SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
ADDITIONAL LOCATION OR BRANCH CAMPUS APPLICATION
COMMITTEE RECOMMENDATION

ADDITIONAL LOCATION OR BRANCH CAMPUS APPLICATION

Southeast Technical College

Career and Technical Education Academy (Sioux Falls, SD)

COMMITTEE RECOMMENDATION

The Committee on Academic Affairs and Institutional Effectiveness met on 11/18/2021 to consider the merits of the additional location or branch campus 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

Institution	Southeast Technical College
Site Name	Career & Technical Education Academy- Sioux Falls School District
Site Address	4700 W Career Circle, Sioux Falls, SD 57107
Site Category	☒ Additional Location ☐ Branch Campus
Anticipated Opening Date	Click here to enter a date.
Site Status	☐ Temporary[1] ☒ Permanent
Anticipated Closure Date *(If temporary)*	Click here to enter a date.
Level of Program Completion[2]	☐ Degree Completion ☒ 50-99% Other:

SUMMARY

Describe the change the institution is seeking approval of.

Southeast Technical College is seeking permission to add the Career & Technical Education Academy (CTE Academy) as an additional location to Southeast Technical College (STC). By adding CTE Academy as an additional location students will have the ability to complete certificates programs while still enrolled as a high school student. The opportunity for students to earn college credit while in high school has tremendous benefits.

The National Alliance of Concurrent Enrollment Program (NACEP) has worked with many State Department of Education and the Higher Learning Commission to promote and develop high academic standards for colleges and universities offering dual enrollment courses at high schools. In several published studies student completing dual enrollment course enter college at a higher rate, complete college on time at a higher rate, and less student students enroll in remedial courses.

CTE Academy offers STC courses from the Construction Management certificate program, Business course from the Accounting and Business Administration program, Networking courses, Welding courses, Automotive courses and General Education courses.

[1] While not formally established in Board Policy, a temporary additional location or branch campus is designed for a set number of cohorts.
[2] HLC Question #2.C.

CRITERION 1: MISSION

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 the CTE Academy is "To educate and prepare students for future success through specialized, relevant, career-oriented learning." The mission of the CTE Academy aligns with STC's mission "To educate individuals for dynamic and rewarding careers that promote lifetime success and meet the workforce needs of our region." The academic programs offered at the CTE Academy align with several of the academic programs at STC. The goal is to provide CTE Academy students with a springboard opportunity start earning college academic credit while still in enrolled in high school and to expose students to the many rewarding career-oriented opportunities upon graduation from STC.

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.

2.0. 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.

STC plans to offer introductory courses at the CTE Academy in fields of Construction Management, Networking, Business Administration, Accounting, Welding, Automotive Technology, and courses in General Education.

The long-term goal would be to have students completing as much as 50% of their academic degree program while enrolled at CTE Academy and provide students with a successful transition from high school to the college environment.

Students enrolled in these courses gain exposure to the academic challenges of college while in their supportive high school environment, earing transcripted college credit at the time they successfully pass the course.

The partnership between the CTE Academy and STC will facility a close collaborative between high school teachers and college faculty that foster alignment of secondary and postsecondary curriculum.

In a study by The American Association of Collegiate Registrars and Admissions Officers (AACRAO) they have reported that 63% of colleges report that completing dual enrollment courses improves the likelihood of being accepted to college.

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. [3]

The target audience will be high school students in the SFSD District who are enrolled at the CTE Academy and completing course work as part of their high school curriculum.

Within the construction program STC will be enrolling 12 to 16 students per semester. Student numbers are limited to a maximum of 16 students to ensure proper supervision and safety of students.

Within the welding and automotive programs, we are estimating 4 to 8 students will enroll in dual enrollment courses each semester with a maximum of 15 students.

Within the business and networking programs, we are estimating 5 to 10 students will enroll in dual enrollment courses with a maximum of 24 students.

[3] HLC Question #3.

The number of General Education courses offered each semester will vary based on student interest. All General Education courses will be limited to a maximum of 24 students in a dual enrollment course.

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[4] to the proposed additional location or branch campus. If none, write "None."

None

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.

☒ Unmet Demand (C.5.1.1)
☐ Industry Partnership (C.5.1.2)
☒ Increases Student Access (C.5.1.3)
☐ Other:

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

Currently we are enrolling students in completing single courses. With approval of CTE Academy as an additional location of STC, we would be able to increase the number of credits student could earn while enrolled at CTE Academy and have the opportunity to complete certificate or diploma programs.

Unmet Demand: The construction certificate to be offered at CTE Academy is in direct demand from industry and the school district to provide opportunities for students to learn valuable skills in the construction industry. Currently the demand for construction employees far exceeds the existing labor force and growing construction market in the Sioux Falls region. The CTE Academy partners with the Habit for Humanity and they provided funding for the construction of a small home used to meet the housing needs for low-income families in Sioux Falls.

Increases Student Access: Many of the students enrolling in the dual enrollment courses are starting by taking the course for career exploration. This provides these students with the opportunity to learn about career fields and to gain confidence to complete college level courses

As an example, the CTE Academy has a full construction program and each year build a home for Habitat For Humanity. With curriculum alignment and adoption of STC construction curriculum student would be able to earn a Certificate in General Construction (7 academic credits consisting of DT102- Print Reading for Construction 2 credits, CMT101- Construction Basics 1 credit, CMT101L- Construction Basics Lab 2 credits, CMT110- Construction Equipment 1 credit, and CMT110L- Construction Equipment Lab 1 credit) and a Certificate in Residential Construction (8 academic credits CMT120- Residential Construction Techniques 3 credits and CMT120L- Residential Construction Techniques Lab 5 credit).

[4] 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

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?[5]

STC will have an effective oversite of the additional location through several means. First, STC is working on the submission of an application of accreditation through the National Alliance of Current Enrollment Programs (NACEP) which has established clear and strict guidelines that high education institutions must follow in the administration and oversight of concurrent enrollment programs at the high school level. STC has implemented the following standards:

- Signed a Memorandum of Understanding with the District on the administration and guidelines for a concurrent enrollment program to ensure that the high school course is the same quality and rigor of the courses offered on-campus at STC.
- Established a Concurrent Enrollment training program for the high school faculty.
- Created a Faculty Mentor program where the high school faculty is matched with a STC faculty in the same discipline. The STC faculty member ensures curriculum alignment, implementation of STC assessment standards, conducts classroom observations to document the post-secondary standards of the class, and that the high school students are hold to the same standards of achievement as students on-campus.
- The high school faculty participate in professional development opportunities at STC to ensure they are advised about the policies and practices in relation to teaching high school students.

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? [6]

Adding CTE Academy as an additional location will not have any impact to instructional capacity at existing campuses or locations. Enrollment at the CTE Academy additional location will be limited to currently enrollment high school students within the Sioux Falls School District or partnering school districts for which the Sioux Falls School District has negotiated agreements with.

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)?[7]

Students enrolling in concurrent enrollment courses at CTE Academy 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.

[5] HLC Question #13.
[6] HLC Question #14.
[7] HLC Question #18.

CRITERION 4: ALIGNMENT

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 courses and programs offered at the CTE Academy will be focused on existing programs which are currently offered. No new courses or programs will be offered at CTE Academy which do not align with existing program offered at STC.

STC will consider adding additional courses/programs at CTE Academy based on alignment with existing academic programs offered at STC and ability to hire highly qualified faculty. STC is also working with CTE Academy to offer General Education courses where STC faculty would teach the courses.

At the high school there are many options for student to enroll in dual enrollment courses. Many of these options offered by the Board Regents are focused on general education courses and have limited enrollment based on a student's cumulative GPA in high school. The focus and direction of the concurrent enrollment program between CTE Academy and STC is to allow students within trade programs to also take full advantage of concurrent enrollment opportunities and earn college credit while still in high school. The concurrent enrollment program also allows students to explore career opportunities and provides expose to new and growing high demand career fields.

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 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 concurrent enrollment courses at CTE Academy. For high school students STC will charge the approved dual enrollment tuition fee only.

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?[8]

Instructor teaching dual enrollment courses must meet all qualification standards set by STC to reach college level courses. These standards are in full alignment with NACEP accreditation standards and HLC accreditation standards.

Each partnering high school will be required to work with their faculty in meeting the standards set forth by STC accreditation bodies to teach dual enrollment courses.

The partnership with CTE Academy will also provide the option for an STC instructor to travel to the high school and teach a course on site at the high school. 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.

We have attached as a supplement document a copy of STC's Concurrent Enrollment Faculty Handbook academic policies and procedures for high school faculty teaching dual enrollment courses on behalf of STC. We are also attaching a draft copy of the High School MOU which outlines expectations and policies between the Sioux Falls School District and STC.

Candidates for adjunct instructor positions at Southeast Tech must meet the following minimum requirements:

[8] HLC Question #17

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.
- 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.[9]

No Additional facilities are needed.

For the construction management program, the CTE Academy has a full enclosed construction facility. For several years, the CTE Academy has been working with Habitat for Humanity to construct a home in the enclosed structure.

[9] Comparable to HLC Questions #8-9.

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. [10]

No additional equipment will be needed to deliver the academic courses offered at the CTE Academy.

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[11]
☒ 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 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 will work with the partner high school to ensure that all NACEP and HLC accreditation standards are meet. STC will provide the technical support and direction and does not see any issues with obtaining and maintaining accreditation for the high school.

[10] Comparable to HLC Questions #8-9.
[11] Applicable if the institution is approved within HLC's Notification Program for Additional Locations.

ADDITIONAL INFORMATION

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.[12]

The SFSD School District and CTE Academy have been working with STC to offer dual enrollment courses for over eight years. This is now a natural fit to expand the number of courses that a high school student can enroll in and complete while still in high school.

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?[13]

STC is actively working with CTE Academy to look at expanding opportunities for dual enrollment courses offered within the district and at CTE Academy. At present STC and CTE Academy are working to align the welding and automotive mechanical repair, and the automotive collision programs. So that students at CTE Academy can obtain a head start on taking courses at STC.

3. Describe the contingency plans in case anticipated enrollments, income, or resources do not materialize.[14]

STC and CTE Academy do not anticipate any issues with maintaining the current levels of enrollment in dual enrollment courses. Both the SFSD School District and STC are working to expand opportunities for students to enroll in dual enrollment courses and are actively working to promote these opportunities.

[12] HLC Question #7.
[13] HLC Question #5.
[14] HLC Question #12.B.

APPENDICES

- 2.B. Student Demand Projections
- 5. Financial Projections
- Concurrent Enrollment MOU Between Southeast Technical College and Sioux Falls School District 49-5

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

Southeast Technical College
CTE Academy- Additional Location

	YEAR 1	YEAR 2	YEAR 3
Student Full-Time Equivalent (FTE)	**40**	**60**	**80**
Headcount: Full-Time	0	0	0
Headcount: Part-Time	40	60	80
Headcount: Total	**40**	**60**	**80**
Total Program or Site Capacity	80	80	80

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
Appendix 5: Financial Projections

Southeast Technical College
CTE Academy- Additional Location

	YEAR 1	YEAR 2	YEAR 3
Student FTE	**40**	**60**	**80**
I. PROJECTED EXPENDITURES			
A. ONE-TIME			
New/Renovated Facilities	$ -	$ -	$ -
Equipment	$ -	$ -	$ -
Other	$ -	$ -	$ -
Sub-Total: One-time	$ -	$ -	$ -
B. RECURRING			
B.1. PERSONNEL			
FTE (Faculty and Staff)	-	-	-
Salary & Benefits	$ -	$ -	$ -
B.2. OPERATING			
Rental / Lease	$ -	$ -	$ -
Contractual Services	$ -	$ -	$ -
Equipment	$ -	$ -	$ -
Supplies	$ 1,000.00	$ 1,000.00	$ 100.00
Travel	$ 500.00	$ 500.00	$ -
Other	$ -	$ -	$ -
Sub-Total: Operating	$ 1,500.00	$ 1,500.00	$ 100.00
Total: Recurring	**$ 1,500.00**	**$ 1,500.00**	**$ 100.00**
TOTAL EXPENDITURES (A + B)	**$ 1,500.00**	**$ 1,500.00**	**$ 100.00**
II. PROJECTED REVENUE			
Tuition	$ 57,996.00	$ 86,994.00	$ 115,992.00
State Fees	$ -	$ -	$ -
Local Fees	$ -	$ -	$ -
Location-Based Fees	$ -	$ -	$ -
State Sources	$ -	$ -	$ -
Federal Sources	$ -	$ -	$ -
Private Grants or Gifts	$ -	$ -	$ -
Other	$ -	$ -	$ -
TOTAL REVENUE	**$ 57,996.00**	**$ 86,994.00**	**$ 115,992.00**
REVENUE - EXPENDITURES	**$ 56,496.00**	**$ 85,494.00**	**$ 115,892.00**

**Projections are held constant based on current fiscal year. Inflation or rate changes are not factored.*

Notes:

Concurrent Enrollment Memorandum of Understanding Between Southeast Technical College and Sioux Falls School District 49-5

TERM

The term of this Memorandum of Understanding (MOU) is July 1, 2021, through June 30, 2025. This MOU, definitions, guidelines, appendices, and concurrent enrollment course list addendum will be reviewed annually.

In order to best understand the intention and roles in this MOU, definitions are provided:

DEFINITIONS

Dual Enrollment is the overarching term used to describe college-credit programs/courses available to high school students in which the student earns credit on both their college and high school transcripts. Programs/Courses included in dual enrollment are concurrent enrollment and dual credit (defined below).

High School-Based Concurrent Enrollment courses are college courses that take place in the high school, during the high school day, being taught by high school faculty who have been approved (as per Southeast Tech Faculty Qualification Policy) to instruct said college-level courses as part of their duties as a school district employee. High school students participating in concurrent enrollment will earn a grade on the permanent college and high school transcripts. The high school student will be treated as equal to any college student on the same campus-based course.

College Based Dual Credit courses are college courses that take place at the college or through the online college offerings, taught by college faculty, in which qualified high school students are enrolled and will earn a grade on the permanent college and high school transcripts. The high school student will be treated like a college student in that course. Southeast Tech faculty identified for college-based dual enrollment course will hold a South Dakota Board of Post-Secondary Education credential.

Partner High Schools are identified as Washington High School, Lincoln High School, Roosevelt High School, Jefferson High School, and Career and Technical Academy.

SOUTHEAST TECH's ROLE

- Establish and communicate to the school district's administration the tuition and fee schedule as established by the South Dakota Board of Education, South Dakota Board of Technical Education, and Sioux Falls School District;
- Coordinate details of the Admission and Registration process with the partner school district;
- Approve of faculty credentials and maintain credentialing file;
- Assign a college mentor faculty for concurrent enrollment courses:
- Provide partner school district with college course academic requirements/outcomes;
- Provide students with full access to all campus technology and student services;
- Provide training and professional development for faculty;
- Ensure all South Dakota Board of Technical Education policies and procedures are met.

PARTNER HIGH SCHOOL AND DISTRICT ROLE

- Propose course/instructor for concurrent enrollment classes;
- Coordinate the dual enrollment process with Southeast Tech dual enrollment personnel and faculty;
- Communicate process for admission and registration to students and parents;
- Communicate cost of tuition and fees associated with enrolling in the course;
- Coordinate and assist with high school faculty to Southeast Tech faculty communication;
- Coordinate and assist with high school faculty meeting faculty credentialing requirements;
- Communicate and adhere to all course academic requirements and /outcomes as established by Southeast Tech;
- Provide access to all textbooks and required materials;
- Provide Southeast Tech with access to high school classroom for high school faculty observations and student surveys;
- Ensure that all admissions testing and placement requirements are meet and in alignment with the policies established by Southeast Tech;
- Ensure grades and student withdrawals are reported according to Southeast Tech's deadlines;
- Ensure all South Dakota Board of Education and South Dakota Board of Technical Education administrative rules are met.

STUDENT RESPONSIBILITIES

- Complete application materials;
- Complete placement tests, if required;
- Provide prerequisite documentation, if required;
- Pay for tuition and course fees in accordance with college deadlines;
- Obtain required dual credit textbooks and materials, if not provided by the school district;
- Pay applicable course drop and additional fees;
- Follow all Southeast Tech student policies and procedures, including procedures for initiating the official withdrawal from courses;
- Adhere to the College Code of Conduct;
- Determine transportation unless otherwise stipulated by the high school for the college-based dual credit course.

HOLD HARMLESS AND INDEMNIFICATION

Each party shall be solely liable for its own tortuous acts or omissions or breaches of third-party contractual rights related to this Agreement. Each party shall fully indemnify and hold harmless the other party from all legal claims and liabilities arising out of the tortuous acts or omissions or breaches of third-party contractual rights by the indemnifying party, including all litigation costs and attorney fees. In addition, these covenants shall extend to Southeast Technical College, the South Dakota Board of Technical Education, and System agents, representatives, and employees.

NON-DISCRIMINATION

The parties to this Agreement do not discriminate on the basis of race, creed, religion, sex, marital status, color, age, physical or mental handicap, or because of national origin, unless based on reasonable grounds, in compliance with the requirements of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Titles VII and VIII of the Public Health Service Act, the Rehabilitation Act of 1973.

CONCURRENT ENROLLMENT ADJUNCT FACULTY HANDBOOK
The Concurrent Enrollment Adjunct Faculty Handbook will outline and provide a definition for the following topics:

- Who May Participate in Concurrent Enrollment
- Roster Process
- Available Academic Resources
- How Grades Are Recorded
- Assessment of Student Learning
- Student Evaluation of Instruction
- Classroom Observations
- Professional Development
- Adjunct Instructor Qualification to Teach
- Substitute Policy
- Non-Renewal Policy
- Census Drop and Withdraw Procedures
- Southeast Tech Email
- Learning Management System

ANNUAL REVIEW AND REVISION
The designated Southeast Tech official and designated school district official will conduct an annual review of the approved MOU for updates and ensure accuracy.

Southeast Tech and the Sioux Falls School District 49-5 enter a Memorandum of Understanding (MOU) for dual enrollment with qualified high school students to receive college credit for specified dual enrollment courses.

Dr. Benjamin A. Valdez, Vice President of Academic Affairs
Designated Southeast Tech Official

27 APR 21
Date

Dr. Jane Stavem, Superintendent
Designated School District Official

4-26-21
Date

APPENDIX:

Name of High School: _____

Instructor	HS Course	College Course	Year or Semester	Transfer or CTE	CR HRS
Instructor of Record Name	High School Course Name	Southeast Tech Course Name	Fall 2021	Item	3