	6,151	10	\$ 59,500.00	\$ 68,450.00

**SOURCE:** South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)  
**DATE:** 10/25/23

**NOTES:**

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 2.B: Student Demand Projections**

Southeast Technical College  
Residential Property Appraiser AAS

	YEAR 1	YEAR 2	YEAR 3
<b>Student Full-Time Equivalent (FTE)</b>	<b>15</b>	<b>35</b>	<b>40</b>
Headcount: Full-Time	15	35	40
Headcount: Part-Time	0	0	0
<b>Headcount: Total</b>	<b>15</b>	<b>35</b>	<b>40</b>
<b>Total Program or Site Capacity</b>	<b>25</b>	<b>50</b>	<b>50</b>

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

Southeast Technical College  
 Residential Property Appraiser AAS

<b>MONTHS:</b>	24
<b>SEMESTERS:</b>	4
<b>TOTAL CREDITS:</b>	60

PREFIX AND NUMBER	TITLE	CREDITS	DESCRIPTION	EXISTING COURSE
<b>I. GENERAL EDUCATION CORE</b>				
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
ECON 201	Microeconomics	3	Principles of Microeconomics studies basic economic concepts as they relate to consumer, worker, and business decision. Emphasis is given to satisfaction maximizing behavior by individuals and profit maximization by firms. Market structures are thoroughly analyzed regarding their effect on price, output, and competitiveness.	Y
ECON 202	Macroeconomics	3	Principles of Macroeconomics considers the economy as a whole, how its sectors interact, and how monetary and fiscal policy can influence output, inflation, interest rates, unemployment, poverty, debt, and other factors.	Y
Soc 150	Social Problems	3	A sociological analysis of the causes and proposed solutions of contemporary social problems confronting society today. It includes an analysis of the significance of the problems and current policies and actions. The course is designed to encourage debate and to get students to consider different positions or viewpoints with regard to social issues.	Y
MATH 103	Mathematical Reasoning	4	This course is designed to provide students with practical number theory, logical thinking, and mathematical skills to be quantitatively literate. The student will develop critical thinking skills, interpret data, and reason quantitatively to solve authentic problems and increase confidence with mathematics while simultaneously building a cultural appreciation for the relevant and meaningful role that mathematics plays in many areas of life. Students will use information and knowledge from multiple areas to apply mathematics to new situations and dynamic processes. This course includes an introduction to statistics as well as algebraic concepts such as linear and exponential models.	Y
ENG 101	Composition	3	English Composition will help develop proficiency in writing concise, coherent essays, and in using correct English. Several modes of discourse will be explored and good grammar skills are emphasized. This course will improve the student's critical thinking skills as it provides students with practice in all stages of the writing process: planning, supporting, rewriting, analyzing, proofreading, and editing. This course will also require critical reading and writing.	Y
CMST 100	Interpersonal Communications	3	This course introduces the conceptual issues and practical implications of interpersonal communication. The course is designed to provide an introduction to the study and practice of communication within interpersonal encounters. In addition, this course focuses specifically on understanding and improving how individuals communicate in personal relationships including familial, friendship, and work contexts.	Y
<b>SUBTOTAL OF GENERAL EDUCATION CREDITS:</b>		<b>22</b>	<b>TOTAL NEW COURSES:</b>	<b>0</b>



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Southeast Technical College  
Residential Property Appraiser AAS

II. PROGRAM CORE				
REA 101	Basic Appraisal Principles	2	Designed as an introductory course for those preparing for a career as a valuation professional. The course provides the first 30 hours of qualifying prelicensure education, for individuals seeking appraisal licensure. The course guides students through introductory economic concepts. Students learn basic appraisal principles, to be used to build a solid foundation for an ethical and competent appraisal career. Highest and best use, the time value of money, and the nature of value are explored through instructor-led discussion. Real-world problems are introduced to aid participants in developing their problem-solving skills.	N
REA 102	Basic Appraisal Procedures	2	Designed as an introductory course for those preparing for a career as a valuation professional. The course provides the second 30 hours of qualifying prelicense education, for individuals seeking appraisal licensure. Students learn the basic appraisal procedures that can be used to build a foundation for an ethical and competent appraisal career. The course is built on the valuation process. The eight steps of the valuation process are explored, with detail in each of the three approaches to value. Case studies are used to apply the concepts presented in the classroom, helping students to develop problem-solving skills.	N
REA 115	15 Hour National USPAP Course	1	The 15-Hour National USPAP Course focuses on the requirements for ethical behavior and competent performance by appraisers that are set forth in the Uniform Standards of Professional Appraisal Practice (USPAP). The course material emphasizes the role of the appraiser and the impartiality associated with this role. Special responsibilities of the appraiser with regard to impartiality are explored in detail. In addition to lectures, the course includes discussion problems that show how USPAP applies in situations that appraisers encounter in everyday practice. These examples address issues frequently experienced by appraisers as professionals in the appraisal of real property, personal property, and business or intangible assets, and in appraisal review. This course is designed to aid appraisers seeking competency in USPAP, in all areas of appraisal practice including those subject to state licensing or certification and continuing education requirements imposed by professional organizations, client groups, or employers.	N
REA 103	Residential Market Analysis & Highest & Best Use	1	Residential Market Analysis and Highest & Best Use provides a look at the relationship between market analysis and highest and best use. Students will learn procedures for mapping the market area for a subject property as well as techniques for interpreting the market trends to develop a market analysis study. The information gained from the market analysis study is then applied to the highest and best use. Students will learn the connection between market analysis, highest and best use analysis, application of the three approaches to value (cost, sales comparison, and income capitalization), and the final opinion of value. In the final section of the course, students gain practical experience in solving highest and best use problems similar to those they will encounter in practice. In this course, theory is translated into practice through extensive and varied classroom activities. Students become actively involved in applying concepts to day to day situations, discovering new ways to use their knowledge and analytical skills.	N
REA 104	Residential Appraiser Site Valuation & Cost Approach	1	A hands-on course designed and presented in a manner that addresses and applies the appraisal techniques learned in previous courses. This course concerns two basic aspects of residential real estate appraisal: land/site valuation and the development of the cost approach. Special attention is given to the appraisal of residential building sites and the various means of measuring accrued depreciation. Another major course component is class work that develops skills in developing a current cost estimate using market extraction, interview techniques, and information provided by professional cost data sources.	N
REA 105	Residential Sales Comparison & Income Approaches	2	Course is an introductory course for individuals preparing for a career as a valuation professional. The course provides 30 hours of qualifying education. Students will learn how to apply the techniques necessary in completing the sales comparison and income capitalization approaches of the valuation process. Students will have hands-on experience working on case studies, developing and applying qualitative and quantitative analysis techniques, organizing market data, and reconciling value indications	N
REA 106	Residential Report Writing and Case Studies	1	Course exposes the student to practical writing skills necessary to produce convincing appraisal reports. Course objectives are achieved through the discussion and review of residential valuation procedures, a study of writing techniques, and specific writing assignments based on a residential case study. The writing and analytical techniques in the course are applicable to real-world appraisal assignments in order to make your reports concise, clear, and convincing.	N
REA 107	Statistics, Modeling & Finance	1	This course provides an in-depth look at statistical analysis, mathematical modeling and the principles of real estate finance. It teaches skills that are appropriate for appraisal of both residential and income producing properties. The primary focus will be on residential applications. A 15 hour course approved for qualifying education.	N
REA 108	Advanced Residential Applications & Case Studies	1	Advanced Residential Applications and Case Studies will be a hands-on application of advanced residential valuation techniques involving a case study with a complex valuation analysis. Participants will work in small groups and engage in all-class discussions to solve valuation problems and develop a final value opinion for the subject property	N

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Appendix 3: Program of Study

Southeast Technical College  
Residential Property Appraiser AAS

<b>Appraisal Subject Matter Electives (Choose 6 Credits)</b>		<b>6</b>		
REA 120 EL	Appraisal of Manufactured Homes	3	This course, developed in collaboration with Freddie Mac, provides an in-depth look into preparing appraisals for traditional manufactured homes plus insight into the high-quality, factory-built homes that are constructed to HUD code but developed with site-built features. 7.5 CE	N
REA 121 EL	Fair Housing, Bias & Discrimination	3	This course will start with the basics, a review of federal fair housing and fair lending laws and regulations. We will address the concept of redlining and will also cover the fair housing complaint process and HUD and DOJ enforcement. Then we will cover the concept of bias and explore different types of bias and provide examples of how they might affect appraisals. In the final chapter, we will address the specific issue of bias and discrimination in appraisals, how an appraiser can avoid accusations of bias and discrimination, and what to do if an appraiser has a fair housing complaint filed against them. 4 CE	N
REA 122 EL	Residential Construction and the Appraiser	3	This course covers residential construction and is intended for real property appraisers, wanting to understand more about how houses are constructed. The course will provide basics of property inspections, will help the student identify roof framing systems, types and coverings and help the student to recognize trends in new home construction. 7CE	N
REA 123 EL	Residential Property Inspection	3	This course is for both new and seasoned appraisers. The students will explore sites and exterior inspections of improvements, gain tips on completing interior inspections, gain insights in reporting the inspection and improve skills with respect to measuring the improvements. 7CE	N
REA 124 EL	Residential Property Measurement & ANSI Z765	3	This course covers the nationwide standard for measuring residential properties that has been adapted by the state appraisal regulatory agencies. 4CE	N
BUS 232?	Real estate Pre licensing	6	In this course, Real Estate is viewed from four perspectives: the business perspective, the legal perspective, the economic perspective and the financial perspective. These perspectives are the predominant points of view that real estate professionals take when analyzing and implementing decisions. Real Estate is built on several basic disciplines such as management, law, economics, and finance. Thus, a multi-perspective approach to the study of real estate is consistent with the way that professionals in various fields learn and apply knowledge. This course is certified by the State of South Dakota as "Principles & Practices of Real Estate", which satisfies the prerequisite to taking the South Dakota State Real Estate License Exam.	Y
CMT 115?	Materials and Methods of Construction	3	Building construction methods will be taught along with types of construction materials. Terminology, standard sizes, shapes, usage and building codes will be addressed as they apply to residential construction projects.	Y
DM 102	Construction Blue Print Reading	2	This is an introductory course to print reading for the engineering technology field. This course will cover the use of prints to determine structures and common materials labeled on plans. Basic sketching and lettering will be covered as it relates to the construction industry.	Y
<b>Appraisal Practicum</b>		<b>20</b>		
TBD.	Appraisal Practicum	20	Provide work experience requirement of 1000 hours. Students apply what they have learned in a real environment. Students are assigned properties to appraise and evaluate in an instructor supervised appraisal assignments.	Y
<b>SUBTOTAL OF PROGRAM CREDITS:</b>		<b>38</b>	<b>TOTAL NEW COURSES:</b>	<b>14</b>

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 4: Alignment Projection**

Southeast Technical College  
Residential Property Appraiser AAS

**TOTAL CREDITS IN PROPOSED PROGRAM:**

60

I. STACKABLE OPPORTUNITIES							
PROGRAM NAME		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					
PROGRAM NAME		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					
PROGRAM NAME		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					
PROGRAM NAME		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					

II. ARTICULATION AGREEMENTS (BACCALAUREATE)							
PROGRAM NAME	COLLEGE OR UNIVERSITY	X	Existing Forthcoming	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?	
Bachelor of Science (Appraisal focus)	SDSU					120	60
PROGRAM NAME	COLLEGE OR UNIVERSITY		Existing Forthcoming	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?	
PROGRAM NAME	COLLEGE OR UNIVERSITY		Existing Forthcoming	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?	

III. LICENSURE AND CERTIFICATION OPPORTUNITIES		
<i>The PROPOSED PROGRAM will qualify students to pursue the following licensure and/or certification opportunities:</i>		
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?
Licensed Residential Appraiser	SD Appraiser Certification Program (South Dakota Department of Labor & Regulations)	Yes
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION****Appendix 5: Financial Projections**

Southeast Technical College  
Residential Property Appraiser AAS

	YEAR 1	YEAR 2	YEAR 3
<b>Student FTE</b>	<b>15</b>	<b>35</b>	<b>40</b>

**I. PROJECTED EXPENDITURES**

<b>A. ONE-TIME</b>			
New/Renovated Facilities	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -
<b>Sub-Total: One-time</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

<b>B. RECURRING</b>			
<b>B.1. PERSONNEL</b>			
FTE (Faculty and Staff)	1	1	1
Salary & Benefits	\$ 99,750.00	\$ 99,750.00	\$ 99,750.00
<b>B.2. OPERATING</b>			
Rental / Lease	\$ -	\$ -	\$ -
Contractual Services	\$ 6,000.00	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Supplies	\$ -	\$ -	\$ -
Travel	\$ 5,500.00	\$ 2,000.00	\$ 2,000.00
Other	\$ 3,000.00	\$ -	\$ -
<b>Sub-Total: Operating</b>	<b>\$ 14,500.00</b>	<b>\$ 2,000.00</b>	<b>\$ 2,000.00</b>
<b>Total: Recurring</b>	<b>\$ 114,250.00</b>	<b>\$ 101,750.00</b>	<b>\$ 101,750.00</b>

<b>TOTAL EXPENDITURES (A + B)</b>	<b>\$ 114,250.00</b>	<b>\$ 101,750.00</b>	<b>\$ 101,750.00</b>
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**II. PROJECTED REVENUE**

Tuition	\$ 55,800.00	\$ 130,200.00	\$ 148,800.00
State Fees	\$ 18,900.00	\$ 44,100.00	\$ 50,400.00
Local Fees	\$ 37,800.00	\$ 88,200.00	\$ 100,800.00
Location-Based Fees	\$ -	\$ -	\$ -
State Sources	\$ -	\$ 56,563.65	\$ 131,981.85
Federal Sources	\$ -	\$ -	\$ -
Private Grants or Gifts	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -

<b>TOTAL REVENUE</b>	<b>\$ 112,500.00</b>	<b>\$ 319,063.65</b>	<b>\$ 431,981.85</b>
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<b>REVENUE - EXPENDITURES</b>	<b>\$ (1,750.00)</b>	<b>\$ 217,313.65</b>	<b>\$ 330,231.85</b>
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*\*Projections are held constant based on current fiscal year. Inflation or rate changes are not factored.*

**Notes:**



**American Society  
of Farm Managers  
& Rural Appraisers**

SOUTH DAKOTA CHAPTER

*Enhancing Our Members' Ability to Succeed in Their Rural & Agriculturally Related Professions!*

October 31, 2023

To: Southeast Technical College

Ref: Appraisal Education & Experience

ASFMRA is the nationally recognized leader on rural property education fundamentals. We support the development of training within the guidelines of the Appraisal Subcommittee and The Appraisal Foundation. Our senior appraiser members and appraiser education team are ready to serve with assistance on training and education on all rural property valuation methods for new appraisers.

The SD Chapter of American Society of Farm Managers & Rural Appraisers supports the development of programs for appraisal education and experience within South Dakota's system of higher education. Chapter members spent many years building relationships with South Dakota State University faculty, eventually leading to a real estate minor that provides much of the appraisal education needed for South Dakota state licensed, certified residential, and certified general appraisers.

SD ASFMRA supports the efforts of Southeast Technical College to develop an appraisal education program that will meet criteria set by the SD Appraiser Certification Program and the Appraisal Foundation. Thank you for your effort in finding ways to provide quality education delivery and support for the appraisal profession.

SD ASFMRA looks forward to working with your team on education and training rural property appraisers.

Best Regards,

Jeff Barker, ARA, President  
SD Chapter American Society of Farm Managers and Rural Appraisers.



September 5, 2023

Dr. Benjamin Valdez  
Southeast Technical College  
2320 N Career Ave.  
Sioux Falls, SD 57107

RE: Letter of Support- Real Estate Program Creation

To Whom it May Concern:

I am pleased to offer support in Southeast Technical College's pursuit of establishing a Real Estate Professionals degree program. For 10 years it has been the mission of the South Dakota Native Homeownership Coalition to increase homeownership opportunities for Native people. There are many obstacles to this mission, one of which is a lack of Real Estate professionals willing and able to do work on tribal trust lands.

Our hope with the creation of this program is that more individuals recognize the vast career options an education of this type could lead to and that by increasing the options and avenues in accessing these careers we will see an increase not only in Native American Real Estate Professionals but other South Dakotans willing and able to do work on tribal trust lands in the arena of real estate appraising, home inspecting, mortgage brokerage, and real estate development etc., all things necessary for us to accomplish our goals.

Our partnership with Southeast Technical College is a vital component of our mission. We know that without partners like Southeast Technical College there is no path to increase homeownership. We are honored and proud to partner and support this program.

Sincerely,

Samantha McGrath  
Workforce Development Program Manager  
South Dakota Native Homeownership Coalition

# Regional Comparison by Occupation

Comparing Property Appraisers and Assessors across 2 Regions

Lightcast Q3 2023 Data Set

September 2023

# Parameters

Occupations:

Code	Description
13-2020	Property Appraisers and Assessors

Region:

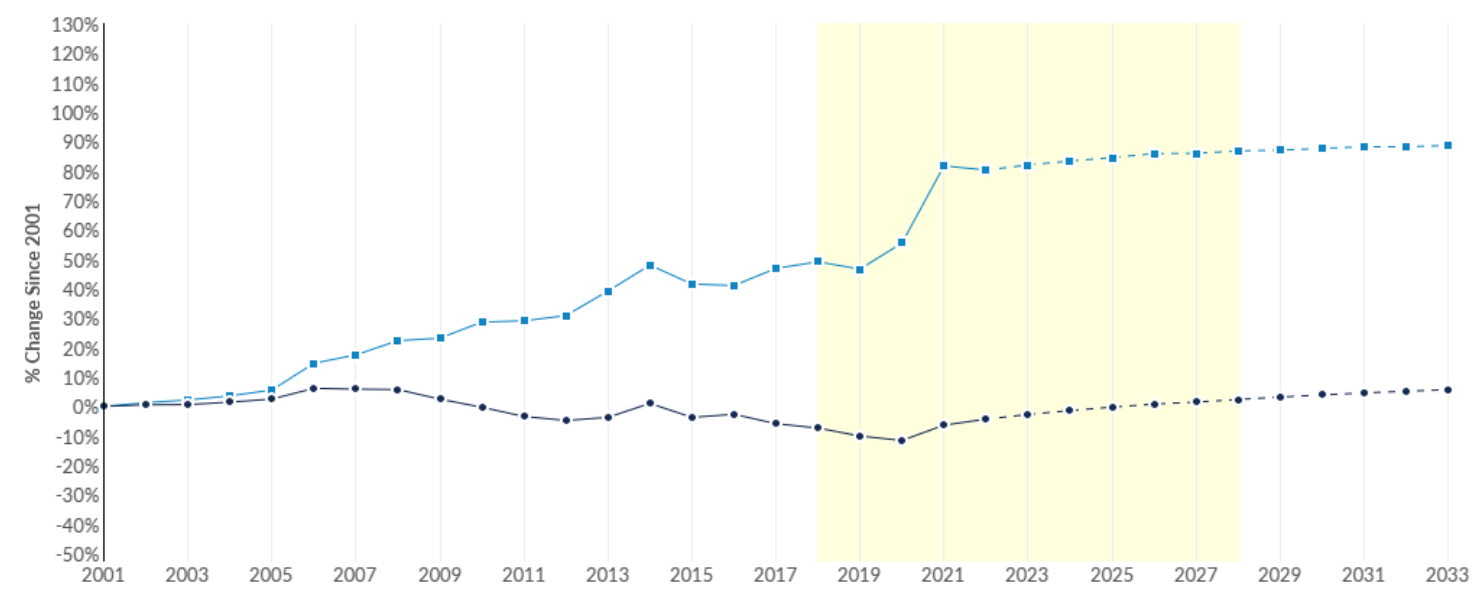
Code	Description	Code	Description
0	United States	46	South Dakota

Timeframe: 2018 - 2028

Datarun: 2023.3 – QCEW Employees



# Occupation Change Summary



Region	2018 Jobs	2028 Jobs	Change	% Change	Median Hourly Earnings
United States	58,454	64,575	6,121	10%	\$29.60
South Dakota	353	442	89	25%	\$24.11

## Occupation Breakdown - 2018 Jobs



Occupation	Description	United States	South Dakota
13-2020	Property Appraisers and Assessors	58,454	353
Total		58,454	353

## Occupation Breakdown - 2028 Jobs



Occupation	Description	United States	South Dakota
13-2020	Property Appraisers and Assessors	64,575	442
Total		64,575	442

## Occupation Breakdown - Change



Occupation	Description	United States	South Dakota
13-2020	Property Appraisers and Assessors	6,121	89
Total		6,121	89

## Occupation Breakdown - % Change



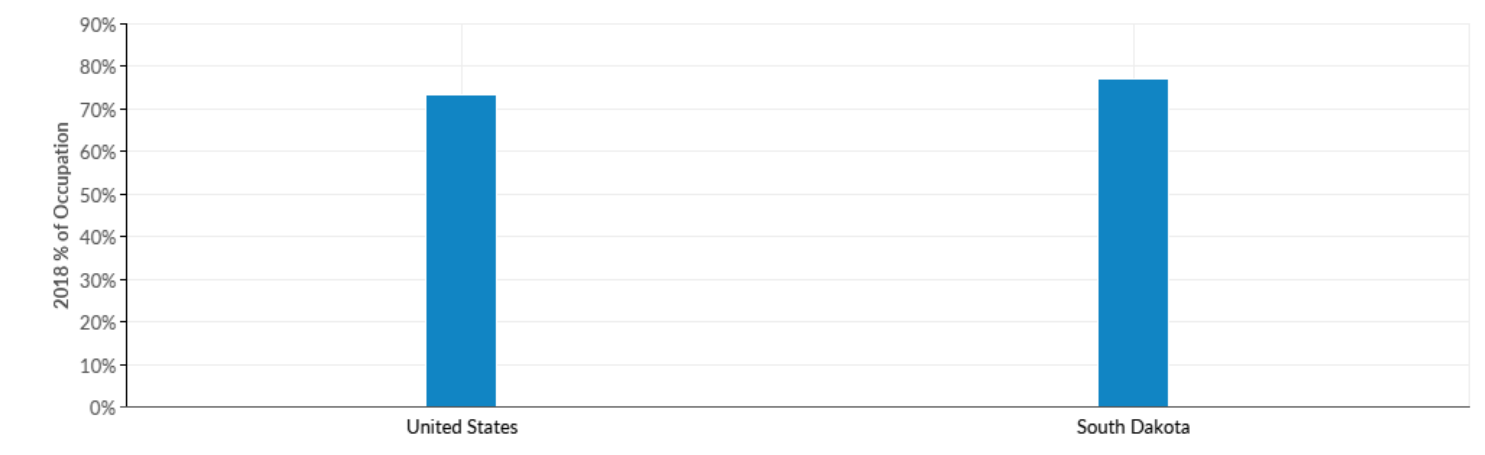
Occupation	Description	United States	South Dakota
13-2020	Property Appraisers and Assessors	10%	25%
Total		10%	25%

## Occupation Breakdown - Median Hourly Earnings



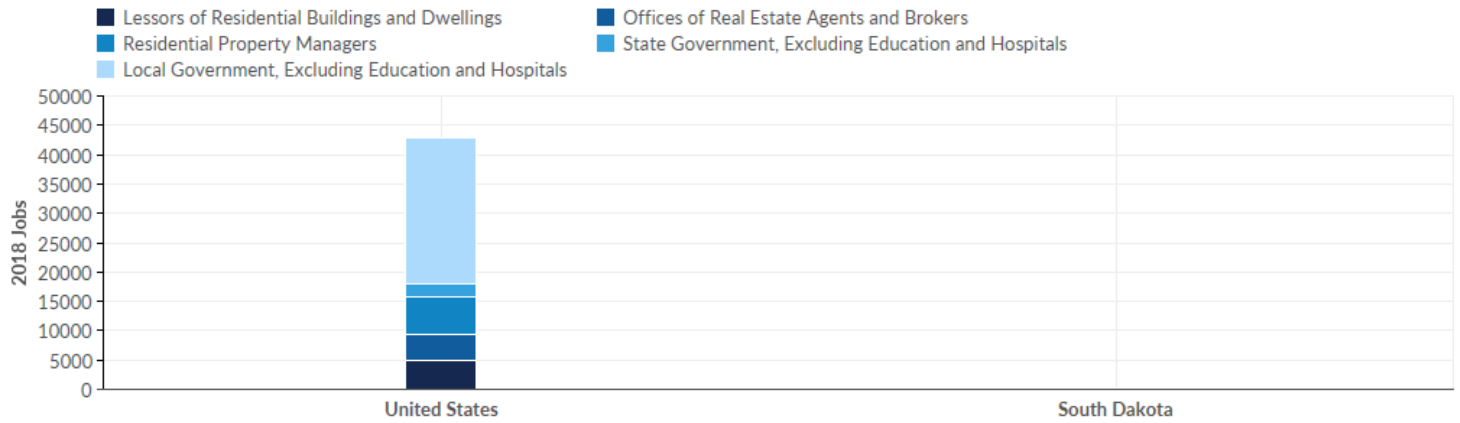
Occupation	Description	United States	South Dakota
13-2020	Property Appraisers and Assessors	\$29.60	\$24.11

# Top Industries - 2018 % of Occupation



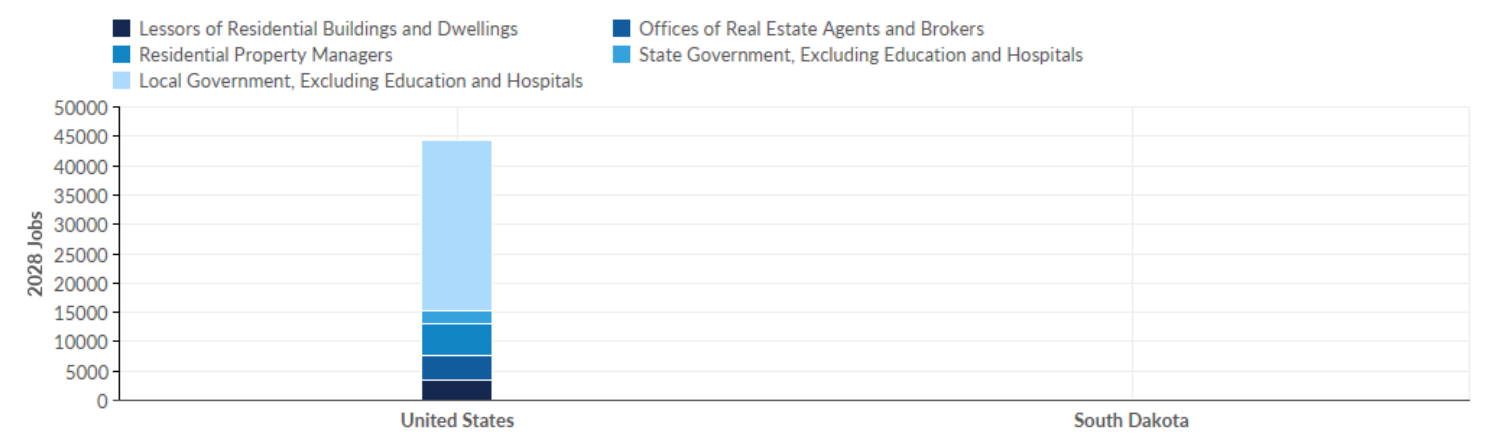
NAICS Code	Description	United States	South Dakota
903999	Local Government, Excluding Education and Hospitals	43%	54%
531311	Residential Property Managers	11%	6%
531110	Lessors of Residential Buildings and Dwellings	8%	7%
531210	Offices of Real Estate Agents and Brokers	8%	4%
902999	State Government, Excluding Education and Hospitals	4%	5%
Total		73%	77%

## Top Industries - 2018 Jobs



NAICS Code	Description	United States	South Dakota
903999	Local Government, Excluding Education and Hospitals	24,876	192
531311	Residential Property Managers	6,252	20
531110	Lessors of Residential Buildings and Dwellings	4,945	26
531210	Offices of Real Estate Agents and Brokers	4,509	15
902999	State Government, Excluding Education and Hospitals	2,317	17
Total		42,898	271

# Top Industries - 2028 Jobs



NAICS Code	Description	United States	South Dakota
903999	Local Government, Excluding Education and Hospitals	29,109	271
531311	Residential Property Managers	5,422	25
531210	Offices of Real Estate Agents and Brokers	4,015	17
531110	Lessors of Residential Buildings and Dwellings	3,517	19
902999	State Government, Excluding Education and Hospitals	2,387	21
Total		44,451	353

Top Industries - Change



NAICS Code	Description	United States	South Dakota
903999	Local Government, Excluding Education and Hospitals	4,233	79
902999	State Government, Excluding Education and Hospitals	70	4
531210	Offices of Real Estate Agents and Brokers	-493	2
531311	Residential Property Managers	-830	5
531110	Lessors of Residential Buildings and Dwellings	-1,428	-8
Total		1,552	82

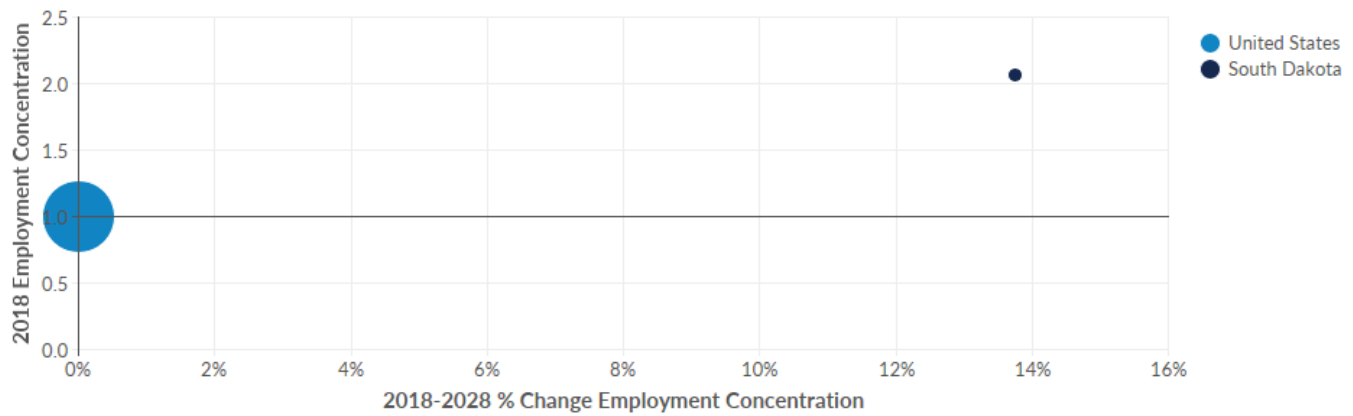
# Top Industries - % Change



NAICS Code	Description	United States	South Dakota
903999	Local Government, Excluding Education and Hospitals	17%	41%
902999	State Government, Excluding Education and Hospitals	3%	24%
531210	Offices of Real Estate Agents and Brokers	-11%	13%
531311	Residential Property Managers	-13%	23%
531110	Lessors of Residential Buildings and Dwellings	-29%	-29%
Total		4%	30%

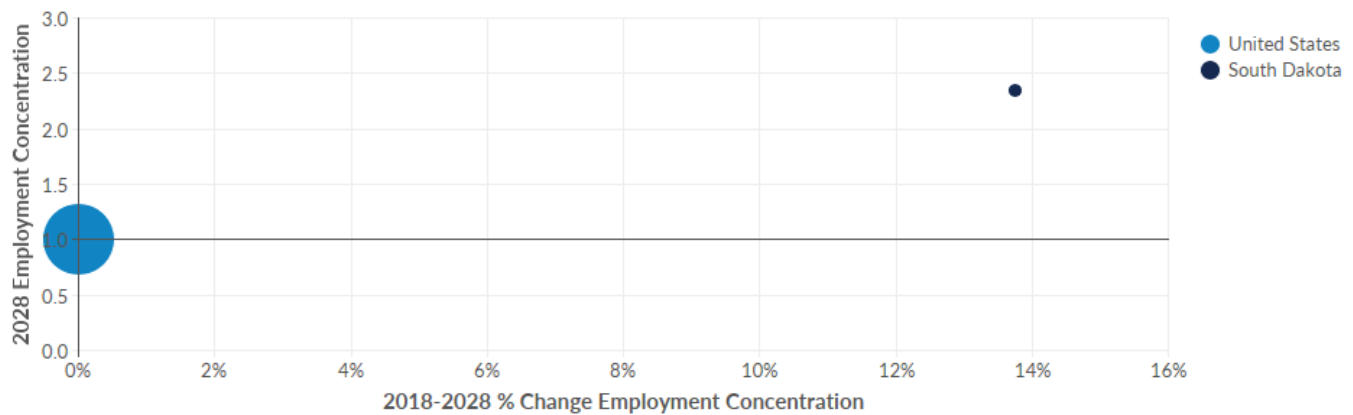


## Employment Concentration Breakdown - 2018 Employment Concentration



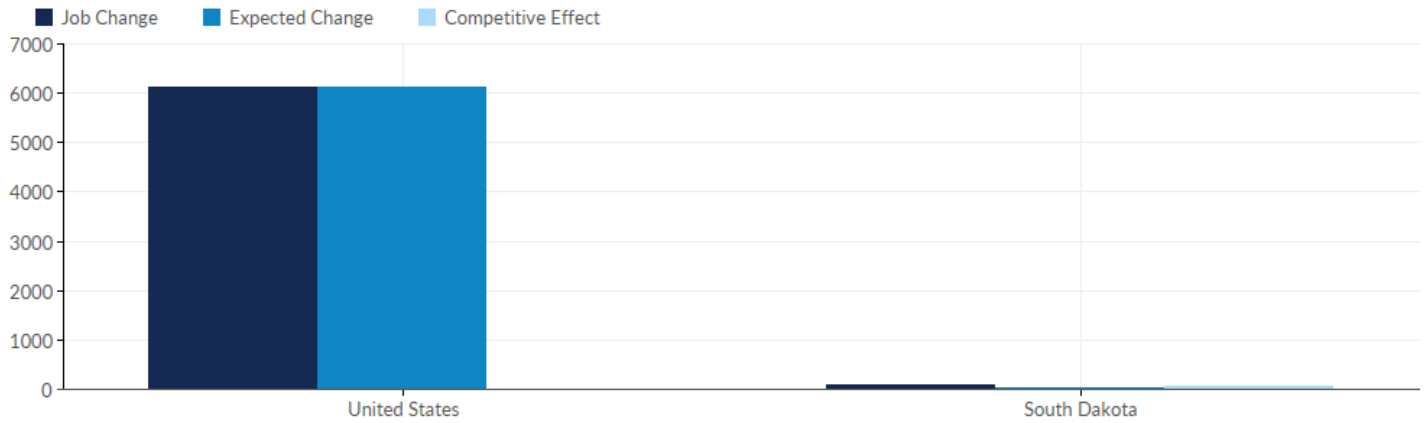
Occupation	Description	United States	South Dakota
13-2020	Property Appraisers and Assessors	1.00	2.06
Total		1.00	2.06

## Employment Concentration Breakdown - 2028 Employment Concentration



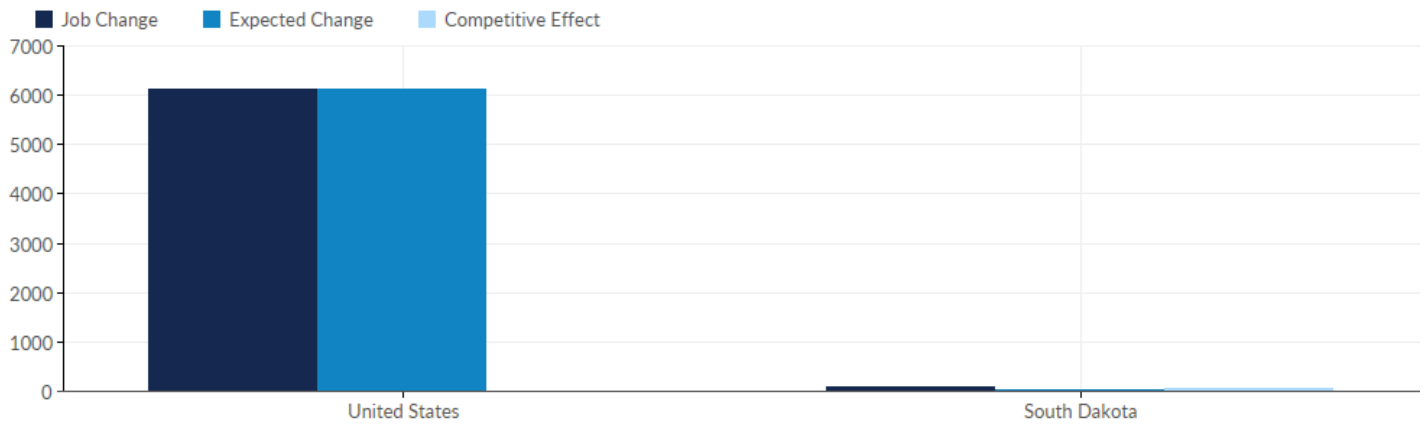
Occupation	Description	United States	South Dakota
13-2020	Property Appraisers and Assessors	1.00	2.35
Total		1.00	2.35

## Shift Share Breakdown - Job Change



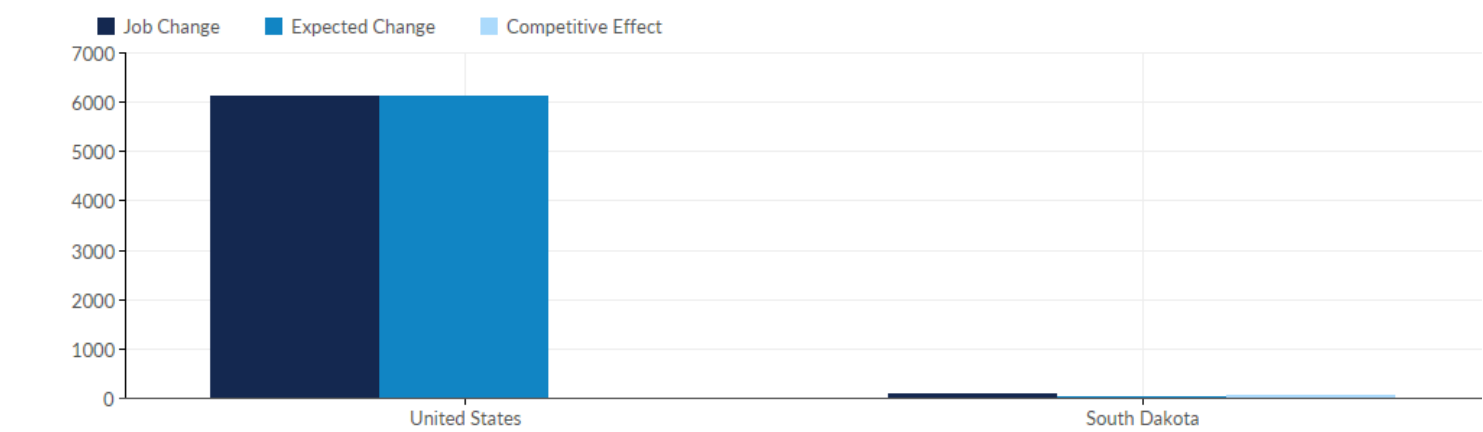
Occupation	Description	United States	South Dakota
13-2020	Property Appraisers and Assessors	6,121	89
Total		6,121	89

## Shift Share Breakdown - Expected Change



Occupation	Description	United States	South Dakota
13-2020	Property Appraisers and Assessors	6,121	37
Total		6,121	37

# Shift Share Breakdown - Competitive Effect



Occupation	Description	United States	South Dakota
13-2020	Property Appraisers and Assessors	0	52
Total		0	52

# Appendix A - Data Sources and Calculations

## Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

## Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

## State Data Sources

This report uses state data from the following agencies: South Dakota Department of Labor and Regulation