

**BOARD OF REGENTS
MINUTES OF THE MEETING
May 19-21, 2025**

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ADJOURN

**BOARD OF REGENTS
MINUTES OF THE MEETING
May 19-21, 2025**

The South Dakota Board of Regents met on May 19-21, 2025, at the State Game Lodge in Custer, South Dakota at 10:00 a.m. Mountain Time with the following members present:

ROLL CALL:

Miles Beacom – PRESENT
Judy Dittman – PRESENT
James Lochner – PRESENT
Griffin Petersen – PRESENT
Randy Rasmussen – PRESENT
Pam Roberts – PRESENT
Randy Frederick, Secretary – PRESENT
Jeff Partridge, Vice President – PRESENT
Tim Rave, President – PRESENT

Also present during all or part of the meeting were Nathan Lukkes, Board of Regents Executive Director and CEO; Liza Clark, Chief of Staff; Dr. Janice Minder, System Vice President for Academic Policy and Planning; Heather Forney, System Vice President of Finance and Administration; Kayla Bastian, Chief Human Resources Officer; Shuree Mortenson, Director of Communications; Dr. Pamela Cariveau, System Associate Vice President for Academic Programming; Katie Maley, Executive Assistant to the CEO and Board; Barry Dunn, SDSU President; José-Marie Griffiths, DSU President; Steve Elliott, BHSU President; Brian Tande, SDSMT President; Neal Schnoor, NSU President; Sheila Gestring, USD President; Kami VanSickle, SDSD Director; Jessica Vogel, SDSBVI Superintendent; and other members of the Regental system and public and media.

MONDAY, MAY 13, 2024

Regent Rave declared a quorum present and called the meeting to order at 10:00 a.m.

1-B Approval of the Agenda

IT WAS MOVED by Regent Roberts, seconded by Regent Frederick, to approve the agenda as published. Motion passed.

1-C Declaration of Conflicts

There were no declared conflicts.

1-D Approval of the Minutes – Meeting on April 2-3, 2025

IT WAS MOVED by Regent Rasmusen, seconded by Regent Dittman, to approve the minutes of the Board of Regents meeting on April 2-3, 2025. Motion passed.

1-E Motion to Dissolve into Executive Session

IT WAS MOVED by Regent Frederick, seconded by Regent Roberts, that the Board dissolve into Executive Session at 10:05 a.m. on Monday, May 19, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or pricing strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business.

That it recess at the conclusion of the day and reconvene in Executive Session at 9:00 a.m. on Tuesday, May 20, to continue discussing the earlier referenced matters, and that it rise from Executive Session at 5:00 p.m. to resume the regular order of business, and that the Board report its deliberations while in executive session and take any action it deems prudent as a result thereof in public session on Wednesday, May 21. Motion passed.

TUESDAY, MAY 20, 2025

The Board reconvened in executive session at 9:00 a.m.

WENDESDAY, MAY 15, 2024

The Board reconvened in public session at 9:00 a.m.

4-A Report and Actions of Executive Session

The Board of Regents dissolved into executive session at 10:05 a.m. on Monday, May 19, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, before recessing at the conclusion of the day.

The Board reconvened in Executive Session at 9:00 a.m. on Tuesday, May 20, to continue discussing the earlier referenced matters before rising from Executive Session at 5:00 p.m. to resume the regular order of business.

While in Executive Session, the Board discussed the matters just described, which included certain recommended actions as set forth in the Secretary's Report and other matters permitted by law.

IT WAS MOVED by Regent Frederick, seconded by Regent Partridge, that the Board approve the recommended actions as set forth in the secretary's report and publish said reports and official actions in the formal minutes of this meeting. Motion passed.

4-B Resolution of Recognition

IT WAS MOVED by Regent Frederick, seconded by Regent Dittman, to recognize Regent Douglas Morrison for his service to South Dakota's system of public higher education. Motion passed.

A copy of the Resolution of Recognition can be found on pages **16** to **17** of the official minutes.

4-C Reports on Individual Regent Activities

Regent Petersen noted that after the April BOR Meeting he had the opportunity to present before the USD student government association.

Regen Rasmussen attended the SDSD Annual Picnic in Sioux Falls on May 14. He also had the opportunity to represent the BOR at USD's Commencement Ceremony on May 10.

Regent Lochner noted that he had a very enjoyable day at the SDSU Commencement Ceremony on May 10 as their BOR ceremonial representative.

Regent Frederick attended the Honors Social at NSU recently and noted that the insight and work ethic amongst that group is incredible. He then attended NSU's commencement ceremony the following day on May 10 and will also be attending the upcoming graduation ceremony for the SDSBVI.

Regent Partridge noted that he had the honor of participating in the inauguration ceremony for BHSU President Steve Elliott.

Reagen Beacom also noted that he had the opportunity to attend the inauguration ceremony for BHSU, as well as the attended the DSU Commencement Ceremony.

Regent Dittman attended the SDSMT Commencement Ceremony and had the opportunity to also meet the Student Association President at SDSMT, who is also one of the newly elected officers for the Student Federation.

4-D Report of the Executive Director

Nathan Lukkes, Executive Director and CEO, noted that he had the opportunity to represent the BOR at the BHSU Commencement Ceremony, which was his first time doing so. He also had the privilege to participate in the inauguration ceremony for President Elliott at BHSU alongside the other Regents in attendance.

4-E Campus Project / Initiative Updates

Leadership from each of the six institutions (BHSU, DSU, NSU, SDSMT, SDSU, and USD) as well as the two special schools (SDSBVI and SDSD) provided an update to the board highlighting recent activities on their respective campus and any projects/initiatives they have been working on.

4-F Public Comment Period

No report.

CONSENT AGENDA

IT WAS MOVED by Regent Roberts, seconded by Regent Dittman, to approve consent agenda items 5-A through 5-P as presented. Motion passed.

Academic and Student Affairs – Consent

5-A Graduation Lists

Approve the Spring 2025 degree awards for BHSU, DSU, NSU, SDSMT, SDSU, USD, and SDSBVI contingent upon the students' completion of all degree requirements.

A copy of the Graduation Lists can be found on pages **18** to **79** of the official minutes.

5-B Academic Calendars – SDSBVI & SDSD

Approve the proposed academic calendars for the South Dakota School for the Blind and Visually Impaired and the South Dakota Services for the Deaf, as presented.

A copy of the Academic Calendars – SDSBVI & SDSD can be found on pages **80** to **88** of the official minutes.

5-C SDSBVI High School Activities Association Membership

Approve the request of SDSBVI for continued membership in the South Dakota High School Activities Association.

A copy of the SDSBVI High School Activities Association Membership can be found on pages **89** to **90** of the official minutes.

5-D(1) New Program Requests – DSU – Minor in Sports Analytics & Performance Technology

Authorize DSU to offer a minor in Sports Analytics & Performance Technology, as presented.

A copy of the New Program Requests – DSU – Minor in Sports Analytics & Performance Technology can be found on pages **91** to **104** of the official minutes.

5-D(2) New Program Requests – SDSMT – Minor in Biomedical Engineering

Authorize SDSMT to offer a minor in Biomedical Engineering, as presented.

A copy of the New Program Requests – SDSMT – Minor in Biomedical Engineering can be found on pages **105** to **111** of the official minutes.

5-D(3) New Program Requests – SDSMT – Minor in Polymer Engineering

Authorize SDSMT to offer a minor in Polymer Engineering, as presented.

A copy of the New Program Requests – SDSMT – Minor in Polymer Engineering can be found on pages **112** to **120** of the official minutes.

5-D(4) New Program Requests – SDSU – Minor in Financial Counseling and Planning

Authorize to offer a minor in Financial Counseling and Planning, as presented.

A copy of the New Program Requests – SDSU – Minor in Financial Counseling and Planning can be found on pages **121** to **129** of the official minutes.

5-E(1) New Certificate Requests – DSU – Computer Science and Cyber Education (Graduate)

Authorize DSU to offer a graduate certificate in Computer Science and Cyber Education, as presented.

A copy of the New Certificate Requests – DSU – Computer Science and Cyber Education (Graduate) can be found on pages **130** to **138** of the official minutes.

5-E(2) New Certificate Requests – SDSMT – Explosives Engineering (Undergraduate)

Authorize SDSMT to offer an undergraduate certificate in Explosives Engineering, as presented.

A copy of the New Certificate Requests – SDSMT – Explosives Engineering (Undergraduate) can be found on pages **139** to **145** of the official minutes.

5-E(3) New Certificate Requests – USD – Trust Law (Graduate)

Authorize USD to offer a graduate certificate in Trust Law, as presented.

A copy of the New Certificate Requests – USD – Trust Law (Graduate) can be found on pages **146** to **151** of the official minutes.

5-F(1) New Specialization Requests – DSU – Biomechanics, Cybersecurity, and Data & Digital Intelligence Specializations – MS in Artificial Intelligence

Authorize DSU to offer three specializations in Biomechanics, Cybersecurity, and Data & Digital Intelligence within the MS in Artificial Intelligence program, as presented.

A copy of the New Specialization Requests – DSU – Biomechanics, Cybersecurity, and Data & Digital Intelligence Specializations – MS in Artificial Intelligence can be found on pages **152** to **166** of the official minutes.

5-G(1) New Site Requests – BHSU – MBA in Applied Management (Spearfish Main Campus & Online)

Approve BHSU's new site proposal to offer the MBA in Applied Management at BHSU's main campus and online, as presented.

A copy of the New Site Requests – BHSU – MBA in Applied Management (Spearfish Main Campus & Online) can be found on pages **167** to **171** of the official minutes.

5-H Substantive Program Modifications Requiring Board Approval – SDSU

Approve the substantive program modifications from SDSU, as presented.

A copy of the Substantive Program Modifications Requiring Board Approval – SDSU can be found on pages **172** to **179** of the official minutes.

5-I(1) Articulation Agreements – Dakota State University

Approve Dakota State University to finalize and execute the articulation agreements with Lake Area Technical College in substantially similar form to that set forth in Attachment I.

A copy of the Articulation Agreements – Dakota State University can be found on pages **180** to **228** of the official minutes.

5-I(2) Articulation Agreements – South Dakota School of Mines & Technology

Approve South Dakota School of Mines & Technology to finalize and execute the articulation agreement with Northern State University in substantially similar form to that set forth in Attachment I.

A copy of the Articulation Agreements – South Dakota School of Mines & Technology can be found on pages **229** to **237** of the official minutes.

5-J(1) Agreements on Academic Cooperation – South Dakota School of Mines & Technology

Approve South Dakota School of Mines & Technology to finalize and execute the agreement on academic cooperation between SDSMT and Amity University Rajasthan, the Indian Institute of Technology Hyderabad, Razzakov Kyrgyz State Technical University, and the National Institute of Technology Agartala in substantially similar form to that set forth in Attachments I-IV.

A copy of the Agreements on Academic Cooperation – South Dakota School of Mines & Technology can be found on pages 238 to 251 of the official minutes.

5-J(2) Agreements on Academic Cooperation – South Dakota State University

Approve South Dakota State University to finalize and execute the agreements on academic cooperation between SDSU and Euroace, S.L., the University of Santiago de Compostela, and Jönköping University Sweden, in substantially similar form to that set forth in Attachments I-III.

A copy of the Agreements on Academic Cooperation – South Dakota State University can be found on pages 252 to 277 of the official minutes.

5-K Site Termination Request – SDSU

Approve SDSU's requests to terminate the delivery site in Aberdeen for the specified programs, as presented.

A copy of the Site Termination Request – SDSU can be found on pages 278 to 282 of the official minutes.

5-L Inactive Status and Program Termination Requests – SDSU & USD

Approve the program termination request from SDSU and USD, as presented.

A copy of the Inactive Status and Program Termination Requests – SDSU & USD can be found on pages 283 to 295 of the official minutes.

5-M SDSU & DSU – Literacy Coaching Certificate Memorandum of Agreement

Approve the Memorandum of Agreement between DSU & SDSU in substantially similar form to that set forth in Attachment I.

A copy of the SDSU & DSU – Literacy Coaching Certificate Memorandum of Agreement can be found on pages 296 to 299 of the official minutes.

Budget and Finance – Consent

5-N FY26 General Fund M&R Allocation and Projects

Approve the FY26 General Fund M&R projects as presented in Attachment I.

A copy of the FY26 General Fund M&R Allocation and Projects can be found on pages 300 to 302 of the official minutes.

5-O FY26 M&R Fee Projects

Approve the FY26 Maintenance and Repair Fee projects as presented in Attachment I.

A copy of the FY26 M&R Fee Projects can be found on pages 303 to 305 of the official minutes.

5-P Revised BOR Policy 1.7.3 (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 1.7.3 (Unmanned Aircraft Systems Policy) as presented.

A copy of the Revised BOR Policy 1.7.3 (Second Reading) can be found on pages 306 to 312 of the official minutes.

Routine Informational Items – No Board Action Necessary

5-Q Capital Projects List

A copy of the Capital Projects List can be found on pages 313 to 317 of the official minutes.

5-R Intent to Plan Requests

A copy of the Intent to Plan Requests can be found on page 318 of the official minutes.

5-S Interim Actions of the Executive Director

A copy of the Interim Actions of the Executive Director can be found on pages 319 to 321 of the official minutes.

5-T Audit Committee Report

A copy of the Audit Committee Report can be found on page 322 of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

6-A SDSBVI Comprehensive Plan for Special Education

Dr. Jessica Vogel, SDSBVI Superintendent, explained that each local school district and accredited school is required to annually submit a Comprehensive Plan for Special Education to the South Dakota Department of Education that details how the school will implement federal and state laws and special education regulations. Local school boards across the state are required to approve similar plans, and since the SDBOR serves in this capacity for SDSBVI, formal Board approval is required prior to submission. IT WAS MOVED by Regent Dittman, seconded by Regent Partridge, to approve the South Dakota School for the Blind and Visually Impaired's Comprehensive Plan for Special Education as presented for signature by the BOR President. Motion passed.

A copy of the SDSBVI Comprehensive Plan for Special Education can be found on pages 323 to 334 of the official minutes.

6-B SDSBVI School Accreditation and Improvement Plan

Dr. Jessica Vogel, SDSBVI Superintendent, stated that this item is informational only for the Board. The strategic plan for SDSBVI is reviewed annually for purposes of improving the school. The school's improvement plan assists SDSBVI staff, administration, and their various stakeholders to develop the school's mission and further support meeting the needs of the students attending or being serviced by SDSBVI.

A copy of the SDSBVI School Accreditation and Improvement Plan can be found on pages **335** to **342** of the official minutes.

BUDGET AND FINANCE

7-A BOR 2025 Series Housing and Auxiliary Facilities System Revenue Bonds

Heather Forney, System VP of Finance and Administration, summarized that approval of the bonds will provide savings on the Series 2013A Bonds, Series 2014B Bonds and Series 2015 Bonds and allow SDSU to renovate the Larson Commons facility and build additional parking.

In the current interest rate environment, the Board's outstanding Series 2013A Bonds, Series 2014B Bonds and Series 2015 Bonds can potentially be refunded in whole or in part and produce debt service savings. The timing of the sale of the Bonds and the selection of the Series 2013A Bonds, Series 2014B and Series 2015 Bonds to be refunded, to realize and optimize refunding savings benefits, is dependent upon future market conditions. The authorization provided by the Board today will provide flexibility to react to quickly changing conditions in the financial markets. Bond counsel for the Bonds has prepared appropriate resolutions and documents to proceed with the next phases of the financing which requires five action items needing approval by the Board as outlined within the agenda item presented.

IT WAS MOVED by Regent Lochner, seconded by Regent Roberts, to approve Action Item 1 as presented.

ROLL CALL:

Beacom – AYE
Dittman – AYE
Lochner – AYE
Petersen – AYE
Rasmussen – AYE
Roberts – AYE
Frederick – AYE
Partridge – AYE
Rave – AYE

Motion passed.

IT WAS MOVED by Regent Lochner, seconded by Regent Roberts, to approve Action Item 2 as presented.

ROLL CALL:

Beacom – AYE
Dittman – AYE
Lochner – AYE
Petersen – AYE
Rasmussen – AYE
Roberts – AYE
Frederick – AYE
Partridge – AYE
Rave – AYE

Motion passed.

IT WAS MOVED by Regent Lochner, seconded by Regent Roberts, to approve Action Item 3 as presented.

ROLL CALL:

Beacom – AYE
Dittman – AYE
Lochner – AYE
Petersen – AYE
Rasmussen – AYE
Roberts – AYE
Frederick – AYE
Partridge – AYE
Rave – AYE

Motion passed.

IT WAS MOVED by Regent Lochner, seconded by Regent Roberts, to approve Action Item 4 as presented.

ROLL CALL:

Beacom – AYE
Dittman – AYE
Lochner – AYE
Petersen – AYE
Rasmussen – AYE
Roberts – AYE
Frederick – AYE
Partridge – AYE
Rave – AYE

Motion passed.

IT WAS MOVED by Regent Lochner, seconded by Regent Roberts, to approve Action Item 5 as presented.

ROLL CALL:

Beacom – AYE
Dittman – AYE
Lochner – AYE
Petersen – AYE
Rasmussen – AYE
Roberts – AYE
Frederick – AYE
Partridge – AYE
Rave – AYE

Motion passed.

A copy of the BOR 2025 Series Housing and Auxiliary Facilities System Revenue Bonds can be found on pages **343** to **483** of the official minutes.

ADJOURNMENT

IT WAS MOVED by Regent Dittman, seconded by Regent Frederick to adjourn the meeting. Motion passed.

The meeting adjourned at 10:55 a.m. Mountain Time.

Secretary's Executive Session Report

The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on Monday, May 19th, 2025, in accordance with SDCL § 1-25-2 to discuss matters authorized therein. Following executive session, on May 21st the Board will meet in open session to discuss and take official action on the matters set forth below, all other matters discussed were consistent with the requirements of SDCL 1-25-2, but no official action on them is being proposed at this time.

Recommended Actions:

2-C(3). Approve the evaluation letters for President Schnoor, President Dunn and President Griffiths, as discussed.

2-D. Authorize the General Counsel to proceed with the legal matter(s) within the parameters discussed.

2-H. Approve the employment actions as discussed for BHSU and SDSMT.

2-J(1). Accept the System Scholarship Committee's recommended recipients and alternates for the 2025-26 Fowler, Bjugstad, and Scarborough scholarships, as presented.

2-J(2). Approve FY26 contract renewals as discussed and authorize Board staff to effectuate the necessary contract terms.

2-J(3)(a). Approve the employment contract for Kyley Bachand as the SDSMT women's head basketball coach.

2-J(3)(b). Approve the employment contract for Michael Iseman as the SDSMT head men's basketball coach.

2-J(4). Approve the leave requests for Emilia Flint (BHSU), Sangbon Lee (BHSU), Audrey Miller (NSU), Rajesh Sani (SDSMT), Weiwei Zhang (SDSU), Graham Wrightson (SDSU), Craig Silvernagel (SDSU), Michael Gonda (SDSU), Leah McCormack (USD), Jing Liu (USD), and Kari Oyen (USD), as presented.

2-J(5). Approve the promotion and tenure requests as presented in Attachment I.

2-J(6). Award of two (2) years of prior service credit toward promotion and tenure for Dr. Billington (BHSU), seventeen (17) years toward tenure and six (6) years toward promotion for Dr. Al-Hammouri (DSU), two (2) years of prior service credit toward promotion and tenure for Dr. Behrens (DSU), one (1) year of prior service credit toward promotion and tenure for Dr. Lipatov (SDSMT) and two (2) years of prior service credit toward tenure and one (1) year toward promotion for Dr. Mitra (SDSMT).

**APPROVE THE FOLLOWING TENURE AND/OR PROMOTION REQUESTS FOR
THE FOLLOWING FACULTY MEMBERS:**

BLACK HILLS STATE UNIVERSITY

Promotion: Asunsakis, Amy Heltibridge, Doug Lehman, Karl Mehrer, Ronda Choi, Yun-Seok Pawlus, Matthew Pfeiffer, Ashley Berberick, David Triplett, Craig	Tenure: Choi, Yun-Seok Pawlus, Matthew Pfeiffer, Ashley

DAKOTA STATE UNIVERSITY

Promotion: Altman, Hannah Anderson, Katie Sathoff, Andrew Scholten, Shane	Tenure: Altman, Hannah Anderson, Katie Sathoff, Andrew Harrath, Youseff Kaabi, Jihene Hastings, John Scholten, Shane

NORTHERN STATE UNIVERSITY

Promotion: Trentham, William Travis Mathew, Shalini Monaghan-Geernaert, Pamela Near, Christopher Shortt, Chelsee	Tenure: Mathew, Shalini Monaghan-Geernaert, Pamela Near, Christopher Shortt, Chelsee

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

Promotion: Gilcrease, Kelsey Lehmann, Tristin Westergaard, Karen Diwakar, Prasoon Gibson, Jonathan Kunza, Lisa Shearer, Christopher Birrenkott, Cassandra	Tenure: Diwakar, Prasoon Xing, Weibing

SOUTH DAKOTA STATE UNIVERSITY

Promotion: Yang, Xufei
Ehlert, Krista
Hendricks, Marina
Qi, Junjian
Basu, Saikat
Snow, Ethan
Willand Charnley, Rachel
Millett, Bruce
Zhang, Hankui
Emery, Karin
Kumar Sehgal, Sunish
Graham, Christopher
Levesque, Crystal
Wrightson, Graham
Baggett, Paul
Wallace, Jacob
Bjornestad, Andrea
Vestal, Sharon
Kimm, Jung-Han
Chakravarty, Suvobrata
McTaggart, Robert
Watre, Robert

Tenure: Yang, Xufei
Ehlert, Krista
Hendricks, Marina
Qi, Junjian
Basu, Saikat
Snow, Ethan
Willand Charnley, Rachel
Millett, Bruce
Zhang, Hankui
Emery, Karin

UNIVERSITY OF SOUTH DAKOTA

Promotion: Carlson, Stacie
Grinde, Shelly
Danzi, BreAnne
John, Ranjeet
Kelmelis, Saige
Yoon, Jong-Sung
Liu, Jing
Tinguely, Joseph
Williams, Mandy
Manser Payne, Elizabeth
Lehmann, Erin
Williams, Jing
Miller, Robert
Fulton, Neil
Vacek, Shelie
LaPlante, Kathy
Grobe-Wolters, Megan
Nelson, Amy
Dewald, Matt
Feldhacker, Mackenzie
Ladwig, Adam
Regnerus, Carissa
Zimney, Kory
Rezvani, Khosrow

Tenure: Danzi, BreAnne
John, Ranjeet
Kelmelis, Saige
Yoon, Jong-Sung
Manser Payne, Elizabeth
Lehmann, Erin
Dewald, Matt
Feldhacker, Mackenzie
Ladwig, Adam

DENY THE FOLLOWING TENURE, PROMOTION AND/OR RENEWAL REQUESTS FOR THE FOLLOWING FACULTY MEMBERS:

DAKOTA STATE UNIVERSITY

Promotion: DSU 1
 DSU 9
 DSU 10
 DSU 11

UNIVERSITY OF SOUTH DAKOTA

Promotion: USD 13

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 4 – B
DATE: May 19-21, 2025

SUBJECT

Resolution of Recognition

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Douglas Morrison served the people of the state of South Dakota from March 2023 to March 2025, before his departure from the South Dakota Board of Regents.

IMPACT AND RECOMMENDATION

The South Dakota Board of Regents wishes to recognize Regent Morrison for his outstanding service to the higher education system in South Dakota.

ATTACHMENTS

Attachment I – Resolution of Recognition – Douglas Morrison

DRAFT MOTION 20250519_4-B:

I move to recognize Regent Douglas Morrison for his service to South Dakota's system of public higher education.

SPECIAL RESOLUTION

WHEREAS, Douglas Morrison served the people of the state of South Dakota from March 2023 to March 2025, before his departure from the South Dakota Board of Regents; and

WHEREAS, Regent Morrison served with distinction as Secretary of the Board in 2024 and 2025, where he was an active member of the Executive Committee; and

WHEREAS, Regent Morrison contributed to the selection of leadership positions for the Board of Regents system, including the 2023 Black Hills State University Presidential search, and the 2024 South Dakota Mines Presidential search; and

WHEREAS, during his time on the Board, Regent Morrison took a diligent and thoughtful approach to ensuring South Dakota's public universities offer opportunities for all students to succeed in their educational pursuits; and

WHEREAS, during his time on the Board, Regent Morrison has served on the committee of academic and student affairs, leading multiple discussions on program health, new program requests, collaboration, and agreements for the Regental system.

NOW, THEREFORE, BE IT RESOLVED, that it is the desire of the Board of Regents to recognize Regent Douglas Morrison for his service; and

BE IT FURTHER RESOLVED, that Regent Douglas Morrison be thanked for his contributions and dedication to the betterment of students' higher education, and it is ordered that this Resolution be spread upon the minutes of this Board and that a copy thereof be forwarded to Regent Morrison.

Adopted this 21st day of May 2025.

SOUTH DAKOTA BOARD OF REGENTS

Tim Rave, President

Jeff Partridge, Vice President

Randy Frederick, Secretary

Special Resolution Number 01-2025

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – A
DATE: May 19-21, 2025

SUBJECT

Graduation Lists

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.6.1](#) – Academic Program Student Credit Hour Requirements

[BOR Policy 2.6.2](#) – Awarding of Degrees, Graduation Dates, and Catalog of Graduation

BACKGROUND / DISCUSSION

Board of Regents Policy 2.6.2 – Awarding of Degrees, Graduation Dates, and Catalog of Graduation specifies that the Board “approves the awarding of academic degrees after receiving the university president's recommendation on behalf of the university,” following each academic term. Once submitted on behalf of the institution, the President certifies that all candidates have successfully completed degree or program requirements as approved by the Board and that no degree requirements were waived for any individual student.

IMPACT AND RECOMMENDATION

Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, the University of South Dakota, and South Dakota School for the Blind and Visually Impaired request approval of the graduation lists for Spring 2025.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – Black Hills State University

Attachment II – Dakota State University

Attachment III – Northern State University

Attachment IV – South Dakota School of Mines & Technology

Attachment V – South Dakota State University

Attachment VI – University of South Dakota

Attachment VII – South Dakota School for the Blind and Visually Impaired

DRAFT MOTION 20250519_5-A:

I move to approve the Spring 2025 degree awards for BHSU, DSU, NSU, SDSMT, SDSU, USD, and SDSBVI contingent upon the students’ completion of all degree requirements.

Black Hills State University

MAY 2025

ASSOCIATE OF ARTS

Bernard, Katherine	Nix, Katelyn	Taylor, Jailyn
Esser, Kaden	Rakestraw, Baylee	Wheeler, Kristie
Even, Elizabeth	Record, Elise	
Marcoe, September	Rodgers, Sheldyn	

ASSOCIATE OF SCIENCE

Christofferson, Ella	Hinrichs, Megan	Moser, Maria
Cooper, Jessica	Hourigan, Paul	Neumiller, Lianna
Davis, Allison	Hurley, Kassidy	Peterson, Bailey
Dietrich, Breanna	Johnson, Ashley	Prentice, Kaitlynn
Eide, Hannah	Komes, Carlee	Reed, Samuel
Erickson, Brody	MacAngus, Gabriella	Schmidt, Savanna
Grasser, Samantha	McIntyre, Kaley	Stone, Adam
Hehr, Zoey	Miller, Kaylin	Unterseher, Kaley
Heidecker, Mitchell	Misar, Kylee	West, Shelby

BACHELOR ARTS

Durham, Bailey	Owens, Holden
Meeks, Emma	Ratty, Dean

BACHELOR OF FINE ARTS

Benson, Hannah	Hedman, Lyndsay	Peterson, Erin
Cina, Zakary	Larson, Alexandra	Riederer, Derek
Clark, Hayly	Linn-Wellford, Kaylee	Scalise, Annalina
Fasching, Paige	Mandy, Valentine	Stephens, Grace
Goff, Seth	McGraw, Conor	

Black Hills State University

MAY 2025

BACHELOR OF GENERAL STUDIES

Cain, Olivia	Houghton, Lisa	Salvetti, Steven
Dan Xuan Lynh Nguyen	Jones, Austin	Souffrant, Klaus
Gilliland, Bryce	Mambele, Ngankoy	
Hamm, Rayne	Nesland, Hayden	

BACHELOR OF SCIENCE

Abbott, Megan	Ellis, Spencer	Kearns, Jason
Ali, Fatima	Finstrom, Megan	Kelly, Jenna
Amaral, Brianna	Folchert, Jessica	Kettles, Felicity
Anderson, Braden	Francis, Hannah	Kinder, Grace
Anderson, Cherish	Frank, Kitrie	Kizilkaya, Ceylin
Anderson, Ezra	French, Chloe	Lance, Adreanna
Backes, Madisyn	Gackle, Jadyne	Lewis, Anathasia
Baer, Genevieve	Gasper, Sydney	Mallindine, Madeline
Baldwin, Abigail	Gaulke, Sydney	Martz, Dylan
Bartholomay, Camrie	Geck, Brandon	McArthur, Camden
Bates, Morgan	George, Mary	McGraw, Conor
Beastrom, Emily	Goebel, Abigail	McKeever, Ava
Bendigo, Lexie	Goodyear, Sean	McManus, Allison
Bennett, Connor	Greenfield, Amber	McRann, Kailey
Bertram, Kalla	Gubka, Wayne	Monahan, Traeton
Bertsch, Margo	Guiot, Taylor	Moody, Deunte
Brown, Allie	Hadwiger, Joshua	Moose-Elkin, Natalie
Brown, Sylvia	Hale, Nicholas	Mueller, Michelle
Bump, Charles	Haneborg, Gracie	Nelson, Mitchell
Byrd, Aiyana	Hanson, Sidney	Noordsy, John
Campbell, Joshua	Haro, Sophia	Olson, Cade
Canaday, Lily	Harrison, Jared	Olson, Kelby
Carey, Tatum	Herrera, Kenli	Osegueda, Kayla
Cass, Jayme	Hill, Matthew	Outland, Jadyne
Clark, Trey	Hill, Patricia	Parette, Brooke
Cook, Taryn	Hong, Doreen	Pedneau, Katie
Cudney, Alyssa	Hood, Zaine	Pixler, Nicholas
Dannelly, Makayla	Hunt, Ethan	Poss, Nadalyn
Davis-Golliher, Jaeda	Husted, Haley	Potter, Kira
Dippert, Erin	Iwan, Dylan	Poulsen, Olivia
Dowden, Taylor	Jacobs, Mara	Pourier, Taylor
Dunn, April	Jenkins, Shaylin	Pozorski, Elizabeth
Dwyer, Tianna	Jones, Kyle	Quijano, Isabella

Black Hills State University

MAY 2025

Quinones, Nathaniel	Standish, David	Unterseher, Micah
Quinones, Nicholas	Steinback, Charles	Valerio, Marcos
Reifschneider, Andrea	Steveson, Alaina	Vocu, Katelyn
Richards, Madisyn	Swift, Sarah	Wadlington, Shelbie
Rindels, Jessa	Theobald, Elizabeth	Wang, Jerrie
Roberts, Zoe	Thompson, James	Weathersby, Haylee
Rosenstrauch, Anthony	Thornhill, Megan	Wellhoefer, Randi
Rucker-Owen, Ella	Tidyman, Dylan	Werlinger, Tennley
Runde, Lewin	Tieszen, Grace	Wessels, Cassie
Salazar, Leah	Tomlinson, Ayisha	Whitney, Daniel
Sartain, Mason	Trolla, Jazlynn	Wijayanto, Muhammad
Schad, Josef	Trotter, Jesse	Williams, Branton
Selensky, Makayla	Trujillo, Destiny	Williams, Kaiden
Smith, Steffan	Ukaji, Mirei	Wolff, Emma
Smith, Taiya	Ulin, Chance	Wood, Matthew

BACHELOR OF SCIENCE IN EDUCATION

Amsden, Hailey	Hoon, Abigail	Pedersen, Caitlin
Andrus, Rylie	Johnson, Rachel	Peterson, Erin
Baltrusch, Alexis	Johnston, Ethan	Rye, Angeline
Beert, Logan	Kern, Kimberly	Schuelke, Dryeann
Beert, Regan	Kjellsen, Sydnee	Shanklin, Johnathan
Benson, Hannah	Koenig, Wesley	Speidel, Madison
Bento, Madison	Kolve, Madison	Swingholm, Mason
Brozik, Megan	Lamon, Hannah	Vander Wal, Kashas
Buer, Faith	Limmer, Joshua	Vander Wal, Mercedeeds
Bullard, Logan	Limmer, Taylyn	Vander Wilt, Aubree
Burghduff, Sydney	Mattison, McKayla	Vandersnick, Tessa
Carlson, Kyla	Munoz, Rosario	Westra, Madelyn
Cole, Sadie	Nelson, Ainsley	Wilbur, Hayley
Contreras, Ximena	Neville, Shayna	Willert, Trinity
Godwin, Madyson	O'Connor, Victoria	Wittmeier, Lacey
Hayes, Emma	Owen, Brianna	Zuniga, Abigail

Black Hills State University

MAY 2025

MASTER OF ARTS IN TEACHING

Carr, Josephine

Lloyd, Kimberly

Schrier, Amanda

MASTER OF BUSINESS ADMINISTRATION

Lauritsen, Michael

Reiman, Cameron

Moscinski, Elijah

Rhoades, Haedyn

MASTER OF SCIENCE

Chiaromonte, Antonia

Kidd, Charles

Quicke, Rebekah

DeHaan, Barry

Lakes, Bethany

Renner, Abigail

Dickenson, Gabrielle

McCarty, Nicole

Shelton, Julia

Hartze, Tiadra

Nnabuo, Noah

CERTIFICATES

Amaral, Brianna

Hoffman, Landen

Rucker-Owen, Ella

Billiot-Bruleigh, Rachel

Husted, Haley

Spencer, Olivia

Clark, Hayly

Kinder, Grace

Steinback, Charles

Cross, Douglass

Kosters, KrystaBelle

Swift, Sarah

DeLeon, Diana

Larson, Alexandra

Tomlinson, Ayisha

Durham, Bailey

Osegueda, Kayla

Valerio, Marcos

Estes, Jesslyn

Pedneau, Katie

Wellhoefer, Randi

Gackle, Jadyn

Phillips, Taylor

Werlinger, Tennley

Goff, Seth

Richards, Madisyn

Wessels, Cassie

Haneborg, Gracie

Rindels, Jessa

Williams, Branton

Hanson, Sidney

Roberts, Zoe

Hehr, Zoey

Rough Surface, Harley

HONORARY DOCTOR OF PUBLIC SERVICE

Mr. Dana Dykhouse

Spring and Summer Graduates, Class of 2025 Dakota State University

ASSOCIATE OF ARTS

Daphnide Day	Connor Patrick Meadows	David F. Vrooman

ASSOCIATE OF SCIENCE

Eunice Iyanuoluwa Ajayi	Emily Claire Hodges	Mason James Nelson
Devin Marcos Arredondo	Lane Matthew Hodges	Ethan Nunez
Noah August Buteyn	Jamie Raye Holley	Deron Reid Parker
Owen Jeffrey Dahna	Rumbidzai Martha Mateva	Sarah B. Trageser
Mark Allen Fleming	Skylar M. Murray	David F. Vrooman
Christopher Ryan Gaunt		Katey Ann Wormsbecher

BACHELOR OF BUSINESS ADMINISTRATION

Nicholai J. Arbach	Mason Layne Gaumer	Anna R. Meyer
Aaron R. Booth	Delany Gregor	Sadie Rae Oltmanns
Carson Donato Boyle	Chris Lionel J. Guipi-Bopala	Tristen Thomas Perry
Jemal L. Brown	Dylan Wayne Kevan	Dawson Phillip Portner
Michael C Buchmann	Preston J. Konechne	Ethan Allen Slaathaug
Jacob Michael Danielson	Thomas L. Kunkel	Joseph Todd Stahl
Brady James Dannenbring	Austin Duane Lake	Isaac Joel Sumption
Brandon Jordan Dannenbring	Garret S. Leiseth	Alexander Swack
Colby Thomas Dillenbeck	Joshua James Lewis	Aiden Z Urbom
Jack Henry Falnes		Cooper Vincent

BACHELOR OF GENERAL STUDIES

Micaela Briann Castaneda

Margaret C. Else

Skyler Foster

Lacie Herman

Joseph Nicolas Hoeschen

Ian Va'atausili Pula Jr.

Kailah J. Riedesel

Zakary Roberts

Marcus A. Smith

BACHELOR OF SCIENCE

Eunice Iyanuoluwa Ajayi

Kerubel Alemayehu

Lex Allgrunn

Seth Alan Altwine

Noah M. Anderson

Easton Vernon Antony

Andy Scott Bahl

Martin Lawrence Bailey

Mary-Anne Michelle Bauer

Kristine Carolyn Biniek

Dawson Cordell Black

Brett Thomas Blakeman

Devin Scott Bloemendaal

Bridget A. Bobiney

Will L. Bommersbach

Kylie Paige Borchert

Cory J. Brownson

Abigail Claire Bushee

Nicholas P. Cecil

Chad Bennett Compton

Patrick J. Culhane

Jamison P. Cunningham

Wah Ney Dah

Irvan R. Damiba

Mason Robert Dana

Justin Allen Davey

Anthony Cameron DeMaria

Scott Michael de Mercurio

Judah David DePalmo

Alexander B. Deak

Abel Birhanu Degu

Gabriel Allen Delle

Emily Rose Ditter

Lucas James Draper

Julia Elizabeth Drietz

Trei Dropik

Lilith Dubon

Benjamin C. Duerksen

Zachary J. Dufek

Kylie Regan Dwight

Skyler Earley Stonearrow

Grant Eilertson

Austin Elbert

Joseph Matthew Eng

Malissa Charise Eng

Derek William Erdman

Devon Danial Evans

Michelle Evdos

Doyle Eugene Evins III

Cody J. Farland

Jacob Ryan Howard Feldman

Troy Jacob Feller

Hannah Feser

Aaron Christopher Figura

Caleb Emory Flynt

Connor Jack Ford

Kennen Merle Franken

Tara Reigh Freeburg

Cameron Frey

Hunter Brent Martin Gangnes	Emelye Carol Josko	José Miguel Magaña
David James Garner	Jason J. Kaiser	Gerald Thomas Maguire
Fallon Charles Ginsbach	Samuel Kieffer Kampshoff	Mitchell Alexander Maines
Braden Goehring	Yohanis Tenkir Kassa	Joëlle Nichole Malacko
Emelia Rebekah Faith Goheen	Connor Alexander Keeter Heise	Maxim Manokhin
Carter Gordon	Maria Kerrens	Derek Manzella
Brian Mitchell Gregory	Eisha Khan	Jonah R. Marsh
Mason G. Gulbranson	Ryan Allen Kleffman	Lahna Lin Matucha
Cody Ray Haase	Connor Patrick Knapp	Alyssa Nicole May
Keaton John Hagen	Logan Bradley Knoepfel	Josephine Carolyn McCombs
Riley James Hagle	Aron Andrew Kohl	Hazel Raymonde Mebius
Link Hahn	Noah Krull	Gavin Thomas Meier
Leul Hailemichael	Jacob Henry Kuch	Wren Meyer
Landan Justice Hand	Samantha Kukla	Braeden Nelson Miller
Brayden J. Hansen	Dakota Joseph Lannen	Dustin Rose Miller
Lucas Craig Harr	Aiden James Larson	Gabriel Miller
Alyssa Mae Hartsock	Tanner Lucius Lawyer	Madison Lorraine Mae Miller
Beau Michael Headrick	Alex John Liddiard	Dragr Pj Monson
Cora Lynn Heidinger	Austin Steven Linn	Eh Moo
Jacob Lynn Hoge	Dylan Joseph Lee Litz	Maxwell Daniel Morfitt
Jamie Raye Holley	Zachary Blake Loo	Houston A. Mueller
Julia Eileen Jenks	Benjamin Ryan Loos	Zachary James Myers
Curtis Jay Johnson	Allen Kristopher Luna	Darren HuuDuy Nguyen
Ethan Aaron Johnson	Jacob Samuel Macdonell	Ethan Nunez
Parker Michael Jongeling	Lillian Ailie Mackley	Liam Daniel O'Hara

Zane O'Harvey	Caleb Benjamin Saylor	Gabriel Mason Traxler
Wyatt C. Olson	Trevor Eugene Schlechter	Samuel Tyrpa
Cristian Jose Ortiz	Andrew R. Schmidt	Gabriel Anthony Valle
Jacob David Page	Elizabeth G. Schmidt	Vashrith Vinodh
Deron Reid Parker	Blake Thomas Schmiedt	Gwendolyn Panaraya Vongkasemsiri
Bryant Mark Paulsen	Garrett M Schmitt	David F. Vrooman
Grace Elizabeth Pawlovich	Casey Schriever	Raylee Wallis
Calvin Ross Payne	Carter John Schuerman	Gwyneth Ann Warkenthien
Elliot D. Plagge	Nico Sereda	Cassidy Maguire Watt
Everett E. Platt III	Shelby Isabel Sherard	Blake Kenneth Weedman
Daniel Richard Porter	David Siemienas	Logan Weidner
Ismail Gbolahan Raji	Marshal Simons	Carly Lynn Wiese
Brenda Abigail Rangel	Braden Steven Skow	Hunter Paul Allen Wilkie
Jacob Ward Rasmussen	Alexandra Grace Smith	Hunter Wilkinson
Patrick Roger Rau	Rebecca Dawn Smith	David Michael Wilson
Bennett Sean Rerick	Sara Ann Solace	Juleigh Wilson
Mason James Rerick	Torrence Soloway-Clelland	Justin Thomas Winker
Jake Tyler Rice	Andrew Michael Sorensen	Matthew Kendell Winterton
Luke C. Richey	Levi A. Speers	Yanet Gebreyesus Woldemichael
Olivia Ritter	Joseph Todd Stahl	Daniel Edward Wurzbürger
Daniel L. Romero	Megan Stark	Ray Yang
Katrina Jean Rosseland	James Michael Swenson	
Peter Ruehle	Ethan Teunissen	

BACHELOR OF SCIENCE IN EDUCATION

Danielle Ann Anderson	Zachary J. Haugen	Brooke Elizabeth Lunstra
Morgan Renee Anderson	Rebecca Victoria Hazlett	Haley Rose Matheny
Rikki Anderson	Tammy Hendrickson	Zachariah Thomas McConnell
Stacie Renee Becker	Cammy Sue Hilgendorf	Derek M. Mills
Taylor Janessa Brown	Catherine L. Hintz	Taine Harvey Mitchell
Jillian Noel Brueggeman	Julie Ann Stencel Hlavnicka	Riley Jo Morrison
Kristin Marie Bueber	Morgan Rae Huber	Jesse Raye Munkvold
Chelsey Marie Butler	Elizabeth Grayce Hybertson	Brittanie Ann Marie Nordmann
Brenna Kay Clites	Ashley Marie Iverson	Tracy Lynn Olson
Brandi Marie Cook	Kori J. Jaeger	Gabriella Ann Peitzmeier
Saydee Jo Corcoran	Laura J. Janzen	Joan C. Peterson
Kirsten Lynn DeLay	Emily Ann Jensen	Olivia Grace Peterson
Racquel DeMarteleare	Matthew Eli Johnson	Kelsey Kay Pitkin
Kayle Joy Diefenderfer	Gregory Kahler	Camden Alexis Plooster
Marcia Elizabeth Durfee	Patricia Andrea Keller	Carson Rae Quigley
Hannah Elizabeth Eckert	Akilah Kienow	Jerrica Ramos
Gabrielle Nadine Englund	Blair Elizabeth Klein	Ashley J. Renner
Grace Fesler	Josie Klingenberg	Jordan Becca Saathoff
Joseph RyDen Fischer	Maddie Lynette Knock	Haylee Dee Schaeffer
Kassandra Michelle Foreman	Crystal Lynn Lammey	Kylie Jo Schneider
Addison Jayce Galen	Briana Kay Leber	Sara Catherine Schoeberl
Dylan Robert Gillespie	Kaylee P. Leuning	Andrea Alison Spisak
Corbin Johnathan Gunderson	Amy R. Lockhart	Katelyn Therese Steckelberg
Natalie Marie Gunderson	Houston Micheal Lunde	Joni Steinle

Brooke Alma Stevens

Ashley Marie Stricherz

Grace JoLinn Suttle

Andrea Rose Thelen

Whitney Rose Thies

Courtney Jo Van Batavia

Nikki L. VantZelfde

Stephanie J. Veltkamp

Jordyn Marie Vinz

Hailey Lara Wathen

Alyee L. Weerheim

Kristine Ann Ziebart

Jodi M. Zubke

DOCTOR OF PHILOSOPHY

Kasie Kelvin Awagu

Ganga Prasad Basyal

Prince Boadi

Bernard Afaare Dawaare

Rylie Duane Fleckenstein

Eli Turner Fulkerson

Malik Atiba Gladden

Kenji Michael Harada

Stephen Larry Hendrix II

Chinyere Kafi Marie Isaac-Heslop

Richard P. Manprasio

Gary Allen McCully

Sean Andrew McElroy

Zishan Kazim Merza

Wilfred C. Mutale

Venkatadri Kanthi Narukonda

Tjada Sean Nelson

Riskin M. Riskin Jr.

Matthew Ryan

Stephen Blain Surles

Jordan A. VanHoy

Tania Shotts Williams

Shawn Gregory Zwach

MASTER OF BUSINESS ADMINISTRATION

Noora Katariina Beacom

Ty Chad Christensen

Janetta Ranae Feerick

George Justice Forster

Maxwell Kearns Lerchen

Maanasa Patel

Mandeep Rajendra Patel

MASTER OF SCIENCE

Jaden Robert Anderson

Aren Armenak

Isabelle Elsie Bakker

Kibreab H Berhe

Ankith Boddani

Brendan Brown

John Anthony Brumels

Sascha Benjamin Burgess

Sravya Challa

Telvina Tracy Cole

Alan-Michael James De Groot

Alexander C. DeLaigle

Adam Wesley Dell

Rakesh Dondapati

Daniel Joseph Hoon Eager	Isaac Reynold Meyer	Kannan Sankaranarayanan
Matthew Collin Elder	Samuel Aaron Meyers	Srijana Shrestha
Ross Edward Evanson	Beau Alexander Miller	Zayn R. Snyder
Isaac Gillette	Thomas Minna	Samantha Lynn Subramanian
Cory James Goodspeed	Avinash Miriyala	NagaSai Anil Sugguna
Ian Michael Hardgrove	George Frank Morgan	Brock Jade Swanson
Ethan Michael Hauff	Abigail Helen Annette Morganti	Keith Swenson
Jackson Gregory Heiberger	Richard Helder Moulton	Rohit Thaneti
Pradeepthi Immadisetty	David James Musilek	Sumith Rama Krishna Thattikota
Kade Christopher Jacobs	Kincade Charles Naus	Christopher Tu Tran
Srivatsava Kalisetty	Khanh Phan Tan Nguyen	Hari Naga Koteswar Tripurari
Srikar Reddy Kalvakuntla	Dawn Michelle Krysa	Joshua M. Van Beek
Akshay Kappala	Mary Chigozie Ogwo	Brett Carter VanOort
Keith Michael Korman	Kevin Benjamin Osei-Onomah	Natalya Rose VanOrmer
Roch Paul Xavier Laferriere	Saddie Ruth Palmquist	Sumiya Veeruru
Joshua John Lefdal	Dylan Arthur Park	Hunter Rendon Wade
Kalman Lengyel	Catherine Grace Petrie	Nickolas A. Weir
Jacob Liester	Hunter James Podolan	Colton Wilson
Sandeep Lingam	Ethan J. Price	Joshua Frederick Wright
Venkatesh	Venkata Vishal Pulivarthi	Yue Cheng Xiong
Taylor Robert Marrion	Rojita Rayamajhi	Mark Jaryn Sadashi Yoneda
Joel A. Meoak	Jacob Ross	

MASTER OF SCIENCE IN EDUCATION

Taylor Keith Edwards	Rachael M Fode

Bradley Bowen Heinemann

Samantha Marie Miller

Ian Nathaniel Ritzman

Samantha Jo Johnson

Savannah Estee Miller

HONORARY DOCTOR OF PUBLIC SERVICE

Secretary Kristy Noem

**NORTHERN STATE UNIVERSITY
APPLICANTS FOR MAY COMMENCEMENT
May 10, 2025**

CANDIDATES FOR THE MASTER'S DEGREES

MASTER OF MUSIC EDUCATION

Nicole Casey Decker
Rebecca Ann Hahn

Alisha Jean Wohl

Chadford William Woodruff

MASTER OF SCIENCE

Rianna Lauren Fillipi
Kylie McKenzie Kassube

Jennifer Lee Newsom

Carly T. Wheeting

MASTER OF SCIENCE IN EDUCATION

Alyssa Kaye Anderson
Blakemon Thomas Ask
Shayna Marie Kamalani
Asuncion
Callie Denise Berg
Chelsea Lynn Brink
Seth Emil Brossard
Carter Buelow
Stephanie Lynn Caron
Kami Sue Cornemann
Matthew Joseph DeBoer
Steffany Nichole Dunwoody
Landen James Fischer
Jake H. Flakus
Maria Christine Garcia
Mackenna Katherine Heiden
James Hoffman
Brevan William Hooks

Amanda Hussein
Phillip Jourdan
Angela Joy Krein
Ashlyn Michelle Lee
Shayla Kay Leichtenberg
Dawn Marie Lilly
Roxana Jimenez Lucio
Matthew D. Maag
Jessica Jean Maurer
Ella Eileen McCormick
Jacob Robert Muhich
Nicole Renae Nelson
Lauren Nikolas
Nikolas Dylan Pezonella
Rosemary Renae Price-Rose
Reece McCoy Ragatz
Seth Francis Randall
Bonnie Marie Rosenau

Abigail Marie Rux
Jacob Eric Schloe
Rhianna Rose Schmidt
Travis Wayne Schmidt
Carly Andrea Schrempp
Cassandra A. Schumacher
Tyler Steven Schwartz
Megan Nicole Severtson
Tanya Lee Sime
Hailey Kay Smith
Amanda Marie Spaniol
Lachelle Emily Swanson
Wyatt Thomas Turnquist
Melissa C. Ulber
Erin Nicole Walth
Miah Thompson Wills
Daniel Joseph Wise
Dawn AM Wynia

CANDIDATES FOR GRADUATE CERTIFICATES

Caitlin Marie DeGroot

Abby Joan Turbak

CANDIDATES FOR THE BACCALAUREATE DEGREES**BACHELOR OF ARTS IN HONORIBUS**

Winifred Nkemdilim Chibuko Tucker James Hermans Ava Alexandria Pickard

BACHELOR OF ARTS

Storm Angela Aguirre	Kaitlynn Jane Harmon	Karina Ramirez Garcia
Estella Bullis	Ali Jones	Colton Lewis Smith
Heaven Leigh Fettig	Hope Marie Mehlhoff Schaar	Sophie Ross Taylor
Reyanne Leigh Flock	Michael A. Norman, Jr.	Tedra Dahnea Vrbka
Bridget Jane Fuhrmann	Lillie Marie Plumb	

BACHELOR OF FINE ARTS IN HONORIBUS

Kayleen Marie Hermans

BACHELOR OF FINE ARTS

Allison Renae Kimble John Anthony Schwab Jacob D. Steinbring

BACHELOR OF GENERAL STUDIES

Chevar Carr	Luke James Gunderson	Graham R. Schnoor
Kenneth Cleveland Josiah	Michelle Estie Knecht	Tarynn Rece Shot-Gunn
Dennis	Jaime L. Matthews	Guadalupe G. Tavarez

BACHELOR OF MUSIC EDUCATION IN HONORIBUS

Braden Daniel Freeman Tatum Adeline Waldrop

BACHELOR OF MUSIC EDUCATION

Jaron Joel Gross

BACHELOR OF SCIENCE IN HONORIBUS

Simon Maxwell Bickford	Winifred Nkemdilim Chibuko	Eva Caroline Larson
Zoe Boughton	Jacob Ryan Ebeling	Elinor Elizabeth Sayers
Summer Lee Carlson	Megan Lily Fastenau	Morgan Sue Sheldon
Dante Howard Casanova	Grant Joseph Gubrud	

BACHELOR OF SCIENCE

Troy Richard Adams	Diana Haile	Brennan Andrew Phillips
Hunter Auschwitz	Michelle Hansen	Nicholas E. Preble
Brianna Marie Back	Taylor Ellen Hansen	Masen Ryan Michael Rathert
Parker James Bauer	Kaitlynn Jane Harmon	Tanner James Reddan
Michael Anthony Benevides	Stanley Robert Haskins	Mason Michael Riley
Alayna Ellie Benike	Jenna Grace Helms	Keith Michael Rittenhouse
Jessica Faith Ann Bertsch	Trista Marie Henderson	Jacob Dakota Romero
Teagan Joseph Block	Courtney Hostetter	Spencer Lee Roth
Eric William Blondo	Ali Jones	Brenden Todd Salfrank
Jayda Jo Boxley	Scott Jussila	Payton Jo Sattler
Tyler Kevin Boyum	Donovan Robert Knecht	Parker Benjamin Schell
Estella Bullis	Makayla Virginia Kopp	Daniel Richard Sedlacek, Jr.
Jonathan Edward Burkhalter	Madison Paige Langlie	Colton Lewis Smith
Miah Ruth Burkhalter	Alec John Larson	Elijah B. Steele
Zachary James Carolin	Cael Gordon Larson	Blake Adam Stoks
Faith Janelle Carroll	Brian T. Lauthen	Mackenzie Kenyon Stoltenberg
EmmahLeigh Jo Cass	Luke Demetruis Manos	Hanna Jo Thompson
Kyanna A. R. Collymore	Aiden James McCafferty	Garytt Jacob Tostenson
Quentin James Culbertson	Joshua Tyler Mehlhoff	Alexus Nicole Townsend
Erin Anne Day	Hope Marie Mehlhoff Schaar	Kebbeh Johnson Travers
Avarie B. Eagle	Christian D. Mundt	Sierra Rene Udell
Nicholas R. Friedges	Avery Jean Murray	Daulton Vanderloo
Mia Rose Fursedonne	Haley D. Osborne	Marshall Walker VanTassel
Makenna Loraine Glanzer	Xander Thomas Paar	Jackson Henry Weidner
Lillian Marie Grebner	Emily Paige Palmer	Joshua Gregory Zaccanti
Hannah Elizabeth Gruhn	Steven Allyn Paulson	Alexandra Sellers Zwaschka

BACHELOR OF SCIENCE IN EDUCATION IN HONORIBUS

Peyton Elizabeth Melius	Skylar Pike	Randi J. Schuster

BACHELOR OF SCIENCE IN EDUCATION

Tyler Aaron Althoff	Alli Irene Jackson	Faith Gelie Ragels
Hayden Kayo Bohl	Ashley Mae Jones	Emma Grace Reck
Emily Marie Breske	Alyssa Jane Keough	Nathan Dale Schauer
Marsha Bultje	Allison Grace Kluver	Faith Marie Schulte
Gabriella Rose Dimatteo	Alexis Mae LaFave	Josie M. Shurb
Eathen James Erck	Rickkie Marie Martinmaas	Makala R. Stotz
Jenna Rose Evans	Joel Denver Matehs	Kaylee Sue Sumner
Alyssa Michelle Fordham	Hailey A. Moeller	Renea Karma Taylor
Ashlyn Haselhorst	Shelby Kay Nash	Shannon Paige Wiley
Abigail Bianca-Lyn Holmes	Grace Elizabeth Nelson	Jesse David Williams
Grace Elizabeth Humann		

CANDIDATES FOR THE ASSOCIATE DEGREES**ASSOCIATE OF ARTS**

Jessica Ann Brockhoff
Avarie B. Eagle
Hannah Ellenson

Michelle Hansen
Twila Darlene Hawkins-Dell
Brianna Lea Hoffman

Pamela Sue Trapp
Alexandra Sellers Zwaschka

ASSOCIATE OF SCIENCE

Kiara Ann Bokinskie
Lillian Marie Grebner

Lexi Lynn Pietz

Zach James Reuschlein

CANDIDATES FOR UNDERGRADUATE CERTIFICATES

Megan Lily Fastenau
Lillian Marie Grebner
Grant Joseph Gubrud
Haley D. Osborne

Ava Alexandria Pickard
Lillie Marie Plumb
Brenden Todd Salfrank

Payton Jo Sattler
John Anthony Schwab
Ava Sparks

**South Dakota Mines
Spring 2025 Commencement List**

ATTACHMENT IV 18

First Name	Middle Name	Last Name	Graduation Date	Degree	Major
1 Ethan	Michael	Jones	May 2025	AA	General Studies
2 Heidi	Beth	Anderson	May 2025	BS	Applied and Computational Mathematics
3 Ryleigh	Nicole	Czajkowski	May 2025	BS	Atmospheric and Environmental Sciences
4 Ashley	Kay	Walker	May 2025	BS	Atmospheric and Environmental Sciences
5 Hayley	Rae	Carter	May 2025	BS	Biology
6 Sydnee	Jill	Durtsche	May 2025	BS	Biology
7 Madysen	Dawn	Fines	May 2025	BS	Biology
8 Gabriel	Jay	Horn	May 2025	BS	Biology
9 Kevin	James	Legg	May 2025	BS	Biology
10 Laine	Margaret	Mannes	May 2025	BS	Biology
11 Gunner	Robert	Ristau	May 2025	BS	Biology
12 Presley	Jean	Schneider	May 2025	BS	Biology
13 Gabrielle	Reanna	Smith	May 2025	BS	Biology
14 Grace	Rose	Tuntland	May 2025	BS	Biology
15 Connor	William	Ullrich	May 2025	BS	Biology
16 Aaron	James	Bauer	May 2025	BS	Biomedical Engineering
17 Kory	J	Engelstad	May 2025	BS	Biomedical Engineering
18 Emma	Josephine	Grimm	May 2025	BS	Biomedical Engineering
19 Abby	Raelynn	Krumpus	May 2025	BS	Biomedical Engineering
20 Riley	Payton	Laible	May 2025	BS	Biomedical Engineering
21 Alessandra		Meoni	May 2025	BS	Biomedical Engineering
22 Keelie	Nichole	Mills	May 2025	BS	Biomedical Engineering
23 Abbigail	F	Moon	May 2025	BS	Biomedical Engineering
24 Lora	Lee	Ortega	May 2025	BS	Biomedical Engineering
25 Whitney	Ann	Ponwith	May 2025	BS	Biomedical Engineering
26 Nicholas	W	Radliff	May 2025	BS	Biomedical Engineering
27 Joshua	C	Rasmussen	May 2025	BS	Biomedical Engineering
28 Noah	William	Terkildsen	May 2025	BS	Biomedical Engineering
29 Gavin	S	Tucker	May 2025	BS	Biomedical Engineering
30 Terryn	Nicole	Twombly	May 2025	BS	Biomedical Engineering
31 Kole	D	Villescas	May 2025	BS	Biomedical Engineering
32 Koda		Wilkerson	May 2025	BS	Biomedical Engineering
33 Kevin		Bruxvoort	May 2025	BS	Business Management in Technology
34 Emily	Kristine	Emond	May 2025	BS	Business Management in Technology
35 Jackson	Kenneth	Soulek	May 2025	BS	Business Management in Technology
36 William	Ian	Vertrees	May 2025	BS	Business Management in Technology
37 Dylan	James	Weltmer	May 2025	BS	Business Management in Technology
38 Emily	H	Abbott	May 2025	BS	Chemical Engineering
39 Adeline	Marguerite	Abernathy	May 2025	BS	Chemical Engineering
40 Emma	Louise	Bailey	May 2025	BS	Chemical Engineering
41 Everette	James	Carroll	May 2025	BS	Chemical Engineering
42 Grace	K	Clark	May 2025	BS	Chemical Engineering
43 Cooper	Vaughan	Emery	May 2025	BS	Chemical Engineering
44 Jacob	Percy	Fyffe	May 2025	BS	Chemical Engineering
45 Jacob	David James	Jorgenson	May 2025	BS	Chemical Engineering
46 Joseph	Patrick	Lyon	May 2025	BS	Chemical Engineering
47 Alyssa	J	Robinson	May 2025	BS	Chemical Engineering
48 Emily	Ann	Rolfes	May 2025	BS	Chemical Engineering
49 Jon	E	Schmidt	May 2025	BS	Chemical Engineering
50 Brandilyn	Megan	Ukena	May 2025	BS	Chemical Engineering
51 Jayden		Vollmuth	May 2025	BS	Chemical Engineering
52 Kamden	R	Bryant	May 2025	BS	Chemistry
53 Jacob	Percy	Fyffe	May 2025	BS	Chemistry
54 Kevin	James	Legg	May 2025	BS	Chemistry

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55	Hannah	C	Meehan	May 2025	BS	Chemistry
56	ViolaMay	Welanji	Simwanza	May 2025	BS	Chemistry
57	Brandilyn	Megan	Ukena	May 2025	BS	Chemistry
58	Connor	William	Ulrich	May 2025	BS	Chemistry
59	George	Joseph	Amor	May 2025	BS	Civil Engineering
60	Eli	Wyatt	Bowman	May 2025	BS	Civil Engineering
61	Austin	Cole	Burdette	May 2025	BS	Civil Engineering
62	Caden	Michael	Caylor	May 2025	BS	Civil Engineering
63	Nuntawat		Dockter	May 2025	BS	Civil Engineering
64	Brett	B	Elkin	May 2025	BS	Civil Engineering
65	Rachel	G	Gering	May 2025	BS	Civil Engineering
66	Jackson	Lewis	Grimes	May 2025	BS	Civil Engineering
67	Benjamin	J	Haug	May 2025	BS	Civil Engineering
68	Emma	Marie	Hunt	May 2025	BS	Civil Engineering
69	Kirby	M	Hurlbert	May 2025	BS	Civil Engineering
70	Samuel	Travis	Koehn	May 2025	BS	Civil Engineering
71	Katie	Lynne	Magni	May 2025	BS	Civil Engineering
72	Walter	Jon	Markle	May 2025	BS	Civil Engineering
73	Thomas	Donald	Massa	May 2025	BS	Civil Engineering
74	Jadyn	Elise	Moriarty	May 2025	BS	Civil Engineering
75	Hunter	Ryland	Newsom	May 2025	BS	Civil Engineering
76	Makai	Justice	Obregon	May 2025	BS	Civil Engineering
77	Gabriel	James	Papiernik	May 2025	BS	Civil Engineering
78	Christopher	Luke	Parziale	May 2025	BS	Civil Engineering
79	Madison	Leigh	Phelps	May 2025	BS	Civil Engineering
80	Jade	Elizabeth	Sage	May 2025	BS	Civil Engineering
81	Jaden	Michael Dean	Sandquist	May 2025	BS	Civil Engineering
82	Jacob	M	Schwab	May 2025	BS	Civil Engineering
83	Evan	Thomas	Slack	May 2025	BS	Civil Engineering
84	Emma	Marie	Sobnosky	May 2025	BS	Civil Engineering
85	Owen	J	Wagner	May 2025	BS	Civil Engineering
86	Jesiah	Joseph	Wight	May 2025	BS	Civil Engineering
87	Timothy	James	Bilik	May 2025	BS	Computer Engineering
88	Donald	William	Bonneau	May 2025	BS	Computer Engineering
89	Jakob	Allen	Callenius	May 2025	BS	Computer Engineering
90	Dillon	Mark	Dahlke	May 2025	BS	Computer Engineering
91	Andrew	G	Garcia	May 2025	BS	Computer Engineering
92	Erin	Klara	Green	May 2025	BS	Computer Engineering
93	Ethan	Gabriel	Harris	May 2025	BS	Computer Engineering
94	Josiah	Benjamin	Huntington	May 2025	BS	Computer Engineering
95	Spencer	A	Kent	August 2025	BS	Computer Engineering
96	Blake	Alexander	Mommaerts	May 2025	BS	Computer Engineering
97	Tyson	Arthur	Westendorf	May 2025	BS	Computer Engineering
98	Brian	M	Alumbaugh	May 2025	BS	Computer Science
99	Nicolas	Diego	Alvarez	May 2025	BS	Computer Science
100	Keiran	Michael	Berry	May 2025	BS	Computer Science
101	Gavin	David	Bialas	May 2025	BS	Computer Science
102	Robert	David	Book	May 2025	BS	Computer Science
103	Zackary	Alan	Butz	May 2025	BS	Computer Science
104	Nathan	Thomas	Divis	May 2025	BS	Computer Science
105	Mitchell	Alexander	Duban	May 2025	BS	Computer Science
106	Ethan	Adam	Erickson	May 2025	BS	Computer Science
107	Niven	Francis Da Guia	Fernandes	May 2025	BS	Computer Science
108	Erin	Klara	Green	May 2025	BS	Computer Science
109	Brandon	Gage	Henderson	May 2025	BS	Computer Science

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110	David	Hill	May 2025	BS	Computer Science
111	Trace	Maxwell Houser	May 2025	BS	Computer Science
112	Carson	Christopher Howell	May 2025	BS	Computer Science
113	Cade	J Jacobson	May 2025	BS	Computer Science
114	Gage	Michael Jager	May 2025	BS	Computer Science
115	Gabriel	Ryan Jerome	May 2025	BS	Computer Science
116	Aidan	M Justice	May 2025	BS	Computer Science
117	Marcus	R Kane	May 2025	BS	Computer Science
118	Michael	T Klingelhoef	May 2025	BS	Computer Science
119	Tate	R Lafayette	May 2025	BS	Computer Science
120	Tyler	Lee Liebig	May 2025	BS	Computer Science
121	Tobias	Lynch	May 2025	BS	Computer Science
122	James	Peter Maertens	May 2025	BS	Computer Science
123	Jonathan	Alex Mascarenhas	May 2025	BS	Computer Science
124	Sarahlee	Grace Maxwell	May 2025	BS	Computer Science
125	Jonah	Allen Morgan	May 2025	BS	Computer Science
126	Mason	Daniel Myers	May 2025	BS	Computer Science
127	Christopher	W O'Loughlin	May 2025	BS	Computer Science
128	Tristan	James Opbroek	May 2025	BS	Computer Science
129	Brianna	Kaylynn Powell	May 2025	BS	Computer Science
130	Wesley	Tyler Quigley	May 2025	BS	Computer Science
131	Thomas	Winston Rau	May 2025	BS	Computer Science
132	Alex	Robert Schmidt	May 2025	BS	Computer Science
133	Kaden	Andrew Sitts	May 2025	BS	Computer Science
134	Keegan	Alan Tandy	May 2025	BS	Computer Science
135	Erik	Harlan Trujillo	May 2025	BS	Computer Science
136	Deven	Jay Williams	May 2025	BS	Computer Science
137	Keane	Rhain Zimmerman	May 2025	BS	Computer Science
138	Roger	Barrett	May 2025	BS	Electrical Engineering
139	Thomas	Edward Barth	May 2025	BS	Electrical Engineering
140	Jonah	Scott Bebensee	May 2025	BS	Electrical Engineering
141	Heath	Todd Buer	May 2025	BS	Electrical Engineering
142	Tyler	Alexander Captain	May 2025	BS	Electrical Engineering
143	Wei-Yi	Chang	May 2025	BS	Electrical Engineering
144	Maverick	Stetson Dehmlow	May 2025	BS	Electrical Engineering
145	Richard	Holden Dennis	May 2025	BS	Electrical Engineering
146	William	Charles Robert Dirks	May 2025	BS	Electrical Engineering
147	Allyson	T Heiden	May 2025	BS	Electrical Engineering
148	Matthew	E Hein	May 2025	BS	Electrical Engineering
149	Jonathan	M Hopkins	May 2025	BS	Electrical Engineering
150	Thane	Alexander Jessen	May 2025	BS	Electrical Engineering
151	Braydon	Lee Jones	May 2025	BS	Electrical Engineering
152	Carson	James Mashlan	May 2025	BS	Electrical Engineering
153	Keenan	James McDaniel	May 2025	BS	Electrical Engineering
154	Benjamin	Meidinger	May 2025	BS	Electrical Engineering
155	Vincent	Robert Mitchell	May 2025	BS	Electrical Engineering
156	Gleb	Morshuk	May 2025	BS	Electrical Engineering
157	Cody	Noe	May 2025	BS	Electrical Engineering
158	Roberto	Manuel Perez Torres	May 2025	BS	Electrical Engineering
159	Hunter	Jason Robert Prather	May 2025	BS	Electrical Engineering
160	Clay	Benjamin Sabrowski	May 2025	BS	Electrical Engineering
161	Ian	S Srstka	May 2025	BS	Electrical Engineering
162	Grace	Marie Stauffacher	May 2025	BS	Electrical Engineering
163	Connor	H Taylor	May 2025	BS	Electrical Engineering
164	Jeff	Wacker	May 2025	BS	Electrical Engineering

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165	Maximilian	Robert	Wattier	May 2025	BS	Electrical Engineering
166	Luke	Allen	Wickersham	May 2025	BS	Electrical Engineering
167	Patrick	Ryan	Winter	May 2025	BS	Electrical Engineering
168	Carl	Andrew	Bachman	May 2025	BS	Geological Engineering
169	Hayden		Dierker	May 2025	BS	Geological Engineering
170	Nathan	Andrew	Fischer	May 2025	BS	Geological Engineering
171	Michael	D	Hollister	May 2025	BS	Geological Engineering
172	Sydnee	Kay	Pitman	May 2025	BS	Geological Engineering
173	Molly	Sue	Smith	May 2025	BS	Geological Engineering
174	Lexus	Dianne	Vermundson	May 2025	BS	Geological Engineering
175	Jacob	Nathaniel	Wolfley	May 2025	BS	Geological Engineering
176	Jack	Nelson	Cherry	May 2025	BS	Geology
177	Caleb	M	Hobbick	May 2025	BS	Geology
178	Stephanie	Diane	Jones	May 2025	BS	Geology
179	Zachary	Stanton	Lamsey	May 2025	BS	Geology
180	Alexander	P	Murry	May 2025	BS	Geology
181	Lily	Beia	Pederson	May 2025	BS	Geology
182	Andrew	Ian	Price	May 2025	BS	Geology
183	Peter	Anthony	Schumacher	May 2025	BS	Geology
184	Noah	Lee	Shay	May 2025	BS	Geology
185	Hannah	M	Walker	May 2025	BS	Geology
186	Lauren	Mae	Ames	May 2025	BS	Industrial Engineering and Engineering Management
187	Bain	Kenneth	Ballagh	August 2025	BS	Industrial Engineering and Engineering Management
188	Thomas	Arlin	Barnett	May 2025	BS	Industrial Engineering and Engineering Management
189	Vincent	T	Benzmiller	May 2025	BS	Industrial Engineering and Engineering Management
190	Makayla	Ann	Beulke	May 2025	BS	Industrial Engineering and Engineering Management
191	Joseph	Paul	Cremer	May 2025	BS	Industrial Engineering and Engineering Management
192	Gray	R	Davis	May 2025	BS	Industrial Engineering and Engineering Management
193	Zachariah	Matthew	Hidalgo	May 2025	BS	Industrial Engineering and Engineering Management
194	Jonah	William	Kueny	May 2025	BS	Industrial Engineering and Engineering Management
195	Joel	S	Nelson	May 2025	BS	Industrial Engineering and Engineering Management
196	Jasper	Emile	Reinalda	May 2025	BS	Industrial Engineering and Engineering Management
197	Isaac	F	Reiner	May 2025	BS	Industrial Engineering and Engineering Management
198	Jordan	Tyler	Schmieg	May 2025	BS	Industrial Engineering and Engineering Management
199	Blake		Vollbrecht	May 2025	BS	Industrial Engineering and Engineering Management
200	Alyssa	C	Blake	May 2025	BS	Mathematics
201	Zackary	Alan	Butz	May 2025	BS	Mathematics
202	Noah	Stephen	Dwyer	May 2025	BS	Mathematics
203	Bennet	Douglas	Eld	May 2025	BS	Mathematics
204	Macy	Elizabeth	Fliehe	May 2025	BS	Mathematics
205	Samuel	Jon	Schmidt	May 2025	BS	Mathematics
206	Gabrielle	Reanna	Smith	May 2025	BS	Mathematics
207	Keegan	Alan	Tandy	May 2025	BS	Mathematics
208	Ryan	Lee	Bain	May 2025	BS	Mechanical Engineering
209	Alexander	Troy	Bilbruck	May 2025	BS	Mechanical Engineering
210	Matthew	Leonard	Birch	May 2025	BS	Mechanical Engineering
211	Leighton	I	Blythe	May 2025	BS	Mechanical Engineering
212	Collin	A	Bock	May 2025	BS	Mechanical Engineering
213	Supawich		Boonta	May 2025	BS	Mechanical Engineering
214	Isaac	Clayton	Braaten	May 2025	BS	Mechanical Engineering
215	David		Braun	May 2025	BS	Mechanical Engineering
216	Brady	John	Buchholz	May 2025	BS	Mechanical Engineering
217	Heath	Todd	Buer	May 2025	BS	Mechanical Engineering
218	Jessie	Marie	Collins	May 2025	BS	Mechanical Engineering
219	Gage	Orion	Cutler	May 2025	BS	Mechanical Engineering

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220	Jaden	Patrick	Deuter	May 2025	BS	Mechanical Engineering
221	Nicholas	Frank	Dill	May 2025	BS	Mechanical Engineering
222	Dakota	Lee	Dillin	May 2025	BS	Mechanical Engineering
223	Jaden	E	Dougal	May 2025	BS	Mechanical Engineering
224	Gabriel	Ryan	D'Silva	May 2025	BS	Mechanical Engineering
225	Steven	T	Duong	May 2025	BS	Mechanical Engineering
226	Adam	Thomas	Durland	May 2025	BS	Mechanical Engineering
227	Matthias	Fredrick	England	May 2025	BS	Mechanical Engineering
228	Trew	Kalin	Evenson	May 2025	BS	Mechanical Engineering
229	Jack	Harry Kilber	Flesner	May 2025	BS	Mechanical Engineering
230	William	Frank	Gibbs	May 2025	BS	Mechanical Engineering
231	Elizabeth	Grace	Golden	May 2025	BS	Mechanical Engineering
232	Trevor	J	Griffin	May 2025	BS	Mechanical Engineering
233	Samuel	Lorenz	Gustin	May 2025	BS	Mechanical Engineering
234	Emma	K	Hagel	May 2025	BS	Mechanical Engineering
235	Austin	Derrick	Hakeman	May 2025	BS	Mechanical Engineering
236	William	John	Hall	May 2025	BS	Mechanical Engineering
237	Owen	Thomas	Hansmann	May 2025	BS	Mechanical Engineering
238	Dylan	Carl	Hays	May 2025	BS	Mechanical Engineering
239	Gabriel	Edward	Heersink	May 2025	BS	Mechanical Engineering
240	Aidan	Cooper	Helwig	May 2025	BS	Mechanical Engineering
241	Ava	R	Hermes	May 2025	BS	Mechanical Engineering
242	Sydney	Jordan	Huber	May 2025	BS	Mechanical Engineering
243	Lane	McCade	Hughes	May 2025	BS	Mechanical Engineering
244	Benjamin	James	Ingracia	May 2025	BS	Mechanical Engineering
245	Wren	Allan	Jacobs	May 2025	BS	Mechanical Engineering
246	Adam	Daniel	Johnson	May 2025	BS	Mechanical Engineering
247	Tryce	Russel	Jolovich	May 2025	BS	Mechanical Engineering
248	Hunter	Samuel	Kadlecik	May 2025	BS	Mechanical Engineering
249	Davin	Richard	Kahler	May 2025	BS	Mechanical Engineering
250	Jonathan	David	Kelley	May 2025	BS	Mechanical Engineering
251	William	Colton	Kremer	May 2025	BS	Mechanical Engineering
252	Blake	Christian	Leffler	May 2025	BS	Mechanical Engineering
253	Lukas	D	Lehmpuhl	May 2025	BS	Mechanical Engineering
254	Luke	Joseph	Lichtenberg	May 2025	BS	Mechanical Engineering
255	Jakob		Lindstrom	May 2025	BS	Mechanical Engineering
256	Levi	Darrel	Lowrey	May 2025	BS	Mechanical Engineering
257	Matthew	Leo	Marling	May 2025	BS	Mechanical Engineering
258	Timothy	William	Matthes	May 2025	BS	Mechanical Engineering
259	Lane	Lamont	McCleary	May 2025	BS	Mechanical Engineering
260	John	Fredrick Victor	McIntosh	May 2025	BS	Mechanical Engineering
261	John	R	McKenna	May 2025	BS	Mechanical Engineering
262	Madalyn	Ann	McQuistan	May 2025	BS	Mechanical Engineering
263	John	Alexander	Miller	May 2025	BS	Mechanical Engineering
264	Scott	Andrew	Miller	May 2025	BS	Mechanical Engineering
265	Alexander	Kirin	Morrison	May 2025	BS	Mechanical Engineering
266	Joseph	Ross	Moslander	May 2025	BS	Mechanical Engineering
267	Trevor	W	Mueller	May 2025	BS	Mechanical Engineering
268	Michael	D	Munsen	May 2025	BS	Mechanical Engineering
269	John	Terence	Pellman	May 2025	BS	Mechanical Engineering
270	Maxx	Palmer	Percy	May 2025	BS	Mechanical Engineering
271	Lucas	Ian	Pierce	May 2025	BS	Mechanical Engineering
272	Ethan	Alexander	Pitlick	May 2025	BS	Mechanical Engineering
273	Samuel	A	Preis	May 2025	BS	Mechanical Engineering
274	Anthony	James	Preusser	May 2025	BS	Mechanical Engineering

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275	David	Severin	Prohofsky	May 2025	BS	Mechanical Engineering
276	Jacob	Lucas	Purchase	May 2025	BS	Mechanical Engineering
277	Justin	Steven	Quammen	May 2025	BS	Mechanical Engineering
278	William	L	Rentschler	May 2025	BS	Mechanical Engineering
279	Isis	Marisol	Rivera	May 2025	BS	Mechanical Engineering
280	David	John	Robbins	May 2025	BS	Mechanical Engineering
281	Toby	Joseph	Roberts	August 2025	BS	Mechanical Engineering
282	Clara	E	Robinson	May 2025	BS	Mechanical Engineering
283	Nicholas		Ruhrer	May 2025	BS	Mechanical Engineering
284	Tucker		Ryan	May 2025	BS	Mechanical Engineering
285	Maxym	Jay	Schuh	May 2025	BS	Mechanical Engineering
286	Luke	J	Smith	May 2025	BS	Mechanical Engineering
287	Dawson	Curtis	Sorensen	May 2025	BS	Mechanical Engineering
288	Samuel	Paul	Spies	May 2025	BS	Mechanical Engineering
289	Connor	Philip	Stephenson	May 2025	BS	Mechanical Engineering
290	Haiden	A	Studer	May 2025	BS	Mechanical Engineering
291	Paul		Swartz	May 2025	BS	Mechanical Engineering
292	Cambell		Thompson	May 2025	BS	Mechanical Engineering
293	Tegun	Christopher	Thomson	May 2025	BS	Mechanical Engineering
294	Cameron	A	Tirpack	May 2025	BS	Mechanical Engineering
295	Danielle	K	Vander Poel	May 2025	BS	Mechanical Engineering
296	Matthew	John	Vickers	May 2025	BS	Mechanical Engineering
297	Caden	Andrew	Vinduska	May 2025	BS	Mechanical Engineering
298	Conner	J	Vogt	May 2025	BS	Mechanical Engineering
299	Veronica	Rae	Voller	May 2025	BS	Mechanical Engineering
300	Lane	R	Wilfong	May 2025	BS	Mechanical Engineering
301	Henry	Jefferson	Dryden	May 2025	BS	Metallurgical Engineering
302	Pierce	T	Hasert	May 2025	BS	Metallurgical Engineering
303	Brody	J	Hoff	May 2025	BS	Metallurgical Engineering
304	Levi	D	Johnson	May 2025	BS	Metallurgical Engineering
305	Aiden	David	Keegan	May 2025	BS	Metallurgical Engineering
306	Benjamin	L	Macy	May 2025	BS	Metallurgical Engineering
307	Edward	Chapman	Mallard	May 2025	BS	Metallurgical Engineering
308	Sean	Alexander	McQueen	May 2025	BS	Metallurgical Engineering
309	Trystan	Lynn	Moon	May 2025	BS	Metallurgical Engineering
310	Kristen	Jolee	Namminga	May 2025	BS	Metallurgical Engineering
311	Mandi	Anne	Snapko	May 2025	BS	Metallurgical Engineering
312	Aidan	William	Thompson	May 2025	BS	Metallurgical Engineering
313	Alexander	Joseph	Bolduc	May 2025	BS	Mining Engineering
314	Maxwell	E	Derry	May 2025	BS	Mining Engineering
315	Skyler	Buck	Doty	May 2025	BS	Mining Engineering
316	Brady	Robert	Dumont	May 2025	BS	Mining Engineering
317	Ariana	Jane	Floyd-Reading	May 2025	BS	Mining Engineering
318	Benjamin	James	Gadberry	May 2025	BS	Mining Engineering
319	Bradly		Gurule	May 2025	BS	Mining Engineering
320	Luke	Angel	Guzman	May 2025	BS	Mining Engineering
321	Logan	Carl	Sanford	May 2025	BS	Mining Engineering
322	Morgan	D	Selchow	May 2025	BS	Mining Engineering
323	John	Arlen	Goodwin	May 2025	BS	Physics
324	Aiden	M	Johnson	May 2025	BS	Physics
325	Miles	Evan	Johnson	May 2025	BS	Physics
326	Rydell	John Robert	Krueger	May 2025	BS	Physics
327	Brian	Robert	Lutz	May 2025	BS	Physics
328	Nicholas	Griffin	Thompson	May 2025	BS	Physics
329	Kellen	Taylor	Weber	May 2025	BS	Physics

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330	Charles	Thomas	Winkers	May 2025	BS	Physics
331	Logan	Michael	Colwill	May 2025	BS	Pre-Professional Health Sciences
332	Jenna		Curtis	May 2025	BS	Pre-Professional Health Sciences
333	Tatum	Evelyn	Hanson	May 2025	BS	Pre-Professional Health Sciences
334	Cadence	Marie	Hyatt	May 2025	BS	Pre-Professional Health Sciences
335	Kennedy		Mayclin	May 2025	BS	Pre-Professional Health Sciences
336	Presley	Jean	Schneider	May 2025	BS	Pre-Professional Health Sciences
337	Grace	Rose	Tuntland	May 2025	BS	Pre-Professional Health Sciences
338	Cory	Alex	Schultz	May 2025	MS	Atmospheric and Environmental Sciences
339	Jacob		Van Cleave	May 2025	MS	Atmospheric and Environmental Sciences
340	Katherine	Marie	Ballard	May 2025	MS	Biomedical Engineering
341	Tierney	Rae	Robinson	May 2025	MS	Biomedical Engineering
342	Vanessa	Christine	Smith	May 2025	MS	Biomedical Engineering
343	Samuel	Clark	Van Osdel	May 2025	MS	Biomedical Engineering
344	Joseph	Thomas	Hilsendeger	May 2025	MS	Chemical and Biological Engineering
345	Priya		Saxena	May 2025	MS	Chemical and Biological Engineering
346	Payal		Thakur	May 2025	MS	Chemical and Biological Engineering
347	Isaiah	Cole	Thurman	May 2025	MS	Chemical and Biological Engineering
348	Chirag		Abrol	May 2025	MS	Chemical and Biological Sciences
349	Ishika		Garg	May 2025	MS	Chemical and Biological Sciences
350	John	Quinton	Papiernik	May 2025	MS	Chemical and Biological Sciences
351	Rimjhim		Sharma	May 2025	MS	Chemical and Biological Sciences
352	Jay	Cyril	Horning	May 2025	MS	Chemical Engineering
353	Jake	Ryan	Martinelli	May 2025	MS	Chemical Engineering
354	Seattle	Marley	Briscoe	May 2025	MS	Civil and Environmental Engineering
355	Sydney	Nicole	Carlbon	May 2025	MS	Civil and Environmental Engineering
356	Reid	Scott	Dutrow	May 2025	MS	Civil and Environmental Engineering
357	Carly	Kate	Hirsch	May 2025	MS	Civil and Environmental Engineering
358	David	Douglas	Julius	May 2025	MS	Civil and Environmental Engineering
359	Benjamin	Douglas	Lewis	May 2025	MS	Civil and Environmental Engineering
360	Kyle	James	Maguire	May 2025	MS	Civil and Environmental Engineering
361	Isaac	Ray	Nedved	May 2025	MS	Civil and Environmental Engineering
362	Dustin	James	Paschke	May 2025	MS	Civil and Environmental Engineering
363	Sujan		Pokhrel	May 2025	MS	Civil and Environmental Engineering
364	Abigaile	G	Saline	May 2025	MS	Civil and Environmental Engineering
365	Annika	Jude	Schooler	May 2025	MS	Civil and Environmental Engineering
366	Mahzuzah		Zahan	May 2025	MS	Civil and Environmental Engineering
367	Minati	Preetika	Alphonso	May 2025	MS	Computer Science and Engineering
368	Jacob	Cody	James	May 2025	MS	Computer Science and Engineering
369	Trevor	David	Keierleber	May 2025	MS	Computer Science and Engineering
370	Bennet	Jonathan	Outland	May 2025	MS	Computer Science and Engineering
371	Carson	Daniel	Price	May 2025	MS	Computer Science and Engineering
372	Ashley	Lynn	Schnetzer	May 2025	MS	Computer Science and Engineering
373	Vladislav		Barshinov	August 2025	MS	Construction Engineering and Management
374	Korry	Daniel	Burkhead	May 2025	MS	Construction Engineering and Management
375	Amanda	Brooke	Cooley	May 2025	MS	Construction Engineering and Management
376	Alexander	Arthur	Edmunds	May 2025	MS	Construction Engineering and Management
377	Mason	R	Goeken	May 2025	MS	Construction Engineering and Management
378	Taylor	Dean	Hojer	May 2025	MS	Construction Engineering and Management
379	Emma	Marie	Hunt	May 2025	MS	Construction Engineering and Management
380	David	Jason	Musgrave	May 2025	MS	Construction Engineering and Management
381	Kouassi	Michel	Nguessan	August 2025	MS	Construction Engineering and Management
382	Dakota	Richard Hugh	Edens	May 2025	MS	Electrical Engineering
383	Theron	Michael	Kalasinsky	May 2025	MS	Electrical Engineering
384	Isabela		Meza	May 2025	MS	Electrical Engineering

**South Dakota Mines
Spring 2025 Commencement List**

ATTACHMENT IV 25

385	Gleb		Morshuk	May 2025	MS	Electrical Engineering
386	Ayden	Michael Orr	Roush	May 2025	MS	Electrical Engineering
387	Owen		Stenstadvolden	May 2025	MS	Electrical Engineering
388	Cooper	Elizabeth	Courtney	May 2025	MS	Engineering Management
389	Deirdre	Reagan	Farrell	May 2025	MS	Engineering Management
390	Kolton	Jeremy	Frugoli	May 2025	MS	Engineering Management
391	Corinne	Marie	Heiberger	August 2025	MS	Engineering Management
392	Bailey	Rose	Johnson	May 2025	MS	Engineering Management
393	Joshua	John	Leone	May 2025	MS	Engineering Management
394	Kiley	ReNae	Metzger	May 2025	MS	Engineering Management
395	Jenna	Dea	Sayler	August 2025	MS	Engineering Management
396	Keagen	Sidney	Smith	May 2025	MS	Engineering Management
397	Brannagh	Jack	Walsh	May 2025	MS	Engineering Management
398	Thacher	Ashton	Dramstad	May 2025	MS	Geology and Geological Engineering
399	Andrew		Guilford	May 2025	MS	Geology and Geological Engineering
400	Samuel	J	Herrboldt	August 2025	MS	Geology and Geological Engineering
401	Breauna	M	Murray	May 2025	MS	Geology and Geological Engineering
402	Michael		Osei-Boateng	May 2025	MS	Geology and Geological Engineering
403	Clayton	Douglas	Pfeifer	May 2025	MS	Geology and Geological Engineering
404	Amelia	Rose	Van Winkle	May 2025	MS	Geology and Geological Engineering
405	Phillip	Daniel	Hauck	May 2025	MS	Green and Sustainable Chemistry
406	Olayinka	Sakiru	Ayorinde	May 2025	MS	Industrial Engineering
407	Bright	Osagie	Eze	May 2025	MS	Industrial Engineering
408	Quinn	Z	Barnes	May 2025	MS	Materials Engineering and Science
409	Kiran	L	Green	August 2025	MS	Materials Engineering and Science
410	Brianna	Nicole	Hoff	May 2025	MS	Materials Engineering and Science
411	Jennifer	Ellen	Johnson	May 2025	MS	Materials Engineering and Science
412	Casey	Aaron	Mason	August 2025	MS	Materials Engineering and Science
413	Trystan	Lynn	Moon	May 2025	MS	Materials Engineering and Science
414	Eric	John	Pickron	May 2025	MS	Materials Engineering and Science
415	Aaron	Daniel	White	May 2025	MS	Materials Engineering and Science
416	Mitchell	James	Carolan	May 2025	MS	Mechanical Engineering
417	Md Farhan		Hossain	May 2025	MS	Mechanical Engineering
418	Regan	Duncan	Ogilvie	May 2025	MS	Mechanical Engineering
419	Christopher	Warren	Poches	May 2025	MS	Mechanical Engineering
420	Daniel	David	Rynders	May 2025	MS	Mechanical Engineering
421	Seth	M	Taylor	May 2025	MS	Mechanical Engineering
422	Seth		Baafi	May 2025	MS	Mining Engineering and Management
423	Stephen		Boakye Yiadom	August 2025	MS	Mining Engineering and Management
424	Samuel	Erskine	Burndam	May 2025	MS	Mining Engineering and Management
425	Gabriel		Kone	May 2025	MS	Mining Engineering and Management
426	Justine	Marie	Langas	May 2025	MS	Mining Engineering and Management
427	Elena	L	Lieb	May 2025	MS	Mining Engineering and Management
428	Rohit Pandurang		Madavi	May 2025	MS	Mining Engineering and Management
429	Jared		Fisher	May 2025	MS	Paleontology
430	Alexi	Jade	Richmond	May 2025	MS	Paleontology
431	Michael	Paul	Fodroci	May 2025	MS	Physics
432	Tyler	Delaine	Rath	August 2025	MS	Physics
433	Amar		Thakuri	May 2025	MS	Physics
434	Jordan	Alex	Hoops	May 2025	PhD	Chemical and Biological Engineering
435	Tristan	William	Kenny	May 2025	PhD	Chemical and Biological Engineering
436	Bharathkiran		Maddipudi	May 2025	PhD	Chemical and Biological Engineering
437	Priya		Saxena	May 2025	PhD	Chemical and Biological Engineering
438	Wageesha		Sharma	May 2025	PhD	Chemical and Biological Engineering
439	Payal		Thakur	May 2025	PhD	Chemical and Biological Engineering

**South Dakota Mines
Spring 2025 Commencement List**

ATTACHMENT IV 26

440	Sourav		Verma	May 2025	PhD	Chemical and Biological Engineering
441	Heidi	Tiffany	Dacayanan	May 2025	PhD	Civil and Environmental Engineering
442	Md. Hasan-Ur		Rahman	May 2025	PhD	Civil and Environmental Engineering
443	Calvin	David	Tohm	May 2025	PhD	Civil and Environmental Engineering
444	Jackson	Stephen	Cates	May 2025	PhD	Data Science and Engineering
445	John	Emerson	Gallucci	May 2025	PhD	Geology, Geological Engineering, and Mining Engineering
446	Patrick	John	Wilson	May 2025	PhD	Geology, Geological Engineering, and Mining Engineering
447	Nana	Ansah	Adoo	May 2025	PhD	Materials Engineering and Science
448	Md Wahidul		Hasan	August 2025	PhD	Mechanical Engineering
449	Zhengqiang		Li	August 2025	PhD	Nanoscience and Nanoengineering
450	Mark	H	Hanhardt	May 2025	PhD	Physics
451	Eric	Steven	Morrison	May 2025	PhD	Physics
452	Jairo	Hernan	Rodriguez Rondon	May 2025	PhD	Physics
453	Jason	David	Stock	May 2025	PhD	Physics

Honorary Doctor of Public Service

Mr. John Henderson

South Dakota State University
Spring 2025 Candidates

DOCTOR OF PHILOSOPHY

Hojjat Abdollahikhamene	Juliana Fajardo Rueda	Mawuli Macdonald
Mohammad Mehedi Hasan	Emily Fowler	Ahana Majumder
Akash	Anlly Fresno Rueda	Lida Najmi
Suly Akter	Laxmi Jaishi	Sandeep Paudel
Ahmed Alhusays	Umar Javed	KarabiSaha
Faisal Almutairi	Ammad Khan	Maryam Sahraei
Ahmed Charif	Susan Kroger	Lauri Sells
Peter Claussen	Collins Lwarisima	Kakan Sutradhar
Wei Ding	Bret Lang	

DOCTOR OF NURSING PRACTICE

Joseph Osazee	Kaysie Engstrom	Madelyn Smith
Angela Arseneau	Cassandra Grabiell	Kierra Thies
Shaylee Dallager	Joseph Osazee	Dylan Waldner
Marissa Eich	Destinee Rice	

DOCTOR OF PHARMACY

Abby Abraham	Austin Manuell	Mary Sieve
Brock Anderson	Abbigayle Mausbach	Brittany Slettedahl
Kylie Anderson	Tayaih Miller	Jillian Songstad
Bryce Arends	Bailey More	McCall Stegenga
Lexi Barbush	Rebecca Morgan	Brianna Sudenga
Jane Brainard	Hollee Niehus	Bria Sutton
Kyle Butzke	Grace Nielsen	Kylie Tate
Joshua Daniel	Desiree O'Farrell	Alexandra Toll
David Delahoyde	Madeiline Osborn	Rachna Tungaturthi
Nichole Endreson	Anjali Parmar	Hannah Van Heek
Sadie Fedders	Jessica Pfeifer	Cody Vaselaar
Anah Flor	Stephanie Prokop	Madison Voelker
Brandon Florey	Elise Rasmussen	Joshua Welch
Madison Hamel	Abigail Riesgraf	Tucker Wieneke
Madisen Hansen	Lauren Rihanek	Macy Winslow
Gabriella Helget	Parker Roerig	Taylor Winterton
Brooklyn Huberty	Anna Schelonka	Elizabeth Wolkow

MASTER OF ARCHITECTURE

Nilloofar Zarearsanjani

MASTER OF ARTS

Annika Hanson
Jesus Hernandez
Finn Kane
Anastasia Poull

Tristan Stauffacher
Lars Wagener
Kaitlyn Frank
Ashley King

Madison Phipps
Ben Vukovich

MASTER OF EDUCATION

Emma Mudgett
Sienna Breton
Mikaela Dosch
Leslie Fillipi

Brodrick Gilbertson
Lacey Holt
Stephanie Huber
Ashley Keupp

Alexis Moes
Lizeth Johanna Ortiz Ruiz

MASTER OF ENGINEERING

Adam Karschnik
Cody Larson

Nathan Lawrence
Spencer Lutz

MASTER OF MASS COMMUNICATION

Rachel Elias
Delaney Grant

Brenda Kleinjan
Nicholas Schwien

Madison Thaden
Kallie Theisen

MASTER OF PUBLIC HEALTH

Katrina Hill

MASTER OF SCIENCE

Indu Acharya
Santosh Adhikari
Sanidhya Adhikari
Hussein Ahmed
Nathan Albertson
Austin Alderman
Haaris Ali
Mohammed Almhed
Jwaher Alomer

Fatimah Alsaeed
Dunya Saleh A Alshayban
Logan Anderson
Shelby Andrews
Reece Arbogast
Jennifer Atim
Christopher Baesler
Adrienne Bak
Yamuna Baral

Aryeri Bardales
Castellanos
Joshua Becker
Justin Benda
Ruchita Bhattacharai
Rachel Blue
Rabindra Bohara
Jorge Bonilla Urbina
Bria Braniff

Emma Brookman
 Owen Brown
 Belinda Buechler
 Moriah Bullerman
 Jenna Bunker
 Cassidy Byers
 Harshitha Byregowda
 Eleanor Cain
 Karma Choki
 Kayla Christopherson
 Brandon Clark
 Brandon Clausen
 Allison Claussen
 Jordyn Cranny
 Denilson Cyprianos
 Bernice Cyriaano
 Elise Deaver
 Erica DeClark
 Madison DeJarlais
 Jarod DePriest
 Annamarie Dobbs
 Sean Edeki
 Megan Eickhoff
 Hanna Eide
 Kaden Eisenbraun
 Andrea Eisenschenk
 Brenden Elwer
 Josie Epp
 Grace Erickson
 Ugochukwu Ezeakunne
 Synthia Ferdouse
 Jordan Fink
 Morgan Fosdick
 Parker Freiberg
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 Junesh Gautam
 Raelyn Geigle
 Charles Gichuhi
 Cody Gilliland
 Braeden Glor
 Alyssa Gordon
 Kendal Green

Caleb Gross
 Karla Hackett
 Madison Haugen
 Paige Hoesing
 Shaylee Hoff
 Allyson Holter
 Camryn Honn
 Olyvia Horsman
 Muhammad Ali Irshad
 Maxwell Jakubiak
 Grace Jardon
 Enuri Jayasooriya
 Mudiyansele
 Shiv Jha
 Lisa Jones
 Monika Kafle
 Shae Katz
 Allison Kerkman
 Lindsey Kiecker Snyder
 Daniel Kimball
 Caitlin King
 Matthew Kinowski
 Whitney Koistinen
 Ciera Kotaska
 Kacie Kracht
 Taylor Krall
 Taylor Krings
 Hailey Kristjanson
 Halie Kruid
 Pierre Lear
 William Lehnerr
 McKenna Letcher
 Mauren Lewis
 Rylan Lipetzky
 Zachary Loomis
 Michele Lovara
 Emma Ludens
 Lilianna Mallak
 Ndekusia Mariwa
 Linnet Mukiri Mathiu
 Ginger McNickle
 Nathan Meyer
 Cody Miler

Alberta Miner
 Cole Mingo
 Sugam Mishra
 Kira Moneke
 Liam Murray
 Edwin Mutimba
 Hailey Nankivel
 Niraj Neupane
 Samiul Nibir
 Diana Njuguna
 Timothy O'Brien
 Grace O'Brien
 Bhupendra Oli
 Grace Olinger
 Jacob Olson
 Katie Orth
 Yuv Raj Pant
 Travis Pearson
 Vishnu Pfeiffer
 Caryn Piatt
 Adam Poeppel
 Binita Poudel
 Md Saidur Rahman
 Brandon Reese
 Austin Regimbal
 Lindsay Reihs
 Thomasina Rohrbach
 Daniel Gustavo Rosales
 Chiessa
 Melissa Rubie
 Connor Ruen
 Mapitigama Samaranayake
 Jeffrey Sapakoff
 Prashanna Sapkota
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 Leah Schneider
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 Soubhoon Sadeq Shinjini

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 Morgan Stegmeier
 Dylan Stephens
 Zachary Stieb
 Chloe Stitt
 Anna Stone
 Santosh Subedi

Sahithi Poornima Suguru
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 Kelsie Ladner
 Hallie Lichty
 Grace Litts
 Avigelle Macahilo
 Lexi Madson
 Zaida Manning
 Michael Mara
 Kally Mathison
 Ashley McFarland
 Thea Mentele
 Adam Monson
 Raymond Moore
 Angela Moxley
 Marisa Mulcahy
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 Olivia Tagart
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 Jonathan Van Oort
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BACHELOR OF SCIENCE IN AGRICULTURAL & BIOSYSTEMS ENGINEERING

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 Landen Knoshal
 Cody Kramer

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 Samuel Meyer
 Randall Winch

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 Paul Christensen
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 Jalen DeJong
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 Pratik Timalisina
 Seth VonBank
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 Elizabeth Weber
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 Munkhjin Chuluunkhuu
 Telson Cowan
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 Zander Wysong
 Spencer Zakaras
 Jacob Zenner

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Ty Sanow

BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT

Kaiden Allpress	Isaac Johnson	Trent Sheldon
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Cole Hegge	Brock Kvistad	Brayden Traub-Jensen
Micah Henrich	Jarren Munce	Jace Ullerich
Joseph Higgins	Dmitri Mutchelknaus	

BACHELOR OF SCIENCE IN DATA SCIENCE

Kamal Albousafi	Landon Gerving	Max Struck
Tayven Badger	Matthew Halberg	Haleigh Timmer
Brooke Bauer	Raven Olson	John Wicht
Justin Bernardy	Ji Hoon Park	Hunter Wright
Benjamin Cox	Finnegan Raney	
Keegan Fields	Anna Schmit	

BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

Sarah Aman	Luke Kocer	Braiden Reiser
CheyLee Arnold	Jake Konechne	David Rezkallah
Aubren Budden	Grace Kuta	Brody Specht
Jonathan Burch	Isaac Kvokov	Nathan Springer
Jens Enga	Kalen Meyer	
Landon Kocer	Luke Rasmussen	

BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING TECHNOLOGY

Ivan Devries	Evan Gilbertson	Kedron Reimers
Trey Frost	Carter Johnson	Leo Steffl

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Dean Anderson	Caden Fischer	Brooke Bauer
Tayven Badger	Gavin Perrell	Eric Brannon
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Benjamin Cox	Kamal Albousafi	Matthew Halberg

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Trey Sholes

Haleigh Timmer
Kenzie Gronlund
Rose Gutenkauf

Austin Iwen
Colin Marsh

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Philip Baker
Maverick Beckmann
Cameron Belair
Brecklyn Beyer
Tyson Boeve
Amanda DeBates
Kayla DeBeer
Lucas Degen
Jacob Deschenes
Haley Evenson
Joseph Fier
Adam Grashoff
Hailey Gruber
Nathan Halstead

Braden Hanson
Taeho Kim
Seth Koeppe
Allison Krantz
Nathan Kuehl
Cole Kuhnert
Joshua Lamb
Cody Larson
Emma Louwagie
Ryan Luehrs
Martin Mittelstadt
Denzel Morancie
Benjamin Nachreiner
Clovis Neto
Evan Oppelt
Jace Parliament

Kathleen Pattee
Laura Peterson
Ella Peterson
Katelyn Poull
Jake Ridgley
John Ridgley
Cherish Stern
Keegan Visher
Maxwell Walter
Dominic Winstead
Nicolas Wolles
Brenna Madison
Joshua Rodgers
Nicholas Sieler

BACHELOR OF SCIENCE IN OPERATIONS MANAGEMENT

Andrew Cantu
Ethan Cushing

Denilson Cyprianos
Reagan Doll

Jack Hines
John Mieras

ASSOCIATE OF SCIENCE IN CONSTRUCTION TECHNOLOGY

Asledi Castillo
Casey Clausen

Alexander Davids
Ethan Kasten

ASSOCIATE OF SCIENCE IN DATA SCIENCE

Kayleigh Humphrey Valle

Ty Kulm

BACHELOR OF SCIENCE IN AGRICULTURE, FOOD & ENVIRONMENTAL SCIENCES

Justin Ackerman
Greta Adolf
Makenzie Alberts

Kessey Aljets
Gretta Anderson
Jaden Anderson

Grace Arthur
Ashlyn Bachmeier
Allisyn Baker

Denae Baker
 Carl Barkema
 Zane Barker
 Jackson Bassett
 Alvena Batin
 Cathryn Bauer
 Lucas Bauer
 Garrett Baumgartner
 Kylie Beare
 Isaac Beck
 Tristen Bent
 Alyssa Berentschot
 Jami Bergeson
 Tate Bergh
 Isabelle Bergstrom
 Lucas Bjorklund
 Cheyenne Blackwell
 Alexandria Blaha
 Grace Blake
 Ivan Blume
 Erin Boyer
 Landin Brink
 MaKenna Brouwer
 Abigail Bruns
 Taylor Caniglia
 Cole Cannon
 Matthew Carreiro
 Grace Cheeseman
 Jayd Chmela
 Noah Christensen
 Alaina Chute
 Abigail Connor
 Ty Cramer
 Reid Cummings
 Sam Czech
 Joseph Dagel
 Alivia Danner
 Shelby Davis
 Cody Donnelly
 Jenna Dougherty
 Rhett Dykstra
 Jasmine Edmundson
 Rylan Ehret

Kody Elbert
 Thomas Elliott
 Jack Farquhar
 Paige Fedders
 Annie Feden
 Tara Feucht
 Kenadie Fick
 Audrey Field
 Allison Fischer
 Brooklynn Fiscus
 Gavan Flammang
 Jaxson Frankenstein
 Colin Frey
 Cedar Gabriel
 Mason Gode
 Annaliese Goehring
 Kendra Goplin
 Luke Gordon
 Gillian Groeneweg
 Rachel Growth
 Gage Gullickson
 Carter Gust
 Teigen Hadrick
 Aubrey Hagen
 Wyatt Hanson
 Lillian Harpenau
 Jeston Hassler
 Marshall Hauck
 Sydney Heins
 Carter Hanglefelt
 Mackenzie Henning
 Elizabeth Hibma
 Emma Hinz
 Annabelle Hlavac
 Madison Hofer
 Miles Hoffman
 Alivia Holst
 Hayden Houselog
 Joshua Illies
 River Iverson
 Laurel Jacobson
 Joel James
 Devan Jellis

Alexandra Johnson
 Ryan Johnson
 Tanner Jordan
 Kallen Kafka
 Travis Kalous
 Taylor Kasten
 Ryan Kinnaman
 Thea Klarenbeek
 Kaden Kleinhans
 Isaac Knobloch
 Jessica Koedam
 Casey Koenig
 Jerson Kopka
 Autumn
 Ella Kreber
 Kaylee Kroger
 Jacobi Krouse
 Hunter Kruger
 Bensen Kuecker
 Dalton Kunkel
 Alyssa Launsbach
 Paige Lehrkamp
 Alice Lewandowski
 Mariah Lewis
 Cante Skuya Lonehill
 Brynn Lozinski
 Tessa Magner
 Tillie Malinowsky
 Kiegan Marczak
 Eric Mars
 Ashley Masat
 Logan McBurney
 Mikaela McManigal
 Chase McMath
 Alexandra Medvec
 Ally Micheel
 Trace Michelson
 Jackson Mielke
 Nathan Moberg
 Kaitlyn Mohnen
 Elizabeth Moldenhauer
 Ryann Moline
 Destrie Morris

Sage Mortenson
 Anna Moser
 Justus Moser
 Dellana Muck
 Blazden Mueller
 Madison Mueller
 Mason Nagel
 Kaden Nelson
 Peter Nester
 Natalie Neumann
 Bailey Newman
 Mark Newman
 Matthew Njaa
 Whitnie Norton
 Danielle Nowell
 Zachary Nyland
 Kyleigh O'Daniel
 Reed Ohrtman
 Issabella O'Rourke
 Jacob Orthaus
 Carter Owen
 Emilee Owen
 Madison Paulson
 Trinity Peterson
 Isabella Philips
 Andrew Pick
 Lucia Plagge
 Jacob Platte
 Katelyn Plendl
 Cindy Pohlen
 Allison Pommer
 Jesse Potts
 Coryn Primm
 Michael Proehl
 Alexis Rahm
 Cody Rakow
 Calvin Rasmussen
 Tyler Rasmussen
 Kyle Reese
 Taggert Reynolds
 James Rickerl

Leah Rognes
 Hallie Rootkie
 Grace Rosenmeyer
 Bobbie Roseth
 Joshua Rowse
 Ezekiel Sather
 Brock Schaedler
 Madison Schaefer
 Kourtney Schaff
 Logan Scheel
 Erika Schenk
 Daniel Schmidt
 Justin Schmidt
 Kayla Schmidt
 Cheylub Scmitt
 Hannah Schochenmaier
 Clare Schoelerman
 Mercedes Schueler
 Justin Scumacher
 Allison Schwieger
 Alec Sernett
 Landon Severson
 Madisyn Sheesley
 Avrie Shefl
 McKenna Sick
 Megan Silbaugh
 Emily Sindt
 Jesade Siverson
 Makenna Skiff
 John Smith
 Kristen Smith
 Ty Spieler
 Hudson Spoonemore
 Samuel Stahl
 Hunter Stewart
 Griffin Stoffel
 Joseph Stumpf
 Josephine Sutherland
 Taylor Sutton
 Caitlin Swanson
 Kerigan Swenson

Michael Tauer
 Erin Thomas
 Sage Thompson
 Mikayla Thorson
 Thomas Tiegs
 Morgan Townshend
 Jason Uden
 Ashley Ulrich
 Mitchell Ulrich
 Aubrey Van Briesen
 Ty Van Hull
 Levi Vanden Bos
 Karlus Waldner
 Jane Walter
 Dani Warner
 Kade Wassman
 Jaden Weinkauff
 Lauren Weishaar
 Madison Weishaar
 Hannah Werner
 Justin Werner
 Braden West
 Matthew Weyl
 Carter Whalen
 Charles Whalen
 Nathan Whitaker
 Mesa Wibben
 Portia Wiebers
 Rafe Wientjes
 Jarrett Wildman
 Ruth Wilford
 Kylee Williamson
 Samuel Wilmot
 Mikaela Wipf
 Clara Wise
 Jason Wittrock
 Abbigale Woods
 Kaden Wooters
 Mildren Young
 Riley Zammert

**ASSOCIATE OF SCIENCE IN AGRICULTURE,
FOOD & ENVIRONMENTAL SCIENCES**

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Brady Braniff	Cassidy Madison	Larissa Sitzmann
Andrew Burns	Paul Moening	Laney Tennessen
Riley Doll	Rier Mogler	Jackson Van Beek
Cade Fennel	Kalie Ritter	Isaiah Visser
Kacy Goehring	Shelby Roman	Jacob Weinheimer

BACHELOR OF SCIENCE IN NATURAL SCIENCES

Dean Anderson	Tucker Holzer	Andrew Pick
Raven Barse	Adelyn Jackson	Russell Pierzinski
Joshua Bartscher	Colby Karline	Jessica Pillatzki
Kiersten Bathke	Bidhi Kasu	Matthew Rattenborg
Biftu Banti	Cassidy Keith	Miles Retzer
Adrianna Boettcher	Jieun Kim	Jacob Reynolds
Austin Bonn	Bradyn Lachenmeier	Dylan Richey
Rachel Burke	Thomas LaFave	Cole Sawatzke
Lauren Buschkamp	Hunter Lemer	Matthew Schell
Kenzie Carlson	Chad Lemme	Sydney Schultz
Brycen Cheney	Caleb Lockhart	Malia Schumacher
Alex Clemons	Emma Lusk	Laron Smith
Kynna Crawford	Daniel Magee	Alexander Sohl
Jordyn Cutshaw	Sohum Mallik	Jacob Spreng
Parker Davis	Levi McKinley	Alec Steever
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Charles Dendinger	Ashton Merrill	Isaac Suchor
Aidan Donelan	Caitlyn Miller	Curtis Tauer
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 Mansu Thapa
 Chethan Thubharahalli Ramesh
 Jaswanth Jabez Thummala
 Sainath Vaddi
 Landen S. Van Hulzen
 Jayakrishna Vuppalapati

Master of Social Work

Jamie K. Anderson
 Jordan D. Baker
 Sarah A. Bauer
 Ashley A. Blocker
 Amanda K. Boer
 Taylor R. Boyles
 Skye Carter

McKenzie L. Cordie
 Sierra M. Cowing
 Kaitlyn A. Egner
 Morgan M. Feenstra
 Dione L. Fluitt
 Chandler R. Grosenheider
 Sydney M. Haga

Kelsey J. Holzbauer
 Emma R. Horn
 Brandyn Hulsebus
 Rebekah A. Husman
 Jamie L. Jockheck
 Alexis Kasel
 Jennifer C. Kennedy
 Veronica M. Klenke
 Brooke L. Koele
 Kari L. Koistinen
 Leah C. Kruse
 Grace E. Kuchar
 Geneva M. Kuhn
 Avery B. Laabs
 Emma K. LaFleur
 Joseph C. Maddux
 Ailine A. Maea
 Natalie Makortoff
 Avery L. Massey
 Danielle McClure
 Shea L. McCorkell
 Dylan J. Miller
 Jessica A. Murano
 Whitney J. Nordvold
 Adrian N. Nusz
 Grace M. O'Connor

Dody J. Otten
 Taylor K. Owens
 Ally A. Palugyay
 Bridget A. Patri
 Sarah K. Prescott
 Karlee R. Price
 Alanna M. Ragle
 Jade R. Ronk
 Erin Sabers
 Jorge E. Sanchez
 Michelle A. Saravia
 Kishwar N. Shaikh
 Alyssa K. Shock
 Madison L. Stahly
 Tori A. Standing Cloud
 Nevaeh L. Swenson
 Latia Swoyer
 Ashley R. Tapp
 Kandra D. Templeton
 Genaveve H. Thomson
 Kimberly Thooft
 Lindsay J. Turgeon
 Jeniah S. Ugofsky
 Ashley R. Waldner
 Shelby Wilson
 Grace M. Wright

Bachelor of Arts

Bentley J. Adams
Veda L. Allen
 Selma L. Almodovar
 Daniel E. Ayoroa
 Drake Bagwell
 Houriya Baladi
 Antonio M. Beatty
 Beau V. Beaubien
 Zachary M. Behrends
 Emily L. Beisch
 Birk P. Bergman
 Tanner L. Biel
 Korbin C. Blackmun

Madelyn G. Blaser
 Meah L. Bligh
 Ella R. Branham
 Elizabeth G. Brust
 Gabriella N. Burt
 Emma G. Byrne
 Brianna M. Carstensen
 Andrew P. Ceroll
 Joel T. Christensen
 Plar P. Clay
 Calissa K. Connors
 Allison Connot
 Kenzington R. Covey

Enerel L. Crosslin
 Kara A. Daniel
 Summer J. Davis
 Yaritzel DeAnda
 Zoe L. Dockter
 Sarah E. Ensز
 Meredith E. Fitch
 Walter U. Furstenau
 Abigail K. Gibbs
 Shelby L. Gilsdorf
 Lindsey M. Grabowska
 Dillon T. Grubb
 Logan J. Haala
 Marissa S. Haensel
 Josie K. Hamer
 Chloe A. Heimes
 Emily J. Heitkamp
 Quinn T. Henderson
 Emma G. Henrich
 Hattie R. Hespe
 Jonathan G. Hoefs
 Gavin D. Holt
 Robert E. Horton
 Emma L. Isaacson
 Grace D. Johnson
 Halle A. Johnson
 Jaiden N. Johnson
 Olivia E. Johnson
 Daniel L. Johnson
 Morgan K. Kerwin
 Ian J. Klein
 Seth A. Knoer
 Ashley M. Knudtson
 Mariah R. Koenig
 Ellis L. Kruse
 Jozie N. Kumm
 Katherine G. Kvale
 Eryn A. Kvernevig
 Shelby D. Larson
 Stella T. Lewis
 Nicholas J. Lord
 Elijah D. Malsom
 Hayley E. Mausbach
 Elizabeth M. McMillen
 Hannah J. McSparron
 Liam R. Mechling
 McKenzie W. Merchant
 Ally L. Mershon

Maxwell S. Mickelson
 Olivia J. Morrow
 Jean-Pierre Mutombo
 Emersyn M. Netten
 Michael B. Newcomb
 Lillian M. Ofert
 Furad S. Omar
 Jasmine Ostolaza
 Waverly A. Patterson
 Katelyn A. Poch
 Abreanna E. Pollman
 Blake C. Pottebaum
 Sean P. Power
 Tessa L. Putzier
 Emma K. Richardson
 Katelyn E. Riemersma
 Andrea Z. Rivera
 Delaney B. Robison
 Ana M. Rodriguez Garcia
Brooklyn A. Roozen
 Allan Sanchez
 Crystal R. Sazonov
 Rylee A. Schneider
 Brooklyn K. Schultze
 Shelsy Santos Segovia
 Evan A. Sippel
 Brianne N. Sprinkel
 Julia R. Stanek
 Lucy E. Stevens
 Richana K. Stone
 Taytum J. Sweetland
 Lydia P. Sweetman
 Meghan L. Thoene
 Leon R. Urias
 Jordynn L. Urwiler
 Taylor M. Van Emmerik
 Brooke E. VanDenHoek
 Albertha G. Vesselee
 Madisen M. Vetter
 Kayla I. Vohlken
 Michael J. Wagenaar
 Emily A. Williams
 Caitlin M. Williams
 Alyssa N. Wright
 Tre N. Young
 Dani L. Youngberg
 Chiao-Pong Yu
 Ashiah J. Zephier

Johanna G. Ziegler

Bachelor of Business Administration

Kaleb A. Ackerman
 Jack E. Bailey
 Conner P. Battleson
 Eleni D. Behone
 Kylie A. Bittner
 Dawson J. Brandner
 Paul C. Bruns
 Erika Bruns
 Olivia J. Caldwell
 Grant Carson
 Courtney E. Cebulla
 Daniel A. Chapin
 Triston J. Curry
 Marquise A. Cushing
 Gracie E. Czmowski
 Meghan D. DeLozier
 Nyle J. Dickel
 Noah L. Dickman
 Grace C. DiGiovanni
 Lydia J. Doohen
 Troy R. Durst
 Drew R. Dvorak
 Max C. Edelen
 Matthew R. Ehler
 Peyton D. Eich
 Braden M. Eimers
 Caden P. Ellingson
 Jerzey R. Endrulat
 Nathaniel E. Favors
 Aisha A. Fehr
 Benjamin T. Feist
 Wilson S. Feist
 Coy Fischer
 Adam M. Fisher
 Madilyn E. Fitzgerald
 Margaret R. Fitzgibbons

Devon B. Forsberg
 Kaden A. Fossum
 Kathleen R. Gellerman
 Joseph P. Gellerman
 Lucas L. Gerdes
Sarah A. Glawe
 Gavin C. Gordon
 Nicholas B. Gromer
 Hunter J. Hagerty
 Megan D. Halvorson
 Parker L. Hanselman
 Brady A. Hansen
 Devin A. Harty
 Gavin R. Hatch
 Ava L. Haugrud
 Sophia R. Haydon
 Addison P. Hayes
 Antonia N. Hill
 Danek Hilmar
 Alycia Howard
 Zachary A. Huwaldt
 Cheyenna R. John
 Cabbot M. Johnson
 Hannah Kemp
 Braeden R. Kerkhove
 Kyler E. Konstanz
 Calib Korth
 Andrew Kranhold
 Olivia R. Kruger
 Kyle M. Kyriss
 Caden M. LaFleur
 Grace A. Larkins
 Isabel K. Libke
 Perri L. Liedtke
 Gabriella I. Linn
 Landen B. Loecker

Destiny M. Long
 Chase M. Lucas
 Camryn E. Lund
 Joseph R. Lynch
 Jack C. Martens
 Titan Martin
 Analisia I. Mendoza
 Eve L. Meyers
 Stori Miles
 Carston C. Miller
 Dylan G. Mollman
Drew I. Moore
 Joseph L. Moser
 Quentin B. Moser
 Ryan M. Murphy
 Ayden C. Murray
 Korey D. Muth
 Kane A. Muth
 Reid T. Nelson
 John J. Niemeier
 Landon S. Olson
 Taylor A. Olson
 Heather A. Olson
 Rachel A. Olson
 Ellie L. Oolman
 Samantha J. Otta
 Kylie M. Parisien
 Isabella M. Pavlis
 Malory V. Peacock
 Julia E. Platt
 Gerrit B. Poncius
 Mallari R. Poppenga
 Katherine C. Pownell
 Derrick L. Rasmussen
 Ellie J. Reuter
 Nathalia Burgos Roldan

Noah D. Ronning
 Grace R. Rooney
 Rachel A. Rosenquist
 Shalom M. Roslansky
 Nolan W. Rounds
 Jorge Santana
 Henry P. Sawatzke
 Collin M. Schaar
 Maci L. Schmitz
Caleb L. Schulte
 Erik S. Schultz
 Brian R. Shirley
 Shelby J. Sisson
 Jaxon J. Skinner
 Jacob M. Solano
 Catherine Spader
 Caden B. Stangohr
 Sara Stanton
 Oliver J. Starr
 Collin M. Strobel
 Carson L. Strom
 Rachel M. Stuckenbroker
 Drew A. Theis
 Benjamin P. Tucker
 Zachary R. Ulmen
 Carter G. Van Heel
 Andrew B. Vandam
 Jenna R. Veenker
 Thomas R. Vos
 Austin C. Wagner
 Haley M. Weber
 Henry J. Weller
 Kadin P. Williams
 Rylan E. Wilson
 Zachary S. Zirpel

Bachelor of Fine Arts

Janna K. Gann
 Vivian S. Klein
 Madison L. Longstaff
 Lauren K. Mandernach
 Ayano C. Naoe
 Brianna Sandvig

Lydia J. Saxton
 Kaitlyn R. Valentine
 Jolein W. Verpaalen
 Connor N. Von Rentzell
 Shelby L. Wright

Bachelor of General Studies

Hanna Annis
 Conor A. Boone
 Jacob B. Carlson
 Cole Coners
 Tyler J. deCesare
 Emily M. Heine
 Nathan A. Hoffman
 Tre D. Jackson
 Chase I. Johnson

Scott H. Korsten
 Ken M. Minkovski
 Grace D. Mortensen
 Brian P. Nelson
 Heather M. Porath
 Kaleb D. Stewart
 Kylie M. Tobin
 Annabelle M. Van Sloten
 Joshua J. Vron dran

Bachelor of Music

Allison E. Aschoff
 Jason J. Breuer
 Deanne E. Ekstrand
 Rebecca C. Kelley

Bailey S. Nielsen
 Martin I. Radichev
 Victoria R. Weiland

Bachelor of Musical Arts

Brian R. Shirley

Joshua C. Styskal

Bachelor of Science

Leul A. Abate
 Hassan A. Abdirahim
 Makia G. Adler
 Justin O. Ahumuza
 Elizabeth A. Allen
 Andie L. Allison
 Haley J. Anciaux
 Morgan E. Anderson
 Elizabeth C. Anderson
 Roarie D. Anderson
 Aurora M. Anderson
 Sarah J. Anderson
 Colin M. Andre
 Raymond J. Andrzejewski
 JoAnna C. Austad
 Kara M. Baker
 Fabrice Bakunzi
 Shannon K. Banark
 Calli M. Barnick
 Rachel M. Bauer
 Jaiden H. Beaulieu
 Aidan C. Beck
 Abby K. Becker
 Mackenzie M. Benson
 Jack A. Berdahl
 Shanae L. Bergt
 Ciara J. Bernard
 Kennedy A. Bietz
 Tegan E. Biron
 Chloe Bitney
 Kylie B. Bochman
 Brooke A. Bollinger
 Parker R. Bollinger
 Brody S. Boltjes
 Megan M. Bonham
 Guoming Nicholas Boon
 Guoming Nicholas Boon
 Reed A. Bowker
 Brandon Boyum
 Paige D. Bradley
 Elias A. Braghin
 Braden J. Brandriet
 Erin Bridge
 Ashley M. Brock

Josephine M. Brok
 Gabriel R. Bronstad
 Kylee J. Brooks
 Renee A. Brummels
 Elizabeth G. Brust
 Jill M. Buetow
 Spencer D. Buley
 Bodie R. Burnham
 Patrick J. Burns
 Grace A. Busch
 Isabella Ordonez Carbajal
 Joel Carrasco
 William H. Carroll
 Isabel O. Castillo
 Jacob J. Cerny
 Grace E. Chadick
 Tamutswa C. Chapendama
Thomas W. Chase
 Taylor A. Chasing Hawk
 Jacob C. Chaussee
 Jordan R. Christensen
 Zachary E. Ciurej-Hatcher
 Paige L. Cmelik
 Imani Coley
 Madalin S. Courtright-Figura
 Shelby L. Cox
 Ashley M. Craft
 Kenia A. Cruz
 Braydon A. Davis
 Natalie M. Delay
 Ella M. Delperdang
 Nyle J. Dickel
 Jessica P. Dinh
 Avery A. Dobesh
 Brittany L. Dodds
 Aleah S. Dokter
 Aden D. Dominisse
 Joseph R. Donahoe
 Zoe D. Donelan
 Edie M. Doorenbos
 Vanessa N. Doyle
 Lily V. DuBray
 Carley A. Duffney
 Camden C. Dye

Taylor K. Easland
 Adam H. Easton
 Derek M. Eidsness
 Aaron J. Eikanger
 Miranda I. Emme
 Jocelyn M. Enfield
 Rachel A. Ensz
 Daniela Escobar
 Maria I. Evans
 Austin J. Faw
 Mason J. Ferrie
 Doreen M. Flannery
 Kailey A. Fliehs
 Kailey A. Fliehs
 Catherine R. Foy
 Erin J. Frahm
 Simon R. Freier
 Durga D. Gajmer
 Saije M. Galer
 Isaac J. Gehlsen
 Jasmin M. Geike
 Carson A. Geis
 Noah C. Gilbertson
 Jordyn V. Ginter
 Lily S. Goc
 Rebecca C. Groeger
 Maura E. Grussing
 Noah P. Guisinger
 Eerik Haamer
 Nautica E. Hagg
 Prah Haider
 Elise M. Hajek
 Kamila Haliru
 Habeeb Haliru
 Aysia J. Hall
 Sidney A. Hansen
 Darian L. Hansen
 Anna C. Harlan
 Morgan V. Hart
 RaeAnn L. Hartwig
 Beata Havlickova
 Marquita J. Hawkins
 Shannan M. Hayward
 Hannah E. Healy
 Derrick J. Heintz
 Ethan M. Heiser
 Sydney G. Helt
 Sydney S. Hermanson

Ajaye G. Hicks
 Elle J. Hoops
 Kathrinn N. Hopkins
 Kaitlyn A. Howrey
 Saryn L. Hruby
 Eden T. Hullinger
 Abdullahi A. Ibrahim
 Alexander B. Irvine
 Erena Jain
 Mandy R. James
 Malcolm J. Janis
 Alex L. Jensen
 Grace D. Johnson
 Santana M. Johnson
 Marissa J. Johnson
 Andrew D. Johnson
 Reagan E. Jorgenson
 Tyson M. Junck
 Emily Kahn
 McKenzie L. Kallhoff
 Natalie K. Kaufman
 Adam J. Kays
 Alayna K. Keckler
 Kamden M. Keleher
 Rachel G. Kelzer
Sachin Khadka
 Erika Kint
 Hannah N. Kirbach
 Holden A. Kirking
 Hanna M. Kirschenman
 Marissa K. Kjorness
 Jaya M. Koch
 Keanna M. Korth
 Preston T. Koski
 Steven M. Kotschegarow
 Madison C. Krall
 Chloe J. Kramer
 Madison G. Krull
 Nicolette A. Krumberger
 Kylie A. Krusemark
 Caden A. Kvernmo
 McKinly A. Kyte
 Carson L. Langston
 Julia M. Larson
 Jude Paolo M. Laude
 Ryan P. Lehr
 Dylan B. Ligtenberg
 Margaret M. Lindner

Keyauna A. Linwood
 Jordan G. Lowe
 Nyadeng P. Lul
 Megan E. Lusk
 Kara L. Magee
 Dean I. Magnuson
 Katharine M. Maguire
 Kennedy R. Masuen
 Wesley M. McDonald
 Matthew T. Medill
 Carla F. Medina Canizares
 Aryn M. Meiners
 Melany J. Melgar Enriquez
 Sydney M. Mencke
 Samantha J. Mersnick
 Francie M. Mertz
 Connor J. Mes
 Jaron P. Meyer
 Cara J. Meyer
 Halle Mickelson
 Emily S. Miiller
 Kristofer Miller
 Richter A. Mirasoles
 Andrew L. Moen
 Makayla M. Mofle
 Lucas N. Moller
 Teagan R. Monlux
 Alex T. Montgomery
 Trista A. Mooney
 Cassidy L. Mooneyhan
 Rawley J. Moore
 Gabriella A. Moore
 Tyree A. Murray
 Morkeia A. Mutchelknaus
 Jolie Mutoni
 Alaina M. Nathaniel
 Franziska A. Neck
 Ashton S. Nills
 Tinley J. Nilson
 Kennedy L. Nuebel
 Justin Nygaard
 Kweku A. Obiri-Yeboah
 Gabrielle A. Oliva
 Kaia R. Olson
 Nathan L. Olson
 Dillon M. Olson
 Samantha K. Olson
 Tori B. Ostrand

Ryli L. Palmer
 Morgan K. Pancich
 Garrett R. Petersen
 Bayleigh M. Peterson
 Spencer J. Pigman
 Brandy M. Pilaczynski
 MaKenzie R. Pippett
 Jennica L. Pitts
 Paige A. Pollreisz
 Victoria L. Pollreisz
 Jayden D. Porter
 Sean T. Powell
 Mairead A. Powers
 Samantha L. Price
 Wyatt J. Pruce
 Kaitlyn C. Rangel
 Isabelle J. Rangel
 Jaden E. Rastede
 Nathan J. Reed
 Naomi E. Rehberg
 Sara C. Reifenrath
 Althea J. Rembold
 Taryn M. Rexwinkel
 Tristan J. Rezac
 Mitchell D. Rhodes
 Kayla L. Ribbink
 Kaylea N. Rickenbaugh
 Colbey L. Rickford
 Brenna J. Rief
 Mckenzie A. Riker
 Rose Rioux
 Walker S. Roetzel
 Nicholas J. Roob
 Taylor L. Rose
 Maralaine I. Rothstein
 Pragati K. Rouniyar
 Kailey J. Rozeboom
 Nicholas P. Rubendall
 Leah I. Russell
 Julia E. Santy
 Dadra K. Saxton
 Emma L. Scarmon
 Kendra S. Schamber
 Karlee R. Schiff
 Shanna G. Schmeling
 Morgan A. Schmidt
 Chloe C. Schmitt
 Breanna R. Schroder

McKenna L. Schroeder
 Diamond L. Schulz
 Amber J. Schwanebeck
 Erin A. Schwanebeck
 Ellie E. Schwartz
 Kylen A. Sealock
 Alexa G. Sees
 Alma Sejmenovic
 Riele A. Shaw
 Madelyn M. Shults
 Willa C. Sickelka
 Victoria L. Silvera
 Mason Sindelar
 Hannah M. Slattery
 Payton L. Smedsrud
 Josie N. Smith
 Alexandra J. Smith
 Maija A. Sobania
 Autumn V. Sottile
 Brooklyn T. Spoonemore
 Macy M. Steen
 Jesse R. Steffel
 Hannah E. Steger
 Brooke A. Stivers
 Charles M. Streeter
 Alexandra R. Streeter
 Samuel D. Stukel
 Victoria C. Stutzke
 Sarah K. Suden
 Emily E. Sullivan
 Taelyn O. Switzer
 Kaitlyn S. Tegethoff
 Alexis J. Terveen
 Latisha E. Thomas
 Kylee B. Thompson
 Pimthong Thongtad
 Alyssa L. Thorson

Amy S. Tramp
 Austin A. Tramp
 Ashton L. Tucker
 Tory S. Twohig
 Madalyn K. Uhlig
 Emma J. Urbanski
 Carson J. Versteeg
 Tatum A. Villotta
 Darian I. Virchow
 Avery J. Vis
 Sophia M. Vitela
 Ellie A. VonEye
 Matthew Walsh
 Kendra L. Wannarka
 Mason L. Warnke
 Quincy N. Warren
 Garrett R. Watson
 Kaleesta R. Waysman
 Blake T. Weaver
 Kayla M. Weaver
 William B. Weber
 Trevor D. Welch
 Paige M. Wetenkamp
 Kendra L. Whyte
 Austyn E. Wiebe
 Raegan E. Wiebe
 Ellie E. Williams
 Sophie E. Wilson
 Michaela A. Witte
 Ella C. Wittmuss
 Kelly J. Young
 Zoey L. Zeller
 Gracie M. Zewiske
 Macy M. Zieske
 BriAnna E. Zohner
 Camille Zwiefel

Bachelor of Science in Education

Alexander W. Flucas
 Sarah K. Hansen
 Harrison L. Kieffer

Robert C. Koepsell
 Kaylee G. Munson
 Keely M. Bares

Braedyn S. Bentson
 Lucas L. Berg
 Amber L. Block
 Cayla D. Bok
 Jaylen A. Bork
 Elizabeth M. Boysen
 Kaylee A. Brouwer
 Abigail E. Buskohl
 Grace P. Christensen
 Carly N. Clark
 Jessica Coakley
 Emily Colwell
 Rachael M. Cooper
 Brooke M. Creviston
 Briana M. DeWitte
 Aspen J. Dorr
 Halli L. Essington
 Caden J. Feit
 Emily M. Gheorghiu
 Jayden R. Green
 Matthew L. Greenfield
 Ericka R. Guerrero
 Kaitlin M. Haas
 Emma J. Haas
 Morgan A. Hansen
 Madison J. Hardy
 Lillee A. Heisinger
 Lexi R. Herding
 Lily G. Hilt
 Kayla Johnson
 Kylie J. Kannas

Claire A. Kasperbauer
 Jessica J. Keitges
 Sydney R. Kellen
 Breanna L. Klocke
 Hannah M. Larson
 Danni E. Larson
 Aaron M. Lingen
 Madison R. Ljunggren
 Jordan E. Morley
 Mara A. Pauling
 Jaden L. Pearson
 Riley G. Pletten
 Payton J. Risetter
 Anna R. Risty
 Ana M. Rodriguez Garcia
 Jayson T. Rops
 Allison M. Ruden
 Christina M. Spomer
 Carly J. Starr
 Kaitlyn M. Stoos
 Hazeli M. Sweet
 Christian Swensen
 Kaitlyn R. Tassler
 Brooklynn K. Tewes
 Anna E. Tiefenthaler
 Katie M. VanderVeen
 Brooklynn K. Ver Steeg
 Lineya R. Wells
 Elena M. Whalen
 Madison A. Wragge

Bachelor of Science in Nursing

Hanna M. Adsero
 Siri A. Anderson
 Fahila Asele
 Kira N. Barringer
 Teya N. Beltman
 Rose L. Bloomfield
 Dalten L. Bremer
 Vitoria S. Brixner Batista
 Hope A. Buchholz

Mackenzie L. Campbell
 Julia L. Cornell
 Rachel E. Davidyuk
 Vernon J. Diaz
Amy A. Dibba
 Kaela E. Dougherty
 Julianna L. Erickson
 Samone D. Farris
 Elijah R. Fraasch

Karine Garcia da Silva
 Grace E. Gustad
 Aubree A. Hicks
 Josie L. Jensen
 Natalie R. Johnson
 Shaylin R. Junker
 Emile Z. Khan
 Hannah L. Korte
 Kya K. Ladwig
 Katherine S. Lien
 Bailey M. Lonneman
 Jacelyn D. Medicine Crow
 Faith K. Murerwa
 Cecelia J. Neugebauer
 Sierra B. Nielsen
 Faustina Ogechukwu Okoye
 Kathryn L. Oksness

Isabel Ortiz
 Molly E. Oswald
 Oluwafikewa A. Oyedele
 Melissa J. Postma
 Jordyn L. Ramus
 Allison C. Sahr
 Skyler A. Sargent
 Saylor R. Schaefer
 Hailey F. Skiles
 Daytona P. Smedsrud
 Blake L. Stabnow
 Nyawich G. Tornyang
 Ashley R. Vigants
 Kymberli A. Wagner
 Hannah A. Wasson
 Logan P. Weber
 Ashlyn M. Weier

Associate of Arts

Carly J. Begalka
 Kinslee M. Bosak
 Ava M. Gardner
 Tara M. Harberts
 Jamie L. Herren
 Lauren I. Hone

Chantel J. Johnson
 Rosa T. Lopez
 Sandrine Nantonesha
 Rashaad J. Nelson
 Dixie Pacheco
 Aleksandr Vasilevskiy



South Dakota School for the Blind and Visually Impaired 2024 - 2025 Graduation List

The South Dakota School for the Blind and Visually Impaired submits the following graduation list for approval.

Henry Jeremiah Johnson, Aberdeen SD

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – B
DATE: May 19-21, 2025

SUBJECT

Academic Calendar – SDSBVI & SDSD

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.1.1](#) – System Academic Year / Academic Calendar

[SDCL § 13-61](#) – SDSBVI

[SDCL § 13-62-13](#) (SDSD) – Academic year of school

[Special Schools COHE Agreement](#) (Section 8.6)

BACKGROUND / DISCUSSION

Pursuant to BOR Policy 2.1.1, the upcoming academic calendars for the South Dakota School for the Blind and Visually Impaired and the South Dakota Services for the Deaf are provided in Attachment I and II.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSBVI Academic Calendars: 2025-26 & 2026-27

Attachment II – SDSD Academic Calendars: 2025-26

DRAFT MOTION 20250519_5-B:

I move to approve the proposed academic calendars for the South Dakota School for the Blind and Visually Impaired and the South Dakota Services for the Deaf, as presented.



SD School for the Blind and Visually Impaired

2025 - 2026 SCHOOL CALENDAR

AUGUST (0 / 0 school days)

- 21 - 22: New Staff On Duty; Orientation Days**
- 25 - 29: Professional Development / Classroom Prep**

SEPTEMBER (20 / 20 school days)

- 1: Closed; Labor Day Holiday**
- 2: No Classes; Registration Day; Dorm opens at 1:00 PM**
- 3: Classes Begin (School Day is 8:00 AM - 3:00 PM); 1st Quarter Begins / 1st Semester Begins**

OCTOBER (22 / 42 school days)

- 10: Homegoing; Full day of school - Classes dismiss at 3:00 PM; Supper will be served; Dorm closes at 6:00 PM**
- 13: Closed; Native American Day Holiday**
- 14: No Classes; Parent / Teacher Conferences; Dorm opens 10:00 AM**
- 15: Classes Resume**
- 31: 1st Quarter Ends**

NOVEMBER (17 / 59 school days)

- 3: 2nd Quarter Begins**
- 11: In Session - Veterans Day**
- 25: Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; Professional Development**
- 26: Closed; Veterans Day Holiday Observed**
- 27: Closed; Thanksgiving Day Holiday**
- 28: Closed**
- 30: Dorm opens at 1:00 PM**

DECEMBER (17 / 76 school days)

- 1: Classes Resume**
- 19: Christmas Program**
- 23: Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; Professional Development**
- 24 - 26: No Classes**
- 25: Closed; Christmas Day Holiday**
- 29 - 31: No Classes**

JANUARY (20 / 96 school days)

- 1: Closed; New Year's Day Holiday**
- 1 - 2: No Classes**
- 4: Dorm opens 1:00 PM**
- 5: Classes Resume**
- 16: 2nd Quarter Ends (44 Days) / 1st Semester Ends (86 Days)**
- 19: In Session - Martin Luther King, Jr. Day; 3rd Quarter Begins / 2nd Semester Begins**

FEBRUARY (18 / 114 school days)

- 12: Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; Professional Development**
- 13: Closed; Martin Luther King, Jr. Day Holiday Observed**
- 16: Closed; Presidents' Day Holiday**
- 17: No Classes; Parent / Teacher Conferences; Dorm opens 10:00 AM**
- 18: Classes Resume**

MARCH (22 / 136 school days)

- 20: 3rd Quarter Ends (43 Days)**
- 24: 4th Quarter Begins**

APRIL (20 / 156 school days)

- 2: Spring Concert; Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; Professional Development**
- 3: No Classes; Good Friday**
- 5: Easter Sunday**
- 6: No Classes; Dorm opens at 1:00 PM; Easter Monday**
- 7: Classes Resume**

MAY (15 / 171 school days)

- 21: Awards Program; Commencement; Last Day of School; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; 4th Quarter Ends (42 Days); 2nd Semester Ends (85 Days); 171 Total Days 2025-2026 School Year; Professional Development**
- 25: Closed; Memorial Day Holiday**
- 31: Dorm opens at 1:00 PM for ESY**

JUNE

- 1 - 18: Extended School Year (ESY)**
- 18: June ESY Ends at 12:30 PM; Lunch will be served; Dorm closes at 1:00 PM**
- 19: Closed; Juneteenth Holiday**

JULY

- 3: Closed; Independence Day Holiday Observed**
- 4: Independence Day**
- 5: Dorm opens at 1:00 PM for ESY**
- 6 - 24: Extended School Year (ESY)**
- 24: July ESY Ends at 12:30 PM; Lunch will be served; Dorm closes at 1:00 PM**



SD School for the Blind and Visually Impaired

2026 - 2027 SCHOOL CALENDAR

AUGUST (0 / 0 school days)

- 27 - 28: New Staff On Duty; Orientation Days**
- 31: Professional Development / Classroom Prep**

SEPTEMBER (16 / 16 school days)

- 1 - 4: Professional Development / Classroom Prep**
- 7: Closed; Labor Day Holiday**
- 8: No Classes; Registration Day; Dorm opens at 1:00 PM**
- 9: Classes Begin (School Day is 8:00 AM - 3:00 PM); 1st Quarter Begins / 1st Semester Begins**

OCTOBER (21 / 37 school days)

- 9: Homegoing; Full day of school - Classes dismiss at 3:00 PM; Supper will be served; Dorm closes at 6:00 PM**
- 12: Closed; Native American Day Holiday**
- 13: No Classes; Parent / Teacher Conferences; Dorm opens 10:00 AM**
- 14: Classes Resume**

NOVEMBER (18 / 55 school days)

- 6: 1st Quarter Ends (42 days)**
- 9: 2nd Quarter Begins**
- 11: In Session - Veterans Day**
- 24: Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; Professional Development**
- 25: Closed; Veterans Day Holiday Observed**
- 26: Closed; Thanksgiving Day Holiday**
- 27: Closed**
- 29: Dorm opens at 1:00 PM**
- 30: Classes Resume**

DECEMBER (16 / 71 school days)

- 18: Christmas Program**
- 22: Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; Professional Development**
- 23 – 25: No Classes**
- 25: Closed; Christmas Day Holiday**
- 28 - 31: No Classes**

JANUARY (20 / 91 school days)

- 1: No Classes; Closed; New Year's Day Holiday**
- 3: Dorm opens 1:00 PM**
- 4: Classes Resume**
- 18: In Session - Martin Luther King, Jr. Day**
- 22: 2nd Quarter Ends (44 Days) / 1st Semester Ends (86 Days)**
- 25: 3rd Quarter Begins / 2nd Semester Begins**

FEBRUARY (18 / 109 school days)

- 11: Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; Professional Development**
- 12: Closed; Martin Luther King, Jr. Day Holiday Observed**
- 15: Closed; Presidents' Day Holiday**
- 16: No Classes; Parent / Teacher Conferences; Dorm opens 10:00 AM**
- 17: Classes Resume**

MARCH (21 / 130 school days)

- 25: Spring Concert; Homegoing; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; 3rd Quarter Ends (42 Days); Professional Development**
- 26: No Classes; Good Friday**
- 28: Easter Sunday**
- 29: No Classes; Dorm opens at 1:00 PM; Easter Monday**
- 30: Classes Resume; 4th Quarter Begins**

APRIL (22 / 152 school days)

MAY (18 / 170 school days)

- 21: Commencement**
- 26: Awards Program; Last Day of School; Classes dismiss at 12:10 PM; Lunch will be served; Dorm closes at 1:00 PM; 4th Quarter Ends (42 Days); 2nd Semester Ends (84 Days); 170 Total Days 2026-2027 School Year; Professional Development**
- 31: Closed; Memorial Day Holiday**

JUNE

- 6: Dorm opens at 1:00 PM for ESY**
- 7 - 24: Extended School Year (ESY)**
- 19: In Session – Juneteenth (holiday observed on June 25)**
- 24: June ESY Ends at 12:30 PM; Lunch will be served; Dorm closes at 1:00 PM**
- 25: Closed; Juneteenth Holiday Observed**

JULY

- 4: Independence Day**
- 5: Closed; Independence Day Holiday Observed**
- 11: Dorm opens at 1:00 PM for ESY**
- 12 - 30: Extended School Year (ESY)**
- 30: July ESY Ends at 12:30 PM; Lunch will be served; Dorm closes at 1:00 PM**

SD Services for the Deaf

ATTACHMENT II 8
2025 - 2026 School Year

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
JULY							AUGUST							SEPTEMBER						
		1	2	3	4	5						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				
							31													
OCTOBER							NOVEMBER							DECEMBER						
													1		1	2	3	4	5	6
			1	2	3	4	2	3	4	5	6	7	8	7	8	9	10	11	12	13
5	6	7	8	9	10	11	9	10	11	12	13	14	15	14	15	16	17	18	19	20
12	13	14	15	16	17	18	16	17	18	19	20	21	22	21	22	23	24	25	26	27
19	20	21	22	23	24	25	23	24	25	26	27	28	29	28	29	30	31			
26	27	28	29	30	31		30													
JANUARY							FEBRUARY							MARCH						
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	16	27	28
25	26	27	28	29	30	31								29	30	31				
APRIL							MAY							JUNE						
			1	2	3	4						1	2							
5	6	7	8	9	10	11	3	4	5	6	7	8	9		1	2	3	4	5	6
12	13	14	15	16	17	18	10	11	12	13	14	15	16	7	8	9	10	11	12	13
19	20	21	22	23	24	25	17	18	19	20	21	22	23	14	15	16	17	18	19	20
26	27	28	29	30			24	25	26	27	28	29	30	21	22	23	24	25	26	27
							31							28	29	30				
JULY 31 - AUGUST 1: New Staff On Duty; Orientation Days											JANUARY 1: New Year's Day Holiday									
AUGUST 4: Returning Staff On Duty											JANUARY 19: Martin Luther King, Jr. Holiday									
SEPTEMBER 1: Labor Day Holiday											FEBRUARY 2-4: SF/WR Evaluations									
SEPTEMBER 15-16: SF Evaluations											FEBRUARY 16: Presidents' Day Holiday									
SEPTEMBER 30 - OCTOBER 1: Professional Days											MARCH 24-25: Professional Days (all staff March 24)									
OCTOBER 13: Native American Day Holiday											APRIL 13-15: SF/WR Evaluations									
OCTOBER 21-22: WR Evaluations											MAY 20: Last Day									
NOVEMBER 11: Veterans Day Holiday											MAY 25: Memorial Day Holiday									
NOVEMBER 27: Thanksgiving Holiday											JUNE 19: Juneteenth Holiday									
DECEMBER 8-9: SF Evaluations											JULY 4: 4th of July									
DECEMBER 25: Christmas Holiday																				

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C
DATE: May 19-20, 2025

SUBJECT

SDSBVI High School Activities Association Membership

CONTROLLING STATUTE, RULE, OR POLICY

[SD High School Association – Constitution and Bylaws](#)

BACKGROUND / DISCUSSION

The South Dakota School for the Blind and Visually Impaired requests approval for continued membership in the South Dakota High School Activities Association. The membership begins July 1, 2025 and ends on June 30, 2026, with the supervision, control, and regulation of any and all high school interscholastic activities being delegated to said Association.

IMPACT AND RECOMMENDATION

Board staff recommend approval.

ATTACHMENTS

Attachment I – SDHSAA School Board Resolution 2025-2026

DRAFT MOTION 20250519_5-C:

I move to approve the request of SDSBVI for continued membership in the South Dakota High School Activities Association.



South Dakota High School Activities Association
P.O. Box 1217 ❖ Pierre, SD 57501
Phone (605) 224-9261 FAX: (605) 224-9262

SCHOOL BOARD RESOLUTION

Authorizing Membership in the South Dakota High School Activities Association

By resolution, the School Board of:

South Dakota School for the Blind and Visually Impaired / South Dakota Board of Regents
 (Name of School District or School)

has authorized membership in the South Dakota High School Activities Association for the high school(s) under its jurisdiction as hereinafter listed:

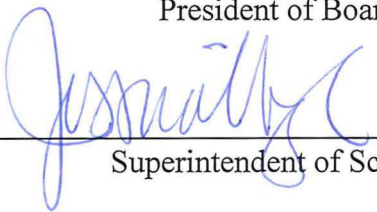
SDSBVI – South Dakota School for the Blind and Visually Impaired / Aberdeen SD

This is to be for the period which begins July 1, 2025 and ends on June, 30, 2026 with the supervision, control, and regulation of any and all high school interscholastic activities being delegated to said Association.

In addition, the above-mentioned School Board has ratified the Constitution, By-Laws, and rules of the South Dakota High School Activities Association as of July 1, 2025 and agrees to conduct its activities programs within the framework of these instruments.

 May 20, 2025
 Date of Resolution

 President of Board



 Superintendent of Schools

Due By:

July 15, 2025

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D (1)

DATE: May 19-21, 2025

SUBJECT

New Program Request – DSU – Minor in Sports Analytics & Performance Technology

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a minor in Sports Analytics & Performance Technology. The proposed minor will focus on applying data analysis and technology to enhance sports performance and understanding. Students learn how to use data to assess player performance, team dynamics, and game strategy. This can involve analyzing statistics, tracking metrics, and evaluating trends to optimize outcomes in sports. The minor will prepare students for careers in sports management, coaching, data analysis, technology development, and performance optimization, where sports organizations increasingly rely on analytics to drive decisions.

IMPACT AND RECOMMENDATION

DSU plans to offer the minor in Sports Analytics & Performance Technology on campus. DSU does not request new state resources. One new course will be required. DSU estimates 10 students enrolled and 10 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: DSU – Minor in Sports Analytics & Performance Technology

DRAFT MOTION 20250519_5-D(1):

I move to authorize DSU to offer a minor in Sports Analytics & Performance Technology, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

Use this form to propose a new baccalaureate degree minor (the minor may include existing and/or new courses. An academic minor within a degree program enables a student to make an inquiry into a discipline or field of study beyond the major or to investigate a particular content theme. Minors provide a broad introduction to a subject and therefore develop only limited competency. Minors consist of a specific set of objectives achieved through a series of courses. Course offerings occur in a specific department or may draw from several departments (as in the case of a topical or thematic focus). In some cases, all coursework within a minor proscribed; in others cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Baccalaureate Degree Minor Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

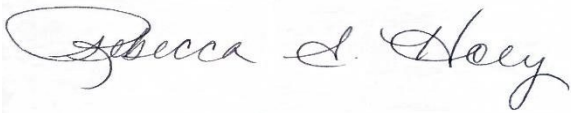
UNIVERSITY:	DSU
TITLE OF PROPOSED MINOR:	Sport Analytics and Performance Technologies
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	BSEd in Physical Education, BS Exercise Science and BSE Elementary Education
EXISTING RELATED MAJORS OR MINORS:	None
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	31.05.05
UNIVERSITY DEPARTMENT:	Health & Physical Education
BANNER DEPARTMENT CODE:	DHPE
UNIVERSITY DIVISION:	College of Education & Human Performance
BANNER DIVISION CODE:	8A

☒ **Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.3.2.2.D](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



President of the University

2/21/2025

Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. Do you have a major in this field (*place an "X" in the appropriate box*)? ☐ Yes ☒ No
2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSU:	SDCL § 13-59	BOR Policy 1.2.1
DSU:	SDCL § 13-59	BOR Policy 1.2.2
NSU:	SDCL § 13-59	BOR Policy 1.2.3
SDSMT:	SDCL § 13-60	BOR Policy 1.2.4
SDSU:	SDCL § 13-58	BOR Policy 1.2.5
USD:	SDCL § 13-57	BOR Policy 1.2.6
	Board of Regents Strategic Plan	

Dakota State University currently offers a BSEd in Physical Education and BS in Exercise Science. This new minor aligns with the University's Strategic Plan to increase student success by providing graduates with the needs of higher skilled careers. This minor would ensure students' preparedness when entering the workforce.

3. What is the nature/purpose of the proposed minor? Please include a brief (1-2 sentence) description of the academic field in this program.

A minor in Sport Analytics and Performance Technologies focuses on applying data analysis and technology to enhance sports performance and understanding. The nature and purpose of this minor are:

1. **Data-Driven Insights:** Students learn how to use data to assess player performance, team dynamics, and game strategy. This can involve analyzing statistics, tracking metrics, and evaluating trends to optimize outcomes in sports.
2. **Technology Integration:** It involves the use of advanced technologies, such as wearables, motion sensors, and video analysis tools, to measure and improve athletic performance, recovery, and training techniques.

3. **Cross-Disciplinary Knowledge:** The minor combines elements of sports science, mathematics, statistics, computer science, and engineering to give students a holistic understanding of the role technology and data play in sports.
4. **Career Opportunities:** It prepares students for careers in sports management, coaching, data analysis, technology development, and performance optimization, where sports organizations increasingly rely on analytics to drive decisions.

4. How will the proposed minor benefit students?

A minor in Sport Analytics and Performance Technologies can benefit a student in several keyways:

1. **Interdisciplinary Skill Set:** It combines knowledge from sports, data analysis, and technology, equipping students with diverse skills that are valuable in various industries, including sports management, coaching, healthcare, and technology sectors.
2. **Increased Marketability:** As sports organizations increasingly rely on data-driven insights for decision-making, a background in analytics and performance technologies makes students more competitive in the job market. Employers are looking for candidates who can analyze performance data, optimize strategies, and understand advanced technology in sports.
3. **Practical Knowledge:** Students gain practical knowledge of how data is collected, analyzed, and used to improve athletic performance. This involves learning about wearable technologies, motion analysis, and sports performance metrics, which can be applied directly in real-world settings such as coaching, sports medicine, or fitness industries.
4. **Career Opportunities:** The growing use of data analytics in sports means more job opportunities. Graduates with this minor can pursue careers in sports data analysis, coaching analytics, sports science, performance coaching, or technology roles within sports organizations or tech companies developing sports-related products.
5. **Adaptability:** The field of sport analytics and technology is evolving rapidly. Having this minor can help students stay ahead of industry trends, ensuring they have the knowledge and tools to adapt to future innovations and technological advancements in sports.
6. **Networking and Collaboration:** Students in this field often have opportunities to collaborate with athletes, coaches, and industry professionals, fostering connections that can lead to internships, job opportunities, or professional relationships. Sports analytics is built around a framework that comprises three main elements: data management, predictive models, and information systems. The goal is straightforward: to help decision-makers—from executives to coaches—gain a competitive edge. In practice, data flows through an organization, is processed, and becomes actionable insights. The data management function organizes this raw information, which then feeds into predictive models and information systems. These

models can generate standardized results or answer specific questions on demand. Finally, the information system delivers these insights to the decision-makers in a format that's easy to interpret and act upon.

7. **Improved Decision-Making Abilities:** Students will learn how to use data to make informed decisions, whether that's about training regimens, game strategy, or injury prevention, enhancing their overall problem-solving and analytical abilities.
5. **Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.** *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

To determine the workforce demand for someone with a minor in Sport Analytics and Performance Technologies, it's necessary to break down the general demand in three key areas: national trends, the Upper Midwest region, and South Dakota specifically. This field involves roles that combine sports, data analysis, technology, and performance evaluation, all of which are increasingly sought after as industries like professional sports, collegiate athletics, fitness, and sports technology grow.

- National Workforce Demand

The U.S. Bureau of Labor Statistics (BLS) does not track jobs by specific "Sport Analytics" titles, but it tracks related fields that would employ individuals with this minor. These roles include:

- Data Scientists and Data Analysts (BLS code: 15-2051): Data science has seen rapid growth across industries, including sports. In 2022, data scientists had a median annual wage of \$100,910. Employment of data scientists is projected to grow 36% from 2021 to 2031, much faster than the average for all occupations.
- Operations Research Analysts (BLS code: 15-2031): These professionals use data and mathematical models to solve problems. They are also in demand in the sports industry, as teams and organizations apply analytical methods to improve performance and business operations. The median annual wage was \$84,810, and employment is projected to grow by 23% from 2021 to 2031.
- Athletic Trainers (BLS code: 29-9091): Athletic trainers play a key role in performance technologies, especially in injury prevention and rehabilitation. The median annual wage in 2022 was \$53,460, with projected growth of 15% from 2021 to 2031, driven by the increased focus on injury prevention in sports.
- Coaches and Scouts (BLS code: 27-2022): Coaches and Scouts nationally have a projected growth of 11% from 2022-2032 which is faster than average. The median annual wage is: \$41,880.

Overall, the demand for professionals combining sports and data skills is growing quickly as teams, leagues, and organizations prioritize performance optimization, fan engagement, and operational efficiency.

- Upper Midwest Region Workforce Demand

The Upper Midwest includes states like Minnesota, Wisconsin, Iowa, and South Dakota. There is a growing recognition of sports analytics in this region, particularly in major cities and college towns with sports teams.

- Minneapolis-St. Paul is home to major professional teams (e.g., the Minnesota Vikings, Timberwolves, and Twins), along with large universities (University of Minnesota) that invest in sports technology and analytics programs. The need for data analysts, sports scientists, and performance technicians is steadily increasing in these urban centers.
- Madison, WI, Iowa City, IA, and other college towns also focus on performance analytics for collegiate athletics, driving regional demand.
- Tech-driven startups and innovations in fitness technology (wearables, performance tracking software, etc.) in the region contribute to demand in sports tech and analytics.

The Upper Midwest also benefits from partnerships between universities and professional sports organizations. Given this, there is growth potential in areas like data analytics, fitness technology, and performance sciences.

- South Dakota Workforce Demand

South Dakota has a smaller but growing demand for professionals with a minor in Sport Analytics and Performance Technologies, largely driven by:

- Collegiate Athletics: South Dakota State University (SDSU) and the University of South Dakota (USD) have NCAA Division 1 athletic programs that focus on improving team performance and health analytics. These programs might seek professionals in sports analytics for various roles, including performance analysis, data collection, and injury prevention. The other universities at the NCAA Division II and NAIA also have expanding uses for performance analytics to improve team performance.
- Fitness Industry: The state's growing health and fitness sector (including gyms, recreational centers, and wellness programs) could see an increasing need for sports performance technologies, especially with the rise of data-driven personal training and fitness tech products.
- Professional Sports Teams: While South Dakota does not have major league professional sports teams, there are local professional teams, semi-professional leagues, and amateur sporting events that may need sport analytics professionals to support performance enhancement and fan engagement.

Though the workforce demand in South Dakota may not be as large as in major metropolitan areas, niche opportunities are growing, especially for those who work remotely or in conjunction with larger national or regional organizations

- Conclusion
 - National demand for sports analytics and performance technology professionals is growing rapidly, especially in data science, operations research, and sports-specific roles.
 - Upper Midwest has a steady increase in demand, especially in cities with major universities and sports teams.
 - South Dakota's demand is more niche but growing, with potential for professionals in collegiate athletics, fitness, and tech-driven sports startups.

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace “XX” in the table with the appropriate year*).

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	2025-2026	2026-2027	2027-2028	2028-2029
Students enrolled in the minor (fall)	10	10	10	10
Completions by graduates		10	10	10

*Do not include current fiscal year.

The College of Education & Human Performance faculty has had casual conversations and informal interviews with current BSED Physical Education majors, Exercise Science majors, and Elementary Education majors regarding the potential of the Sport Analytics and Performance Technologies minor. Approximately 80% of physical education majors indicated that they would be seriously interested in the new minor along with 70% of the exercise science majors. Approximately, 10-15% of the Elementary and Elementary/SPED majors indicated that they would be interested in the new minor.

The Undergraduate Coordinator for Human Performance has also had discussions with faculty in the College of Business Information Systems and those faculty feel that the new minor would be popular among their students as well.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The rationale for a curriculum in a minor in Sport Analytics and Performance Technologies typically focuses on the growing demand for data-driven approaches in the sports industry and the integration of technology in enhancing athletic performance. The minor equips students with the necessary skills to analyze sports data, understand performance metrics, and apply advanced technologies to optimize performance, make informed decisions, and contribute to innovation in sports.

- **Relevance to Industry Trends**
 - **Data and Analytics:** The increasing use of data in decision-making across sports organizations (from professional teams to sports media) is evident. The demand for expertise in sport analytics is driven by the growing role of technologies such as wearable devices, GPS trackers, and performance metrics analysis software. The curriculum would typically focus on data collection, processing, and interpretation of key performance indicators (KPIs) such as player efficiency, team performance analytics, injury prediction, and recovery tracking.
 - **Performance Technologies:** With the advancement of technology, many sports organizations now rely on innovative tools, such as motion sensors, video analysis systems (e.g., HUDL, Dartfish, Catapult Thunder, and others), and biomechanical analysis tools to optimize player performance. These technologies are critical in coaching, training, and improving athlete performance.
- **Curriculum Structure**
 - **Courses in Data Analytics:** While there isn't a single, universally recognized "national standard" for data analytics in the US, the primary framework for data standards at the federal level is established by the Office of Management and Budget (OMB) through the "Federal Data Strategy," which promotes consistent data practices across government agencies, including guidelines for data quality, governance, and security; key aspects of data analytics standards are also addressed by organizations like NIST (National Institute of Standards and Technology) through research and development of data science evaluation methods and best practices. These may include topics such as sports data analysis, statistics, and machine learning which emphasize the importance of statistical proficiency, advanced analytics, and predictive modeling.
 - **Courses in Sport Analytics:** Sports analytics uses data to improve performance and decision-making in sports. The National Standards for Sport Coaches through SHAPE America emphasize using metrics to assess an athlete's performance, efficiency, and contribution to the team. Additionally, using mathematical models to identify strengths, weaknesses and trends in sports along with helping coaches and teams make data-driven decisions.
 - **Courses in Performance Technology:** Courses that focus on understanding, implementing, and analyzing performance-enhancing technologies are aligned with trends from National Strength and Conditioning Association (NSCA) and American College of Sports Medicine (ACSM) standards, both of which stress the importance of technology in monitoring and improving athlete performance and health.

- **Practical Experience:** Some programs may include internships, labs, or hands-on experiences with real-world sports teams or organizations, providing students with practical skills that are essential for the current landscape in sports analytics and technology.
- **Machine Learning:** Machine learning, a subset of artificial intelligence, involves the use of algorithms and statistical models to analyze and interpret complex data sets. In the realm of sports, this technology is changing analytics by offering deeper, more precise insights into every aspect of athletic performance.
- **National Standards and Best Practices**
 - **Alignment with NAIA, NCAA and NFHS Guidelines:** National associations such as the National Association of Intercollegiate Athletics (NAIA), the National Collegiate Athletic Association (NCAA) and the National Federation of State High School Associations (NFHS) focus on the use of data and analytics in optimizing athletic performance. The curriculum could be structured to ensure that students understand industry-recognized standards for data ethics, collection methods, and the implications of data privacy, particularly with regards to athlete information.
 - **Data Science in Sports:** The curriculum would adhere to national trends in the integration of data science into sports. For example, it would incorporate tools such as Python, R, and SQL, and focus on statistical analysis that is consistent with practices recommended by professional organizations in both the data science and sports sectors.
- **Evidence of Curriculum Consistency**
 - **Interdisciplinary Knowledge:** Programs that incorporate knowledge from fields such as sports management, computer science, and engineering reflect a commitment to ensuring students are well-rounded and aligned with multidisciplinary trends seen in the industry. The intersection of technology, data science, and sports management is emphasized by national organizations and industry leaders.
 - **Cutting-Edge Tools and Software:** If the curriculum includes the use of software tools and platforms that are recognized within the industry for data collection and analysis, it is indicative of the program's alignment with industry standards.

8. Complete the tables below. Explain any exceptions to Board policy requested.

Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

A. Distribution of Credit Hours

[Insert title of proposed minor]	Credit Hours	Percent

Requirements in minor	18	100%
Electives in minor		0%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
EXS (KSM)	385*	Introduction to Sport Analytics	MATH 114 or MATH 115	3	Yes
EXS	376	Technology Integration	CSC 105	3	No
GAME	476	Fan Experience, Sportainment, and Brand Management	None	3	No
CSC	150	Computer Science I	None	3	No
CIS	372	Programming for Analytics	CSC 150	3	No
CIS	474	Business Intelligence and Big Data	CSC 150	3	No
Subtotal				18	

*DSU will be requesting permission from USD to teach KSM 385 Intro to Sports Analytics. It is a unique course currently to them.

** There is no overlap between the courses in this minor and the programs listed under the degrees in which the minor may be earned, except for the BS in Exercise Science major. CSC 150 is an optional course in the Exercise Science major's "choose from" list. Students pursuing this major will need to select an alternative course from that list to meet the major requirements.

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
N/A	N/A	N/A	N/A		Choose an item.
					Choose an item.
Subtotal					

A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate

required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome (Same as in the text of the proposal)	Program Courses that Address the Outcomes					
	<i>EXS</i> (KSM) 385	EXS 376	GAME 476	CSC 150	CIS 372	CIS 474
Students will demonstrate a solid understanding of computer programming.				X		
Students will demonstrate a solid understanding of the sport industry, including the business, economics, and management of sports organizations.			X			
Students will be proficient in collecting, cleaning, and analyzing sports-related data, using both quantitative and qualitative methods.	X		X			
Students will apply advanced statistical techniques to interpret complex sports data.	X					
Students will develop and apply metrics to evaluate player and team performance.	X	X				
Students will be able to effectively communicate insights from their data analysis through data visualizations and written reports.					X	
Students will apply critical thinking to identify problems and propose solutions using sports analytics.	X					
Students will gain hands-on experience with analytics software and technology tools.						X
Students will apply their knowledge of analytics to specific sport disciplines and challenges (e.g., football, basketball, esports).	X					
Students will gain hands-on experience with sport and fitness technology and data collection tools.		X				
Students will apply critical thinking to identify problems and propose solutions using analytics.					X	X

Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.

10. What instructional approaches and technologies will instructors use to teach courses in the minor? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Teaching a Sport Analytics minor requires a mix of traditional instructional approaches, hands-on learning, and the integration of current technologies

- Blended Learning: A combination of in-person and online learning, allowing for flexibility and broader access to resources.
- Data-Driven Learning: Sport analytics courses should focus on real-world datasets, including team performance statistics, player analytics, injury data, and financial figures.
- Hands-On Experience: Providing students with opportunities to work on live projects, whether it's analyzing data from local teams or performing simulations.
- Collaboration and Project-Based Learning: Students will work in teams on real-world problems, enhancing their problem-solving and teamwork skills.
- Interactive Simulations and Gamification: using sports simulations and gamified scenarios to teach concepts like player performance prediction, team strategy, or game outcomes.
- Flipped Classroom: Some course material will be studied outside the classroom, with class time dedicated to discussions, applications, and problem-solving.
- Data Science and Statistical Software: Fostering an in-depth understanding of statistical methods for analyzing sports data, including regression analysis, hypothesis testing, and machine learning.
- Online Data Repositories and Public Datasets: Directing students to publicly available datasets to conduct independent analysis, explore new insights, and develop their portfolios.
- Real-Time Analytics: Teaching students how to use data and analytics in real-time settings (e.g., during games or events) to optimize decision-making.

11. Delivery Location

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

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

Yes/No	Intended Start Date

On campus	Yes	Fall	2025

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 2.4.3.B.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the minor through distance learning (e.g., as an online program)? This question responds to HLC definitions for distance delivery.

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

12. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."

None

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

None

14. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (place an "X" in the appropriate box).

☒ YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

☐ NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

15. Additional Information: *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D (2)

DATE: May 19-21, 2025

SUBJECT

New Program Request – SDSMT – Minor in Biomedical Engineering

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a minor in Biomedical Engineering. The proposed minor will provide students from diverse disciplines with specialized training in the design, analysis, and application of biomedical systems. This minor will equip students with interdisciplinary knowledge relevant to the field of biomedical engineering, including software development, programming, biology, chemistry, engineering design, and biomedical technologies. These skills will enhance their ability to contribute to healthcare innovation.

IMPACT AND RECOMMENDATION

SDSMT plans to offer the minor in Biomedical Engineering on campus and online. SDSMT does not request new state resources. No new courses will be required. SDSMT estimates 10 students enrolled and 4 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: SDSMT – Minor in Biomedical Engineering

DRAFT MOTION 20250519_5-D(2):

I move to authorize SDSMT to offer a minor in Biomedical Engineering, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

Use this form to propose a new baccalaureate degree minor (the minor may include existing and/or new courses. An academic minor within a degree program enables a student to make an inquiry into a discipline or field of study beyond the major or to investigate a particular content theme. Minors provide a broad introduction to a subject and therefore develop only limited competency. Minors consist of a specific set of objectives achieved through a series of courses. Course offerings occur in a specific department or may draw from several departments (as in the case of a topical or thematic focus). In some cases, all coursework within a minor proscribed; in others cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Baccalaureate Degree Minor Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED MINOR:	Biomedical Engineering
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	BS
EXISTING RELATED MAJORS OR MINORS:	Biomedical Engineering major
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	14.0501
UNIVERSITY DEPARTMENT:	Nanoscience & Biomedical Engineering
BANNER DEPARTMENT CODE:	MNNS
UNIVERSITY DIVISION:	4E
BANNER DIVISION CODE:	4E

☒ **Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.3.2.2.D](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Brian Tande, Ph.D.

President of the University

3/14/2025

Date

1. Do you have a major in this field (*place an “X” in the appropriate box*)? ☒ Yes ☐ No

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSU:	SDCL § 13-59	BOR Policy 1.2.1
DSU:	SDCL § 13-59	BOR Policy 1.2.2
NSU:	SDCL § 13-59	BOR Policy 1.2.3
SDSMT:	SDCL § 13-60	BOR Policy 1.2.4
SDSU:	SDCL § 13-58	BOR Policy 1.2.5
USD:	SDCL § 13-57	BOR Policy 1.2.6

3. What is the nature/purpose of the proposed minor? Please include a brief (1-2 sentence) description of the academic field in this program.

The proposed minor in biomedical engineering will supplement traditional engineering degrees by providing knowledge pertaining to the engineering of biomedical systems not covered in traditional engineering curriculum.

4. How will the proposed minor benefit students?

The proposed minor in biomedical engineering will provide students from diverse disciplines with specialized training in the design, analysis, and application of biomedical systems. This minor will equip students with interdisciplinary knowledge relevant to the field of biomedical engineering, including software development, programming, biology, chemistry, engineering design, and biomedical technologies. These skills will enhance their ability to contribute to healthcare innovation.

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

The Bureau of Labor Statistics reports that growth in the national job outlook for biomedical engineers for 2016-2026 will be as fast as average and that the median annual salary in 2016 was \$85,620.¹ In 2016 the Coalition of State Bioscience Institutes (CSBI) reported on workforce trends.² Their report separates the United States into seven geographic regions, with South Dakota assigned to Region 4. In 2015, Region 4 had 18,803 job postings. Locally, SAB Biotherapeutics, Sanford Health, and Avera (all based in Sioux Falls) have pharmaceutical products and medical devices that are in FDA-approved trials and Immutrix (based in Rapid City) is quickly approaching that stage in development. Also, the Governor’s Office of Economic Development is actively recruiting companies in the medical product space, including naming “bioscience” as one of the “key industries” for the state.³ These observations, coupled with the active research in biomaterials and biomedical devices occurring at SDSMT and USD, led Dr. Christoph Bausch in his report on

¹ Bureau of Labor Statistics Occupational Outlook Handbook for Biomedical Engineers, <https://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm>

² The Coalition of State Bioscience Institutes (CSBI): 2016 Life Science Workforce Trends Report http://docs.wixstatic.com/ugd/dd6885_941eb22598f7465a84b4db3386dc29c6.pdf

³ South Dakota Governor’s Office of Economic Development, Key Industries, “Bioscience in South Dakota,” available from <http://www.sdreadytowork.com/Key-Industries/Bioscience.aspx>.

a South Dakota Unified Bioscience Strategy, to conclude that the biomaterial and medical device spaces should be a cornerstone of the SD bioscience economic development strategy.⁴ There is a strong national and regional need for biomedical engineers. The medical device and pharmaceutical product industry in South Dakota is young and rapidly growing. The BME Graduate Program has produced graduate and student led companies that are partaking in the biotech growth as shown in their participation and Governor's Giant Vision Business Plan awards from the SD Chamber of Commerce and Industry. To support that growth, the industry will need a skilled biomedical engineering workforce that can be uniquely provided by the Board of Regents through USD and SDSMT.

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 26	FY 27	FY 28	FY 29
Students enrolled in the minor (fall)	3	5	8	10
Completions by graduates	0	0	2	4

*Do not include current fiscal year.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

Many students seeking engineering and science degrees at South Dakota Mines are interested in biomedical engineering but would prefer to add this training to their traditional engineering degree without taking a second major. Many students with interest in BME would pursue the minor in lieu of a double major in another engineering field. The BME curriculum has been scrutinized and accredited by ABET in 2022, thus has been confirmed to be consistent with national standards.

8. Complete the tables below. Explain any exceptions to Board policy requested.

Distribution of Credit Hours

Biomedical Engineering	Credit Hours	Percent
Requirements in minor	12	67%
Electives in minor	6	33%
Total	18	

A. Required Courses in the Minor

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
Chem	114	General Chemistry II	Chem 112*	3	No
BIOL	151	General Biology	None	3	No
BME	335/335L	Biomedical Technology	Chem 114 & BIOL 151	3/1 (4)	No
BME	263L	Design Applications for Biomedical Engineering	None	1	No
BME	463L	Biomedical Engineering Lab	BME 335/L	1	No
Subtotal				12	

⁴ South Dakota Unified Bioscience Strategy, Confidential. Report is on File at USD BME.

Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
CSC	115	Test Driven Software Development	Math 123*	3	No
CSC	170/170L	Programming for Engineers and Scientists	MATH 123*	3	No
CSC	150/150L	Computer Science I	None	3	No
CBE	117L	Programming for Chemical and Biological Engineering	Math 123*	1	No
CBE	217	Chemical Engineering Material Balances	CHEM 114, MATH 123*	3	No
CBE	250	Computer Applications in Chemical Engineering	Math 321*, CBE 117L, CBE 217	2	No
CSC	215	Programming Techniques	CSC 115, Math 123*	3	No
BME	233	Properties of Biomaterials	Chem 112* & Math 123*	3	No
MET	232	Properties of Materials	Chem 112* & Math 123*	3	No
EE	362	Electronic Magnetic and Optical Properties of Materials	Math 225*, Math 321*	3	No
Subtotal				6	

***Pre-requisites Note:** MATH 123, MATH 224 MATH 321, and CHEM 112/112L are pre-requisites for some of the courses in the minor; almost all engineering undergraduate degrees at South Dakota Mines require these courses so students will complete the necessary pre-requisites as part of their degree.

Catalog Note: No more than six credits from this minor may overlap with the specific credits required of a student's declared major.

**A. What are the learning outcomes expected for all students who complete the minor?
How will students achieve these outcomes?**

Individual Student Outcome	Program Courses that Address the Outcomes				
	BME 233, MET 232, EE 362,	BIOL 151*, CHEM 114*	BME 335*, BME 335L*	CSC 115, CSC 170, CSC 150, CSC 215, CBE 117L, CBE 250	BME 263L*, BME 463L*
<i>Understanding of human biological systems and processes.</i>		X	X		
<i>Knowledge of modern biotechnology methods</i>			X		

<i>Knowledge of concepts that apply to design of biomaterials</i>	X	X	X		
<i>Ability to apply engineering design to produce solutions that meet biomedical needs</i>					X

9. What instructional approaches and technologies will instructors use to teach courses in the minor?

The courses are primarily face-to-face lectures and hands-on labs, some lectures are also offered over DDN.

10. Delivery Location

South Dakota School of Mines and Technology

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2025

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 2.4.3.B.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	X02, X15, X18, X20, X25	Fall 2025
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the minor through distance learning (e.g., as an online program)? This question responds to HLC definitions for distance delivery.**

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	X02, X15, X18, X20, X25	Fall 2025

11. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. *If not requesting any exceptions, enter "None."*

None.

12. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. *Address off-campus or distance delivery separately.*

All courses are currently offered and there would be no additional costs.

13. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (*place an "X" in the appropriate box*).

☐ YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

☐ NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

14. Additional Information:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D (3)

DATE: May 19-21, 2025

SUBJECT

New Program Request – SDSMT – Minor in Polymer Engineering

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a minor in Polymer Engineering. The proposed minor will provide students who have an interest in polymer engineering an opportunity to explore this field. Polymer engineering is a broad field that prepares individuals to apply mathematical and scientific principles to the design, development, and operational evaluation of synthesized macromolecular compounds and their application to specific engineering uses, including the development of industrial materials with tailored properties, the design of lightweight structural components, the use of liquid or solid polymers, and the analysis and control of polymerization processes.

IMPACT AND RECOMMENDATION

SDSMT plans to offer the minor in Polymer Engineering on campus. SDSMT does not request new state resources. One new course will be required. SDSMT estimates 10 students enrolled and 7 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: SDSMT – Minor in Polymer Engineering

DRAFT MOTION 20250519_5-D(3):

I move to authorize SDSMT to offer a minor in Polymer Engineering, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

Use this form to propose a new baccalaureate degree minor (the minor may include existing and/or new courses). An academic minor within a degree program enables a student to make an inquiry into a discipline or field of study beyond the major or to investigate a particular content theme. Minors provide a broad introduction to a subject and therefore develop only limited competency. Minors consist of a specific set of objectives achieved through a series of courses. Course offerings occur in a specific department or may draw from several departments (as in the case of a topical or thematic focus). In some cases, all coursework within a minor proscribed; in others cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Baccalaureate Degree Minor Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED MINOR:	Polymer Engineering
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	B.S.
EXISTING RELATED MAJORS OR MINORS:	
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	14.3201
UNIVERSITY DEPARTMENT:	Chemical & Biological Engineering
BANNER DEPARTMENT CODE:	MCBE
UNIVERSITY DIVISION:	4E
BANNER DIVISION CODE:	4E

☒ **Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.8](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Brian Tande, Ph.D.

President of the University

2/6/2025

Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. Do you have a major in this field (*place an "X" in the appropriate box*)? ☐ Yes ☒ No

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSU:	SDCL § 13-59	BOR Policy 1:10:4
DSU:	SDCL § 13-59	BOR Policy 1:10:5
NSU:	SDCL § 13-59	BOR Policy 1:10:6
SDSMT:	SDCL § 13-60	BOR Policy 1:10:3
SDSU:	SDCL § 13-58	BOR Policy 1:10:2
USD:	SDCL § 13-57	BOR Policy 1:10:1

[Board of Regents Strategic Plan 2014-2020](#)

CBE has had an emphasis in polymer engineering for several decades, which included the purchase and setup of polymer processing equipment, much of which is now housed in the CAPE Laboratory. However, this minor is needed to formalize the recognition that several SDSMT BS graduates make this area the focus of their studies and to allow them to receive a minor in polymer engineering.

Although the program does not exist at an undergraduate level of a major, many of the courses that are related to polymer engineering that are proposed for this minor are already being offered at an undergraduate level. One new class, which has been previously offered as a special topics course, will be needed. Further implementation will only require an organization to the courses that are already being offered at an undergraduate engineering level. Another new course, which has also been previously offered as a special topics course, will be added as an additional potential elective.

This minor supports the institution and its mission and plans, including its focus in the research area of Materials and Manufacturing. Further, the minor will connect disciplines across campus.

3. What is the nature/purpose of the proposed minor? Please include a brief (1-2 sentence) description of the academic field in this program.

The purpose of the proposed minor is to provide students who have an interest in polymer engineering an opportunity to explore this field. Polymer engineering is a broad field that prepares individuals to apply mathematical and scientific principles to the design, development, and operational evaluation of synthesized macromolecular compounds and their application to specific engineering uses, including the development of industrial materials with tailored properties, the design of lightweight structural components, the use of liquid or solid polymers, and the analysis and control of polymerization processes.

4. How will the proposed minor benefit students?

This program will offer an opportunity for students who have related interests in polymer engineering to have the opportunity to earn a minor in this field of study. For students with a more traditional engineering degree, who have had interests in polymer systems, this minor offers a pathway for them to pursue. Upon completion of the minor, the students would be better prepared for a job in the polymer industry (including pharmaceuticals, membrane purification, and beyond), in further education (graduate school), or, potentially, in medical school. Adding this minor to their degree would set the students apart when pursuing a job in polymer-related fields, including separations techniques, water purification, gas separation/CO₂ recovery, polymer design and recycling, cosmetics and consumer products, food engineering, molecular engineering, etc.

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

The work force for graduates in related fields would include scientists and engineers from a variety of disciplines, including, but not limited to, Biochemical Engineering, Biomedical Engineering, Chemical Engineering, Civil Engineering, Industrial Engineering, Materials Science/Engineering, and Mechanical Engineering, as well as Environmental Engineering, Environmental Science, Health and Safety Engineering, Medical Science, and many more. Polymer engineering is related to many fields of growing interests in many areas from concerns of recycling and deforestation to life expectancy and quality of life. Polymer engineering spreads a wide path for a large area of disciplines.

According to the U.S. Bureau of Labor Statistics, South Dakota has approximately 12,000 individuals who are currently employed in South Dakota in careers that are related to polymer engineering, which correlates to approximately 27 individuals per 1,000 jobs.¹

At present, both the state of South Dakota and the SDSMT campus have large investments and infrastructure in activities related to polymer engineering. The state of South Dakota recently invested in bioprocessing and biopolymers through the POET Bioproducts Institute and Dakota BioWorx, and SDSMT has long-standing polymer/biopolymer infrastructure that is present in both the Composite and Polymer Engineering (CAPE) Laboratory and the Composite and Nanocomposite Advanced Manufacturing – Biomaterials Center (CNAM-BIO). This minor will leverage this SDSMT campus infrastructure and experience to help provide additional workforce development and produce graduates with targeted training to serve the polymer and biopolymer activities that are associated with the state's economic development goals and needs.

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (replace "XX" in the table with the appropriate year).

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 25	FY 26	FY 27	FY 28

¹ Occupational Employment Statistics. (n.d.). Retrieved October 09, 2023, from <https://data.bls.gov/oes/>.

Students enrolled in the minor (fall)	2	4	7	10
Completions by graduates	0	2	4	7

*Do not include current fiscal year.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The curriculum of required courses is set to establish a fundamental understanding in polymer science and engineering (CBE 473/473L) and build to investigate polymer chemistry, technology, and manufacturing, as well as related technologies. The student outcomes for these courses and the student outcomes listed below align with ABET Accreditation requirements for Engineering programs.

8. Complete the tables below. Explain any exceptions to Board policy requested.

Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

A. Distribution of Credit Hours

[Insert title of proposed minor]	Credit Hours	Percent
Requirements in minor	3	17%
Electives in minor*	15	83%
Total	18	100%

*Please note that at least 9 of the 15 elective credits for this minor must be beyond the requirements for any other B.S. major degree program.

B. Required Courses in the Minor

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
CBE	473/473L	Polymer Science and Engineering / Laboratory	CHEM 114/114L, PHYS 209 (or 213)	2/1	Yes
Subtotal				3	

Catalog Note: No more than six credits from this minor may overlap with the specific required credits of a student's declared major.

***Pre-requisites Note:** MATH 123, CHEM 112/112L, CHEM 114/114L, and PHYS 209 (or 213) are pre-requisite for some of the courses in the minor; almost all undergraduate degrees at South Dakota Mines require these courses so students will complete the necessary pre-requisites as part of their degree.

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
BME/MET	232	Properties of Materials	MATH 123 and CHEM 112 *	3	No
BME/MET	233	Properties of Biomaterials	MATH 123 (4 cr), CHEM 112 (3 cr)*	3	No
BME	401	Biomaterials	BME 232/MET 232	3	No
BME	409	Nano-Biomaterials	BME 233/MET 233	3	No
CBE	442	Colloids and Interfaces	MATH 123 and CHEM 112 *	3	Yes
CBE	474/574	Polymer Technology	Senior Standing	2-3	No
CBE	474L/574L	Experimental Polymer Technology		1	No
CBE/MES/NANO	475/575	Advances in Processing and Nanoengineering of Polymers	CHEM 114 and CHEM 114L *	2	No
CBE	476/576	Organosilicon Polymer Chemistry and Technology	Senior Standing	1	No
CBE/MET	489/589	Composites Manufacturing		1	No
CEE	316/316L	Engineering and Construction Materials/Lab	EM 321 * and CEE 284	3	No
CHEM	326	Organic Chemistry I	CHEM 114 (3 cr)*	3	No
CHEM	328	Organic Chemistry II	CHEM 326 (3 cr)	3	No
CHEM	426/526	Polymer Chemistry	CHEM 328 and CHEM 342	3	No
ME/MET	443	Composites	ME 316 (3 cr) or ME 440 (3 cr)	3	No
ME	444/544	Mechanics of Viscoelastic Solids	ME 322 (3 cr), MATH 373 (3 cr)	3	No
ME	444L/544L	Mechanics of Viscoelastic Solids Laboratory		3	No
NANO	445/545	Introduction to Nanomaterials	EM 321* (3 cr), MET 232 (3 cr)	3	No
Subtotal					

Catalog Note: No more than six credits from this minor may overlap with the specific required credits of a student's declared major.

***Pre-requisites Note:** MATH 123, CHEM 112/112L, CHEM 114/114L, and EM 321 are pre-requisite for some of the courses in the minor; almost all undergraduate engineering degrees at South Dakota Mines require these courses, so students will complete the necessary pre-requisites as part of their degree.

- A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?** *Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.*

Individual Student Outcome (Same as in the text of the proposal)	Program Courses that Address the Outcomes					
	CBE 473*	CBE 473, BME/MET 232, BME/MET 233,	BME 401, BME 409	CBE 442, CBE 474/574, CBE 476/576	ME/MET 443, ME 444/544, NANO 445/545	CBE 474L/574L, CBE 475/575, CBE 489/589, CEE 316/316L, ME 444L/544L
Ability to communicate effectively with a range of audiences	X					X
Ability to acquire and apply new knowledge as needed, using appropriate learning strategies						X
Ability to recognize ethical and professional responsibilities in engineering situations						
Ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics	X	X	X	X	X	X
Ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare						

Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.

- 10. What instructional approaches and technologies will instructors use to teach courses in the minor?** *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

The instructional approaches will be a compilation of lectures, notes, presentation slides, laboratory experimentation, some hands-on learning modules, and interactive software that is available for free on the internet. Additionally, some courses may incorporate a design component.

11. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2025

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the minor through distance learning (e.g., as an online program)? This question responds to HLC definitions for distance delivery.**

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

12. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."

No, the University does not request any exceptions.

13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations

and maintenance, facilities, etc., needed to implement the proposed minor. Address off-campus or distance delivery separately.

No changes in cost, budget, or resources exist as faculty are set to deliver these courses regardless of decision to introduce the minor that is put forth in this form.

14. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (place an "X" in the appropriate box).

☒ YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

☐ NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

15. Additional Information: *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D (4)

DATE: May 19-21, 2025

SUBJECT

New Program Request – SDSU – Minor in Financial Counseling and Planning

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a minor in Financial Counseling and Planning. The Ness School of Management and Economics proposes replacing the Financial Counseling minor with a new Financial Counseling and Planning minor, with restructured requirements. The updated minor will better prepare students for a growing career field and meet the educational requirements for the CFP® or AFCPE® exams. The proposed minor will focus on financial counseling and planning, helping students develop, maintain, and promote learning in this field to become skilled professionals.

IMPACT AND RECOMMENDATION

SDSU plans to offer the minor in Financial Counseling and Planning on campus and online. SDSU does not request new state resources. No new courses will be required. SDSU estimates 28 students enrolled and 5 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: SDSU – Minor in Financial Counseling and Planning

DRAFT MOTION 20250519_5-D(4):

I move to authorize SDSU to offer a minor in Financial Counseling and Planning, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

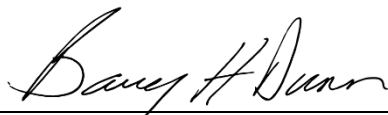
UNIVERSITY:	SDSU
TITLE OF PROPOSED MINOR:	Financial Counseling and Planning Minor
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any
EXISTING RELATED MAJORS OR MINORS:	Consumer Affairs (B.S.) – Family Financial Management Specialization; Financial Counseling Minor; Family Financial Planning Graduate Certificate
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	52.0804
UNIVERSITY DEPARTMENT:	Ness School of Management and Economics
BANNER DEPARTMENT CODE:	SSME
UNIVERSITY DIVISION:	Arts, Humanities and Social Sciences
BANNER DIVISION CODE:	3S

☒ **Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.3.2.2.D](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



 President of the University

3/28/2025

Date

1. Do you have a major in this field? ☐ Yes ☒ No

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

South Dakota State University (SDSU) requests authorization to offer a baccalaureate minor in Financial Counseling and Planning. The Ness School of Management and Economics proposes replacing the Financial Counseling minor with a new Financial Counseling and Planning minor, with restructured requirements. The updated minor will better prepare students for a growing career field and meet the educational requirements for the CFP® or AFCPE® exams.

The financial counseling and planning program will support South Dakota State University's mission, as outlined in SDBOR Policy 1.2.5, by offering academic programs in the liberal arts and sciences as well as professional education in agriculture, education, engineering, home economics, business economics, nursing, and pharmacy. The minor will contribute to the economic development of the state and region by providing financial counseling and planning expertise to individuals, families and communities. Financial counseling is a profession in which counseling is provided on an individual and/or group basis to help train or educate clients or other planners to address financial problems either before the problem begins (preventive) or after the financial problem has developed (remedial). Individuals and families who are able to build their net worth by reducing liabilities and increase assets will then contribute to the economic development of their communities.

3. What is the nature/purpose of the proposed minor? Please include a brief (1-2 sentence) description of the academic field in this program.

The minor will focus on financial counseling and planning, helping students develop, maintain, and promote learning in this field to become skilled professionals. These professionals will be prepared to enter the workforce and assist individuals and families in improving their financial well-being. The proposed minor will equip students for a growing career field and meet the educational requirements for the CFP® or AFCPE® exams.

4. How will the proposed minor benefit students?

A minor in Financial Counseling and Planning will prepare students to pursue careers in the financial planning and financial counseling industry. The minor will equip students for a growing career field and meet the educational requirements for the CFP® or AFCPE® exams. The minor will be structured to include dual-listed courses, providing the knowledge needed for CFP® certification. By completing these six courses and holding a bachelor's degree, students will meet the educational requirements to sit for the CFP® Certification Examination.¹ These courses cover all eight principal knowledge topics required by the CFP Board. Students who do not wish to pursue CFP® certification can choose courses aligned with their interests or pursue other certifications within the financial counseling field. For example, students who take FIN 280 Personal Finance and FIN 375 Financial Counseling and Debt Management will meet the educational requirements for AFCPE® certification.

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

A minor in Financial Counseling and Planning will prepare students to pursue careers in the financial planning and financial counseling industry. Individuals will provide advice to help

¹ [2021-principal-knowledge-topics.pdf](#)

individuals manage their money and plan for their financial future. Most advisors work in the finance and insurance industry or are self-employed. According to the Occupational Outlook Handbook, employment of personal financial advisors is projected to grow 17% from 2023 to 2033, much faster than the average for all occupation, with a median salary of \$99,580.² In South Dakota personal financial advisors on average will earn \$105,470.³ As the population ages and life expectancies increase, demand for financial planning services should increase. According to the CFP Board, CFP® Professionals earn 10% more than other financial planners, with a median 2023 total compensation of \$192,000. In addition, they report high levels of job fulfillment and satisfaction.³

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.

The Ness School of Management and Economics anticipates student enrollment in the minor year one at 5 students and growing to 28 students by year four. Estimated enrollments are based on enrollment in the current Financial Counseling minor. In fall 2024, 28 students were enrolled in the existing minor.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 26	FY 27	FY 28	FY 29
Students enrolled in the minor (fall)	5	12	20	28
Completions by graduates	-	-	-	5

*Do not include current fiscal year.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The curriculum is aligned with the CERTIFIED FINANCIAL PLANNER (CFP®) certification and Accredited Financial Counselor (AFC®) certification competencies. Students who successfully complete the Financial Counseling and Planning course requirements will be eligible to take either the CFP® certification exam administered by the CFP Board or AFC® certification exam sponsored by the Association for Financial Counseling & Planning Education (AFCPE®). SDSU is already registered by the CERTIFIED FINANCIAL PLANNER™ Board of Standards and is an AFCPE® Approved University Program.

The eight principal knowledge domains for a CFP® certification are:

- Professional conduct and regulation
- General principles of financial planning
- Risk management and insurance planning
- Investment planning
- Tax planning
- Retirement savings and income planning
- Estate planning

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Personal Financial Advisors, at <https://www.bls.gov/ooh/business-and-financial/personal-financial-advisors.htm> (visited February 13, 2025).

³ O*NET OnLine, National Center for O*NET Development, www.onetonline.org/. Accessed 13 February 2025.

³ Certified Financial Planner Board of Standards, Inc. *CFP Board Key Stats*, [2024-cfp-compensation-study_highlights.pdf](#) (visited February 20, 2025).

- Psychology of financial planning

Skills and knowledge required for successful completion of the AFC® exam are:

- Set the stage and gather client information
- Assist a client in creating an action plan
- Develop financial statement, ratios and spending plans
- Manage money
- Manage credit and debt
- Educate a client about major acquisitions
- Manage financial risks
- Discuss investment basics with a client
- Educate a client about the financial aspects of retirement and estate planning

Specific student learning outcomes are addressed under question #9.

8. Complete the tables below. Explain any exceptions to Board policy requested.

Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

A. Distribution of Credit Hours

Financial Counseling and Planning Minor	Credit Hours	Percent
Requirements in minor	3	14%
Electives in minor	18	86%
Total	21	100%

Academic Requirements

A minimum GPA of 2.0 is required for the courses in the minor.

The university requests an exception to the Board policy limiting minors to 18 credits, including prerequisites. The Financial Counseling and Planning minor will require 21 credits because FIN 280 is a prerequisite for the upper-level courses. All six 400-level courses are necessary to meet the CFP® certification requirements. More details can be found at the CFP Board website. [[CFP Board | Certified Financial Planner Board of Standards, Inc.](#)]

There are other examples of CFP Board Registered Education programs that require more than 18 credits for their undergraduate minors. For instance:

- University of Minnesota Duluth – Financial Planning Minor
 - <https://umd.catalog.prod.coursedog.com/programs/2257MIN41>
 - They require 24 credits in their Financial Planning minor.
- Illinois State University – Financial Planning Minor
 - <https://illinoisstate.edu/catalog/undergraduate/finance-insurance-law/#financial-planning>
 - While their Financial Planning minor is 18 credits, they have additional prerequisites for non-business majors. Non-business majors will have a total of 30 credit hours required including prerequisites (24 credit hours in business and 6 credit hours of economics)

- Campbell University – Financial Planning Minor
 - https://courses.campbell.edu/preview_program.php?catoid=10&poid=2103
 - They require 24 credits in their Financial Planning minor.

B. Required Courses in the Minor

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
FIN	280	Personal Finance ^a	N/A	3	No
Subtotal				3	

C. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Select 18 credits from the following:

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
FIN	375	Financial Counseling and Debt Management ^a	FIN 280	3	No
FIN	431	Family Investment Planning ^b	FIN 280	3	No
FIN	432	Family Insurance Planning ^b	FIN 280	3	No
FIN	433	Family Estate Planning ^b	FIN 280	3	No
FIN	434	Family Retirement Planning ^b	FIN 280	3	No
FIN	435	Family Tax Planning ^b	FIN 280	3	No
FIN	439	Family Financial Planning Capstone ^b	FIN 280	3	No

^a Completion of these two courses meets the educational requirement for the AFCPE® certification.

^b Successful completion of these 6 courses meets the educational requirement to sit for the CFP® Certification Examination.

9. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

After completion of the minor students will be able to:

- Integrate cash flow, debt, investment, insurance, estate planning, retirement, and tax concepts to provide appropriate client recommendations.
- Apply industry standards for ethics and conduct to client scenarios.
- Demonstrate appropriate communication skills in working with clients.
- Apply time value of money concepts to client scenarios.
- Describe cash flow, debt, investment, insurance, estate planning, retirement, and tax concepts.

	Program Courses that Address the Outcomes							
Individual Student Outcome	FIN 280*	FIN 375	FIN 431	FIN 432	FIN 433	FIN 434	FIN 435	FIN 439
Integrate cash flow, debt, investment, insurance, estate planning, retirement, and tax concepts to provide appropriate client recommendations.								x
Apply industry standards for ethics and conduct to client scenarios.		x	x	x	x	x	x	x
Demonstrate appropriate communication skills in working with clients.		x						x
Apply time value of money concepts to client scenarios.	x		x			x		x
Describe cash flow, debt, investment, insurance, estate planning, retirement, and tax concepts.	x	x	x	x	x	x	x	

*Required course

10. What instructional approaches and technologies will instructors use to teach courses in the minor? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

The instructional technologies used for the courses within this minor will be consistent with those available and utilized for other SDSU courses. The courses will be offered via face-to-face or online delivery.

The instructional approaches used will include lecture, discussion, application assignments, and written exercises.

11. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2025

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 2.4.3.B.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 - Online Asynchronous; 018 - Online Synchronous	Fall 2025

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 2.4.3.B.</i>	Intended Start Date
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the minor through distance learning (e.g., as an online program)? This question responds to HLC definitions for distance delivery.

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		

12. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."

The university requests an exception to the Board policy limiting minors to 18 credits, including prerequisites. The Financial Counseling and Planning minor will require 21 credits because FIN 280 is a prerequisite for the upper-level courses. All six 400-level courses are necessary to meet the CFP® certification requirements. More details can be found at the CFP® Board website. [[CFP Board | Certified Financial Planner Board of Standards, Inc.](#)]

There are other examples of CFP Board Registered Education programs that require more than 18 credits for their undergraduate minors. For instance:

- University of Minnesota Duluth – Financial Planning Minor
 - <https://umd.catalog.prod.coursedog.com/programs/2257MIN41>
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- Illinois State University – Financial Planning Minor
 - <https://illinoisstate.edu/catalog/undergraduate/finance-insurance-law/#financial-planning>
 - While their Financial Planning minor is 18 credits, they have additional prerequisites for non-business majors. Non-business majors will have a total of 30 credit hours required including prerequisites (24 credit hours in business and 6 credit hours of economics)
- Campbell University – Financial Planning Minor
 - https://courses.campbell.edu/preview_program.php?catoid=10&poid=2103
 - They require 24 credits in their Financial Planning minor.

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

SDSU does not request new state resources. Faculty are currently teaching these courses. There are no additional costs to creating the minor.

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

☐ YES, the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

☒ NO, the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D (1)

DATE: May 19-21, 2025

SUBJECT

New Graduate Certificate Request – DSU – Computer Science and Cyber Education

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a graduate certificate in Computer Science and Cyber Education. The proposed certificate will equip teachers to teach in the Governor’s Cyber Academy (GCA) by credentialing them in secondary computer science education. The South Dakota Department of Education is in the process of creating and approving K-8 Computer Science Standards, which will impact over 150 accredited public and accredited non-public schools. These changes provide an opportunity to train teachers to implement the upcoming K-8 Computer Science Standards.

IMPACT AND RECOMMENDATION

The proposed certificate will be offered online. DSU does not request new resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: DSU – Computer Science and Cyber Education

DRAFT MOTION 20250519_5-E(1):

I move to authorize DSU to offer a graduate certificate in Computer Science and Cyber Education, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

Use this form to propose a certificate program at either the undergraduate or graduate level. A certificate program is a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and develop a specific skill set. Certificate programs typically are a subset of the curriculum offered in degree programs, include previously approved courses, and involve 9-12 credit hours including prerequisites. In some cases, standards for licensure will state explicit requirements leading to certificate programs requiring more than 12 credit hours (in such cases, exceptions to course or credit requirements must be justified and approved). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Certificate Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	DSU
TITLE OF PROPOSED CERTIFICATE:	Computer Science and Cyber Education
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	11.0101
UNIVERSITY DEPARTMENT:	Beacom College of Computer and Cyber Sciences
BANNER DEPARTMENT CODE:	DCOC
UNIVERSITY DIVISION:	Computer Science
BANNER DIVISION CODE:	DSCI

☒ **Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.3.2.2.C](#), which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Institutional Approval Signature
President or Chief Academic Officer of the University

3/4/2025

Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. Is this a graduate-level certificate or undergraduate-level certificate (place an “X” in the appropriate box)?

Undergraduate Certificate ☐

Graduate Certificate ☒

2. What is the nature/ purpose of the proposed certificate? Please include a brief (1-2 sentence) description of the academic field in this certificate.

The Computer Science & Cyber Education certificate creates a stronger disciplinary foundation for educators to offer new opportunities to their students. The certificate in Computer Science & Cyber Education will equip teachers to teach in the Governor’s Cyber Academy (GCA) by credentialing them in secondary computer science education. The South Dakota Department of Education is in the process of creating and approving K-8 Computer Science Standards, which will impact over 150 accredited public and accredited non-public schools. In 2023, the South Dakota Department of Education published a K-8 enrollment of 106,164 for public and non-public schools (<https://doe.sd.gov/ofm/enrollment.aspx>). These changes provide an opportunity to train teachers to implement the upcoming K-8 Computer Science Standards. These changes aim to foster innovative, competent professionals prepared to lead in the computer-science sector, which is what the South Dakota Board of Regents has encouraged graduate programs at its member institutions to do.

The courses in this certificate form the specialization within the MSED in Education and Technology. These new courses will be taught by current faculty members who possess expertise in the relevant fields.

3. If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSU:	SDCL § 13-59	BOR Policy 1.2.1
DSU:	SDCL § 13-59	BOR Policy 1.2.2
NSU:	SDCL § 13-59	BOR Policy 1.2.3
SDSMT:	SDCL § 13-60	BOR Policy 1.2.4
SDSU:	SDCL § 13-58	BOR Policy 1.2.5
USD:	SDCL § 13-57	BOR Policy 1.2.6
	Board of Regents Strategic Plan	

Alignment with Dakota State University’s Mission and Strategic Plan

Dakota State University’s mission, as outlined in SDCL § 13-59-2.2, emphasizes instruction in computer management, computer information systems, electronic data processing, and related undergraduate and graduate programs. It also specifically authorizes the preparation of elementary and secondary teachers with an emphasis on computer and information processing.

The Computer Science & Cyber Education Certificate directly supports this mission by:

- Equipping educators with foundational knowledge in computer science, cybersecurity, artificial intelligence, and networking to prepare them for teaching these subjects in K-12 settings.
- Expanding DSU's role in workforce development by ensuring that South Dakota's educators are credentialed to teach computer science and cybersecurity in alignment with the Governor's Cyber Academy (GCA).
- Fulfilling the university's purpose of providing innovative computer science education while addressing the growing demand for qualified computer science teachers in South Dakota's public and non-public schools.

Additionally, the certificate aligns with DSU's strategic initiatives by:

1. Advancing DSU's reputation as a national leader in cybersecurity education, consistent with its designation as a National Center of Academic Excellence in Cybersecurity (NCAE-C).
2. Enhancing K-12 pipeline development, ensuring that students are better prepared for postsecondary education and careers in STEM fields.
3. Promoting workforce readiness by developing future educators who can teach computer science, cybersecurity, and artificial intelligence in South Dakota schools.

Alignment with the South Dakota Board of Regents Strategic Plan (2014-2020)

The South Dakota Board of Regents (BOR) Strategic Plan (2014-2020) emphasizes student success, academic quality, workforce development, and economic growth. The proposed certificate directly supports these priorities by:

1. Strengthening K-12 and Postsecondary Partnerships (BOR Goal 2)
 - The certificate aligns with South Dakota's K-8 Computer Science Standards and prepares educators to deliver high-quality instruction, creating a strong pipeline from K-12 to higher education.
 - The program also supports the Governor's Cyber Academy, an initiative designed to enhance South Dakota's STEM education ecosystem.
2. Expanding Workforce Development in High-Demand Fields (BOR Goal 3)
 - The certificate addresses the critical shortage of qualified computer science educators by providing targeted training in cybersecurity, programming, and networking.
 - By preparing teachers to instruct in computer science and cybersecurity, the program contributes to the state's long-term workforce needs in cybersecurity, artificial intelligence, and related fields.
3. Supporting Innovation and Economic Development (BOR Goal 4)
 - By credentialing educators in cybersecurity and computer science, the certificate program supports South Dakota's growing technology sector, ensuring that students at the K-12 level receive the foundational skills needed for future careers in high-tech industries.
 - The program aligns with state and national workforce demands by fostering a highly skilled, digitally literate workforce, essential for South Dakota's continued economic growth.

The Computer Science & Cyber Education Certificate is well-aligned with DSU's legislative mandate, university mission, and strategic goals. Additionally, it supports the South Dakota Board of Regents' emphasis on K-12 education partnerships, workforce development, and economic growth by equipping educators with essential skills to teach computer science and cybersecurity in South Dakota's schools. This initiative enhances the state's commitment to innovation and

digital education, positioning South Dakota as a leader in cyber and computer science education at the K-12 level.

- 4. Provide justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.** *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

This certificate highlights students' skills in computer and cyber education and will help to address the teacher shortage in computer science and cyber. Based on data from the [Computer Science Teachers Association \(CSTA\) survey conducted in 2022](#), there aren't enough teachers qualified to teach computer science courses in many schools. This survey had 2,238 participants and the first recommendation, based on the data collected, was to: "Recruit, retain, and diversify the pool of CS teachers. There are not enough CS teachers to meet the needs across schools, particularly for those serving marginalized communities."

Some additional data to support this claim of a lack of qualified CS teachers comes from the [Trends in the State of Computer Science in U.S. K-12 Schools](#) conducted by Google and Gallup in 2016. This survey data came from 4,357 participants which included students, parents, and teachers. Below are some of the key findings that speak to the need for more CS teachers:

Schools report a lack of qualified teachers and funds as key barriers to offering CS. Additionally, schools continue to report that they have too many other classes that support required testing for students, which may immobilize some schools from adding CS offerings, especially in lower grade levels. Sixty-three percent of K-12 principals and 74% of superintendents who do not have CS in their school or district say a reason they do not offer CS is the lack of teachers available at their school with the necessary skills to teach it. Additionally, at least half of principals and superintendents (50% and 55%, respectively) note that they must devote most of their time to other courses that are related to testing requirements.

High school principals without CS classes are more likely to cite a lack of qualified teachers (22%) and lack of student demand (19%) as the main reason for not offering CS than they are to cite too many classes related to testing requirements (14%).

This data comes from surveys conducted nationally. Because this is an online program, we have the potential to attract students from across the country to help meet the workforce demand for more qualified CS teachers.

As schools continue to expand their offerings in computer science and cyber, this shortage will increase and teachers with these qualifications will be in high demand. Additionally, students that complete this specialization will be able to teach dual credit computer science courses as well as potentially teach courses in the Governors Cyber Academy which will help address workforce demand at DSU as well as other BOR institutions.

- 5. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?**

The Computer Science and Cyber Education graduate certificate is designed for K-12 educators seeking to develop expertise in computer science instruction. This certificate is particularly relevant for teachers who will support South Dakota's Governor's Cyber Academy (GCA) or implement the state's upcoming K-8 Computer Science Standards, impacting over 150 public

and private schools. Additionally, this program is valuable for career and technical education (CTE) instructors, instructional technology specialists, and STEM educators who want to integrate computer science into their teaching. The intended audience also includes educators seeking professional development, school administrators looking to expand their district's computer science offerings, and professionals transitioning into education from technical fields. Given the national shortage of qualified computer science teachers, this certificate provides an opportunity for educators to gain the necessary credentials to teach dual-credit courses, AP computer science, and foundational programming and cybersecurity courses. Since the certificate is delivered fully online, it is accessible to teachers across the country, increasing the potential impact of the program on workforce development in computer science education.

6. Certificate Design

A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?

The Computer Science and Cyber Education certificate is designed as a stand-alone credential that enables high school educators to teach computer science without requiring a master's degree. This is crucial given the high workforce demand for qualified computer science educators. According to the Computer Science Teachers Association (CSTA) 2022 survey, schools nationwide lack qualified teachers to meet the growing demand for computer science instruction. The report recommends increasing recruitment and credentialing efforts, particularly for underserved and rural communities. In South Dakota, new K-8 Computer Science Standards will require trained educators to implement curriculum changes, creating an immediate need for credentialed computer science teachers. Additionally, high schools offering dual-credit programs and career and technical education (CTE) pathways will benefit from teachers who can provide instruction in cybersecurity, artificial intelligence, and programming. This certificate addresses these workforce needs by equipping educators with practical skills in cybersecurity, AI, networking, and programming, ensuring they are prepared to teach emerging technologies.

B. Is the certificate a value added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.

The Computer Science and Cyber Education certificate enhances existing degrees by providing specialized expertise in a rapidly growing field. It serves as an add-on credential for students pursuing education, instructional technology, and computer science-related majors. DSU's M.S.Ed. in Education and Technology is a natural pathway for this certificate, as the courses are embedded within the program's curriculum. This certificate is also valuable for educators looking to expand their teaching certifications. Many states, including South Dakota, are requiring teachers to obtain additional endorsements to teach computer science and cybersecurity. By completing this program, educators gain immediate qualifications to teach in the Governor's Cyber Academy (GCA). Additionally, students in DSU's graduate education programs can use this certificate to broaden their professional credentials, increasing their employability and career advancement opportunities. The program is particularly beneficial for those teaching dual-credit courses, Advanced Placement (AP) computer science, or working in CTE programs that integrate technology-focused curricula. By earning this certificate, educators

not only enhance their subject-matter expertise but also improve their schools' ability to offer high-quality computer science instruction.

C. Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.

The Computer and Cyber Education certificate consists of six core courses (18 credits). The certificate is a specialization in MSED Education and Technology.

- 7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form).** *Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including prerequisite courses. In addition, certificates typically involve existing courses. If the curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.*

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
CSC	611	Cybersecurity Policy, Law, and Ethics for Educators	None	3	No
CSC	613	Artificial Intelligence for Educators	None	3	No
CSC	617	Cybersecurity for Educators	None	3	No
CSC	626	Computer Programming for Educators	None	3	No
CSC	653	Hardware and Networking for Educators	None	3	No
CSC	683	Cybersecurity Practicum	None	3	No
Subtotal				18	

There are two reasons the proposed certificate is 18 credits:

1. DSU has received a grant in collaboration with 6 other CAE schools to fund up to 18 credits of graduate level computer science and cybersecurity coursework for current high school teachers. Some scholarship recipients will apply these to a MSED degree, others will just complete the 18 credits. We would like to award a graduate certificate for this.
2. As we work to expand and scale the Governors Cyber Academy, these 18 CSC credits will meet institutional and accreditation requirements so high school teachers can teach these dual enrollment courses in their local schools. It will allow more courses to be taught in person around the state.

8. Student Outcome and Demonstration of Individual Achievement.

Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”

- A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.***

Student Learning Outcomes.

1. **Apply** foundational concepts in computer science, artificial intelligence, and cybersecurity to develop instructional strategies for secondary education.
2. **Design** computer science and cybersecurity curricula that align with South Dakota's K-8 Computer Science Standards.
3. **Evaluate** cybersecurity risks and mitigation strategies to create engaging, hands-on learning experiences for students in K-12 settings.

- B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.**

Individual Student Outcome	CSC 611	CSC 613	CSC 617	CSC 626	CSC 653	CSC 683
Apply foundational concepts in computer science, artificial intelligence, and cybersecurity to develop instructional strategies for secondary education.	X	X	X	X		
Design computer science and cybersecurity curricula that align with South Dakota's K-8 Computer Science Standards.				X	X	X
Evaluate cybersecurity risks and mitigation strategies to create engaging, hands-on learning experiences for students in K-12 settings.	X		X		X	X

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	No	

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 2.4.3.B.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	X15 Online Asynchronous – Term Based Instruction	Fall 2025
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

10. Additional Information: *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (2)

DATE: May 19-21, 2025

SUBJECT

New Undergraduate Certificate Request – SDSMT – Explosives Engineering

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology (SDSMT) requests authorization to offer an undergraduate certificate in Explosives Engineering. The proposed certificate will expose students to the development and application of explosives in a variety of industries. Explosives engineering is the application of science and engineering related to the use of energetic materials and is applicable to numerous industries including mining, civil, construction, chemical, defense, and others.

IMPACT AND RECOMMENDATION

The proposed certificate will be offered on campus. SDSMT does not request new resources. Two new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSMT – Explosives Engineering

DRAFT MOTION 20250519_5-E(2):

I move to authorize SDSMT to offer an undergraduate certificate in Explosives Engineering, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

Use this form to propose a certificate program at either the undergraduate or graduate level. A certificate program is a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and develop a specific skill set. Certificate programs typically are a subset of the curriculum offered in degree programs, include previously approved courses, and involve 9-12 credit hours including prerequisites. In some cases, standards for licensure will state explicit requirements leading to certificate programs requiring more than 12 credit hours (in such cases, exceptions to course or credit requirements must be justified and approved). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Certificate Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED CERTIFICATE:	Explosives Engineering
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	<u>14.0799</u> <u>Chemical Engineering, Other</u>
UNIVERSITY DEPARTMENT:	Chemical & Biological Engineering
BANNER DEPARTMENT CODE:	CBE
UNIVERSITY DIVISION:	Engineering
BANNER DIVISION CODE:	4E

☒ **Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.3.2.2.C](#), which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	Click here to enter a date. Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. Is this a graduate-level certificate or undergraduate-level certificate (*place an “X” in the appropriate box*)?

Undergraduate Certificate ☒

Graduate Certificate ☐

2. What is the nature/ purpose of the proposed certificate? Please include a brief (1-2 sentence) description of the academic field in this certificate.

To expose students to the development and application of explosives in a variety of industries. Explosives engineering is the application of science and engineering related to the use of energetic materials and is applicable to numerous industries including mining, civil, construction, chemical, defense, and others.

3. If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSU:	SDCL § 13-59	BOR Policy 1.2.1
DSU:	SDCL § 13-59	BOR Policy 1.2.2
NSU:	SDCL § 13-59	BOR Policy 1.2.3
SDSMT:	SDCL § 13-60	BOR Policy 1.2.4
SDSU:	SDCL § 13-58	BOR Policy 1.2.5
USD:	SDCL § 13-57	BOR Policy 1.2.6
	Board of Regents Strategic Plan	

This certificate would provide a complementary education to several existing majors (mining engineering, mechanical engineering, civil engineering, chemical engineering, chemistry) that serve a variety of industries. This certificate would provide students with a greater depth of knowledge in the area of explosives engineering than is currently provided in the various majors. SDSMT’s vision is to develop world-class leaders in science and engineering to benefit society. This certificate would assist in allowing students to expand their degree knowledge by diving deeper into a complementary field of study.

4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

The explosives industry is expected to see a 4% growth in the coming years. This industry is also impacted by the shortfall of trained and experienced professionals in available workforce in related industries, specifically mining.

There are only a few academic institutions in the United States that offer related programs – Missouri Science and Technology (MS&T), Colorado School of Mines, and New Mexico Tech.

<https://finance.yahoo.com/news/industrial-explosives-market-surpass-us-112100488.html>

5. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

Undergraduate students in Mining Engineering, Mechanical Engineering, Chemical Engineering, Civil Engineering, and Geological Engineering.

6. Certificate Design

A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?

No.

B. Is the certificate a value added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.

Yes – this is a complementary field related to mining engineering, mechanical engineering, chemical engineering, civil engineering, and geological engineering.

C. Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.

No.

7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form). Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including prerequisite courses. In addition, certificates typically involve existing courses. If the curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.

8.

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
Required Courses					
MEM	305	Introduction to Explosives Engineering	Junior Standing	3	No

CBE	452/452L	Combustion of Energetic Materials and Application/Laboratory	CHEM 112*, MATH 321* Senior Standing	3/1	Yes
Elective Courses (student must select 1 course)					
MEM	304/304L	Theoretical and Applied Rock Mechanics	EM 214 or EM 216	2-1	No
CEE	346/346L	Geotechnical Engineering	EM 321	3	No
ME	460	Fuels and Combustion	ME 312, ME 313, and ME 331	3	No
CHEM	482/582	Environmental Chemistry	CHEM 114 or CHEM 326	3	No
CBE	442	Colloids and Interfaces	CBE 218, CBE 321	3	Yes
Subtotal				10	

***NOTE:** almost all BS engineering degrees at South Dakota Mines require CHEM 112 and MATH 321, so students will have these courses completed.

9. Student Outcome and Demonstration of Individual Achievement.

Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.*

After completion of this certificate, students will be able to:

1. Identify, formulate, and solve typical explosives engineering problems,
2. Demonstrate an understanding of deflagration and detonation of explosive materials.
3. Understand the sensitivity and testing associated with explosive materials.
4. Understand the difference between homogenous and heterogenous explosive materials.

B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row. *Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.*

	Program Courses that Address the Outcomes	
Individual Student Outcome (Same as in the text of the proposal)	MEM 305	CBE 452/452L
Demonstrate the ability to identify, formulate, and solve typical explosives engineering problems	X	X
Demonstrate an understanding of deflagration and detonation for explosive materials		X
Understand the difference between homogenous and heterogenous explosive materials.	X	X

Understand the sensitivity and testing of explosive materials	X	X

Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.

10. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2025

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods Delivery methods are defined in AAC Guideline 2.4.3.B .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Choose an item.		Choose an item. Choose an item.

11. **Additional Information:** Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary

and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (3)

DATE: May 19-21, 2025

SUBJECT

New Graduate Certificate Request – USD – Trust Law

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a graduate certificate in Trust Law which will be offered within the Knudson School of Law. The proposed certificate will demonstrate that a student has learned a particular subject matter – that of the law of trusts – and developed ancillary skills relating to attorney workforce opportunities in both private firms (including drafting skills) and corporate fiduciary offices (including trust administration skills).

IMPACT AND RECOMMENDATION

The proposed certificate will be offered on campus. USD does not request new resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: USD – Trust Law

DRAFT MOTION 20250519_5-E(3):

I move to authorize USD to offer a graduate certificate in Trust Law, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

Use this form to propose a certificate program at either the undergraduate or graduate level. A certificate program is a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and develop a specific skill set. Certificate programs typically are a subset of the curriculum offered in degree programs, include previously approved courses, and involve 9-12 credit hours including prerequisites. In some cases, standards for licensure will state explicit requirements leading to certificate programs requiring more than 12 credit hours (in such cases, exceptions to course or credit requirements must be justified and approved). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Certificate Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	USD
TITLE OF PROPOSED CERTIFICATE:	Trust Law Certificate
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
PROPOSED CIP CODE:	22.0101
UNIVERSITY DEPARTMENT:	Knudson School of Law
BANNER DEPARTMENT CODE:	ULAW
UNIVERSITY DIVISION:	Knudson School of Law
BANNER DIVISION CODE:	ULAW

<u>X</u>	<u>Please check this box to confirm that</u> (place an “X” in the left box): - The individual preparing this request has read AAC Guideline 2.3.2.2.C, which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines. - This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

<u>Elizabeth M. Freeburg</u>	<u>3/17/2025</u>
Institutional Approval Signature	Date
<i>President or Chief Academic Officer of the University</i>	

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. Is this a graduate-level certificate or undergraduate-level certificate? (place an “X” before the graduate type)

☐ Undergraduate Certificate	☒ Graduate Certificate

➤ This certificate is a Knudson School of Law Certificate.

2. What is the nature/ purpose of the proposed certificate? Please include a brief (1-2 sentence) description of the academic field in this certificate.

The proposal is for USD Knudson School of Law to start a Trust Law Certificate for law students at the Knudson School of Law. The Certificate demonstrates that a student has learned a particular subject matter – that of the law of trusts – and developed ancillary skills relating to attorney workforce opportunities in both private firms (including drafting skills) and corporate fiduciary offices (including trust administration skills).

3. If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSU:	SDCL § 13-59	BOR Policy 1.2.1
DSU:	SDCL § 13-59	BOR Policy 1.2.2
NSU:	SDCL § 13-59	BOR Policy 1.2.3
SDSMT:	SDCL § 13-60	BOR Policy 1.2.4
SDSU:	SDCL § 13-58	BOR Policy 1.2.5
USD:	SDCL § 13-57	BOR Policy 1.2.6
	Board of Regents Strategic Plan	

The proposed certificate aligns with the current Board of Regents Strategic Plan (2014-2020) insofar as it relates directly to an important, evolving area of the law associated with unique content mastery and skill sets which will help support South Dakota’s financial services and corporate fiduciary job markets. See BOR Policy 1:10:1(E) (“USD’s basic and applied research and creative scholarly activities support a vibrant South Dakota economy and solve critical problems within the state and region.”); BOR Policy 1:10:1(A) (“Research universities offer a broad array of undergraduate, graduate, and professional programs...”). The certificate will leverage existing educational offerings and expertise, communicate to students the expertise and coursework already available in the trust field, and communicate to employers that potential law school graduate employees will bring a unique and valuable skill set to the job.

4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.

South Dakota boasts a vibrant corporate fiduciary services industry (also known as the “trust industry”) alongside its financial services footprint. Some have called South Dakota the “New Switzerland.”¹ In addition to banks with trust departments, the South Dakota Division of Banking oversees no less than 130 chartered trust companies.² The need for graduates to fill

¹ Stephen Mihm, *The Man who Turned a State into America’s Switzerland*, BLOOMBERG (Oct. 16, 2021) <https://www.bloomberg.com/opinion/articles/2021-10-16/south-dakota-wouldn-t-be-a-u-s-switzerland-without-bill-janklow>. (describing the successful efforts of the late Governor William Janklow to bring the financial services sector to the state). See also Bob Mercer, *South Dakota’s Laws Encouraged Rapid Growth of Financial Trusts*, KELO-LAND (Feb. 3, 2023) <https://www.keloland.com/news/capitol-news-bureau/south-dakotas-laws-encouraged-rapid-growth-of-financial-trusts/> (describing the growth in the numbers of chartered trust companies from just three in 1996 to over one hundred today); Andrea Van Essen, *Growth of South Dakota’s Trust Industry Continues to Accelerate*, SIOUX FALLS BUSINESS (Apr. 19, 2021) <https://siouxfalls.business/growth-of-south-dakotas-trust-industry-continues-to-accelerate/> (noting the growth in the number of employees hired by corporate fiduciary offices).

² *Trust Companies Chartered to do Business in South Dakota as of November 1, 2024*, S.D. DIVISION OF BANKING (Nov. 1, 2024) https://dlr.sd.gov/banking/licensed_providers/state_chartered_trust_companies.pdf.

positions at trust companies has been recognized by non-regental institutions such as Dakota Wesleyan³ which has created its own trust law or trust administration certificate program for undergraduates and the University of Sioux Falls recently began offering three courses designed around trust administration.⁴ Northern State University also now offers a Trust and Financial Advising certificate for graduate students.⁵ Law students are especially valued in trust administration jobs because of their training in the nuances and details of trust law. In addition, there are trust-related jobs in private law firms and in the government sector which exercises regulatory oversight of trust administration service providers. As one executive of a trust company observed, “These are white-collar, educated positions, so it takes time to train, otherwise we’d be hiring even more than we already are[.]”⁶

5. **Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?** USD law students and prospective law students.
6. **Certificate Design**
 - A. **Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor’s or master’s degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?** No
 - B. **Is the certificate a value-added credential that supplements a student’s major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.** Yes, it is a value-added credential for law students at USD Knudson School of Law.
 - C. **Is the certificate a stackable credential with credits that apply to a higher-level credential (i.e., associate, bachelor’s, or master’s degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.** No
7. **List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form).** *Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including*

³ *Dakota Wesleyan Trust Certificate Program*, S.D. BANKERS ASSOCIATION (last visited Jan. 26, 2025) <https://sdba.memberclicks.net/dwu-graduate-certificate-in-trust-management>.

⁴ *Trust Administration*, UNIV. OF SIOUX FALLS (last visited Jan. 27, 2025) <https://www.usiouxfalls.edu/academics/professional-development/trust-administration>.

⁵ *Trust and Financial Advising Graduate Certificate*, NORTHERN UNIV. (last visited Jan. 27, 2025) <https://northern.edu/degrees/trust-and-financial-advising-graduate-certificate-online>.

⁶ Van Essen, *supra* note 1 (quoting Adam Bergman, CEO of IRA Financial Group, a South Dakota chartered public trust company which administers Individual Retirement Accounts (IRAs) and 401(k)s). (Both IRAs and 401(k)s are a kind of trust.)

prerequisite courses. In addition, certificates typically involve existing courses. If the curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
LAW	803	Trusts & Wills	N/A	4	No
LAW	881	Estate Planning	LAW 803	2	No
LAW	801	Business Organizations	N/A	3	No
		LAW 824 Federal Income Tax or BADM 710 Managerial Finance or ACCT 781 Managerial Accounting	N/A ⁷	3	No
Subtotal				12	

8. Student Outcome and Demonstration of Individual Achievement.

Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.

Students who complete the trust law certificate program will be fluent in the laws of succession (wealth transfer), trust law (wealth management and preservation), and related fields and will have a strong understanding and sense of the rapidly evolving state of trust laws in the United States generally and South Dakota in particular. Students will develop drafting skills, interpretative skills, and client counseling/communication skills. Students will learn about common and recurring client objectives and different ways in which those objectives can be achieved through advanced planning. Students will master agency law and the rules of entities (such as LLCs, LLPs, and S-Corporations) commonly owned by and managed by trusts. Students will have particularized knowledge relating to the federal estate and gift tax, fiduciary obligations, and trustee administrative functions.

B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome	LAW 803* (Trusts & Wills)	LAW 881* (Estate Planning)	LAW 801* (Business Orgs)	LAW 824*/ (Federal Income Tax) BADM/710/ACCT 781
Fluency in laws of succession and trust law	X	X		

⁷ There is no prerequisite for Federal Income Tax (LAW 824). There are prerequisites for the two alternative graduate-level business and accounting courses; it is expected that a law student who already possesses an adequate background in income tax and is pursuing a joint MBA program may appreciate the alternative course fulfillment option.

Individual Student Outcome	LAW 803* (Trusts & Wills)	LAW 881* (Estate Planning)	LAW 801* (Business Orgs)	LAW 824*/ (Federal Income Tax) BADM/710/ACCT 781
Fluency in tax laws relating to trusts	X	X		
Fluency in entity law (e.g., LLCs, S-Corps., etc.) and agency law		X	X	
Mastery of drafting, interpretative, and client counseling/communication skills		X		
Understanding of client objectives and various solutions and options relating thereto		X		
Understanding of federal estate and gift tax and related income tax issues and/or accounting and finance-related topics		X		X
Understanding of fiduciary obligations	X		X	
Understanding of trustee administrative functions	X			

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2025

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

	Yes/No	If Yes, identify delivery methods Delivery methods are defined in Guideline 2.4.3.B.	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		

10. Additional Information:

Georgetown, Temple University, and Boston University offer an estate planning certificate. Golden Gate University offers an LLM in estate planning, probate, and trust law.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – F (1)

DATE: May 19-21, 2025

SUBJECT

New Specialization Requests – DSU – Biomechanics, Cybersecurity, and Data & Digital Intelligence Specializations – MS in Artificial Intelligence

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer specializations in Biomechanics, Cybersecurity, and Data & Digital Intelligence within the MS in Artificial Intelligence (MSAI). The MSAI program is designed to teach students the core foundations of the field by providing a comprehensive curriculum of the core components of AI, including computer science, mathematics & statistics, and current AI models and frameworks, which will allow them to create practical applications for various industries and academic purposes.

The Biomechanics specialization will combine AI with the study of human movement to enhance performance, rehabilitation, and health. By applying AI-driven insights to biomechanics, graduates will solve complex movement challenges through data analysis and modeling.

The Cybersecurity specialization will prepare graduates to anticipate, analyze, and counteract emerging threats, enabling them to protect sensitive data, ensure privacy, and secure complex digital infrastructures.

The Data & Digital Intelligence specialization integrates the MSAI with an introduction to management and data and digital intelligence skills, addressing a critical need in today's data-driven industries. As AI technologies become increasingly essential to operations and decision-making, the demand for innovative tools and applications powered by advanced AI expertise continues to grow.

(Continued)

DRAFT MOTION 20250519_5-F(1):

I move to authorize DSU to offer three specializations in Biomechanics, Cybersecurity, and Data & Digital Intelligence within the MS in Artificial Intelligence program, as presented.

IMPACT AND RECOMMENDATION

DSU requests authorization to offer the three proposed specializations on campus and to offer the Cybersecurity and Data & Digital Intelligence specializations online. DSU does not request additional state resources. Four new courses will be required for the Biomechanics specialization.

Board office staff recommends approval of the programs.

ATTACHMENTS

Attachment I – New Specialization Request Form: DSU – Biomechanics Specialization – MS in Artificial Intelligence

Attachment II – New Specialization Request Form: DSU – Cybersecurity Specialization – MS in Artificial Intelligence

Attachment III – New Specialization Request Form: DSU – Data & Digital Intelligence Specialization – MS in Artificial Intelligence



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	DSU
TITLE OF PROPOSED SPECIALIZATION:	Biomechanics
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Master of Science in Artificial Intelligence
BANNER PROGRAM CODE:	DMS.AI
INTENDED DATE OF IMPLEMENTATION:	5/12/2025
PROPOSED CIP CODE:	11.0102
UNIVERSITY DEPARTMENT:	Beacom College of Computer and Cyber Sciences
BANNER DEPARTMENT CODE:	DCOC
UNIVERSITY DIVISION:	Artificial Intelligence
BANNER DIVISION CODE:	DSCI

☒ **Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.3.2.2.B](#), which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Institutional Approval Signature
President or Chief Academic Officer of the University

1/28/2025

Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. Level of the Specialization (place an “X” in the appropriate box):

Baccalaureate ☐ Master’s ☒ Doctoral ☐

2. What is the nature/purpose of the proposed specialization? Please include a brief (1-2 sentence) description of the academic field in this specialization.

This Biomechanics specialization combines AI with the study of human movement to enhance performance, rehabilitation, and health. By applying AI-driven insights to biomechanics, graduates will solve complex movement challenges through data analysis and modeling.

3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential. *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

The integration of artificial intelligence with cutting-edge biomechanical data collection offers an unprecedented opportunity for our students to revolutionize athletic performance, rehabilitation, and health optimization. By combining the precision of AI with advanced motion analysis, our graduates will not only be able to enhance athletic performance by analyzing individual movement patterns, but they will also bring innovative solutions to rehabilitation. Unlike traditional physical therapy, which focuses on manual assessment and intervention, biomechanics with AI empowers practitioners to make data-driven decisions, refining treatments to suit each patient's unique biomechanics. Furthermore, health optimization refers to leveraging AI and biomechanics to tailor everyday movement patterns—such as jumping or lifting—to an individual’s physical attributes, reducing injury risk and enhancing long-term well-being. For instance, by analyzing the specific biomechanics of a person’s body (e.g., relative torso and leg length), graduates will be able to determine the most efficient and safe way for that individual to perform tasks like jumping, improving both performance and safety. Our MSAI program graduates, with a biomechanics specialization, will stand at the forefront of these AI-driven advancements, shaping the future of movement science.

The occupation title of “biomechanist” is not recognized within the US Department of Labor Statistics (USDLS) or the South Dakota Department of Labor & Regulation (SDDLRL). However, industry jobs applying biomechanical principles to “...the design, development, and evaluation of biological... and health systems...” is the definition of bioengineers and biomedical engineers¹. Thus, biomechanists are considered bioengineers or biomedical engineers. Based on recent data, the USDLS projects a faster than average growth rate of 7% nationally for bioengineers and biomedical engineers by 2033². While no data is presented for the State of

¹<https://www.onetonline.org/link/details/17-2031.00>

² <https://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm>

South Dakota, our neighboring states of Minnesota and Iowa are projected to experience an average growth of 12% by 2030³⁴.

Technological advances are resulting in a robust national job market, with an expected growth rate of 26% by 2033 for computer and information research scientists⁵. As artificial intelligence continues to improve, it is expected that more sectors of industry will incorporate AI in their operations to enhance their outreach and competitive position in the marketplace. This is of unique importance to the State of South Dakota as it pertains to health and rehabilitation due to its rural population. The union of AI with biomechanics will allow health care providers, health coaches, and strength and conditioning specialists to interact with patients and clients across the entire state.

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

MS Artificial Intelligence Core				
Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
CSC	502	Mathematical Foundations of Artificial Intelligence	3	No
		OR		
CSC	702	Mathematics of AI		No
CSC	722	Machine Learning Fundamentals	3	No
CSC	727	Professional Applications and Ethics of AI	3	No
CSC	789	Capstone	3	No
CSC		2 AI Electives (CSC 761 required if insufficient AI background)	6	No
Total number of hours required for completion of core			18	

Biomechanics Specialization				
Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
EXS	754	Advanced Biomechanics	3	Yes
EXS	762	Biomechanical Instrumentation and Measurement	3	Yes
EXS	764	Sport Biomechanics	3	Yes
EXS	766	Scientific Methods of Biomechanics	3	Yes
Total number of hours required for completion of specialization			12	
Total number of hours required for completion of major			30	
Total number of hours required for completion of degree			30	

5. Delivery Location

³ <https://www.onetonline.org/link/localtrends/17-2031.00?st=MN>

⁴ <https://www.onetonline.org/link/localtrends/17-2031.00?st=IA>

⁵ <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

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

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

	Yes/No	Intended Start Date
On campus	Yes	August, 2025 Click here to enter text.

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 2.4.3.B.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

- 6. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

The Biomechanics specialization within the AI master's program provides students with a unique skill set that combines advanced biomechanics with artificial intelligence, opening up new possibilities in movement science. Students will gain expertise in analyzing complex human movements using AI-driven tools such as motion capture systems, computational modeling, and biomechanical instrumentation. This interdisciplinary approach allows graduates to address real-world challenges in sports performance, injury prevention, and rehabilitation, using data-driven insights for individualized solutions. Whether optimizing athletic performance through kinematic analysis or refining rehabilitation strategies for patients with movement disorders, graduates will be prepared to lead in fields where

biomechanics and AI intersect. With hands-on experience and exposure to cutting-edge technologies, this specialization prepares students to push the boundaries of human movement science in innovative ways, and the new Beacom PREMIER Complex at Brian Kern Family Stadium.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	DSU
TITLE OF PROPOSED SPECIALIZATION:	Cybersecurity
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Master of Science in Artificial Intelligence
BANNER PROGRAM CODE:	DMS.AI
INTENDED DATE OF IMPLEMENTATION:	8/18/2025
PROPOSED CIP CODE:	11.0102
UNIVERSITY DEPARTMENT:	Beacom College of Computer and Cyber Sciences
BANNER DEPARTMENT CODE:	DCOC
UNIVERSITY DIVISION:	Artificial Intelligence
BANNER DIVISION CODE:	DSCI

☒ **Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.3.2.2.B](#), which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Institutional Approval Signature
President or Chief Academic Officer of the University

11/18/2024

Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. Level of the Specialization (*place an “X” in the appropriate box*):

Baccalaureate ☐ Master’s ☒ Doctoral ☐

2. What is the nature/purpose of the proposed specialization? Please include a brief (1-2 sentence) description of the academic field in this specialization.

The Master of Science in Artificial Intelligence (MSAI) program is for students who desire to acquire advanced knowledge in the rapidly growing field of AI (Artificial Intelligence). The program is designed to teach students the core foundations of the field by providing a comprehensive curriculum of the core components of AI, including computer science, mathematics & statistics, and current AI models and frameworks, which will allow them to create practical applications for various industries and academic purposes. With new AI technologies appearing yearly, this program is designed to provide the foundations needed to be successful and agile enough to bring new and emergent technologies to students.

The proposed specialization in Artificial Intelligence (AI) and Cybersecurity aims to address the critical need for professionals skilled at the intersection of these two transformative fields. As the rapid advancement and adoption of AI reshape industries and create new paradigms in cybersecurity, this program is designed to equip graduates with the expertise to develop, implement, and manage AI-driven security solutions across various sectors. By combining foundational and advanced knowledge in both AI and cybersecurity, the specialization prepares graduates to anticipate, analyze, and counteract emerging threats, enabling them to protect sensitive data, ensure privacy, and secure complex digital infrastructures. This specialization not only strengthens DSU’s cyber focus but also enhances our students’ versatility, preparing them to assume critical roles across industries and contribute to a resilient and adaptive cybersecurity workforce.

3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential. *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

The proposed specialization in AI and Cybersecurity is justified by the increasing convergence of these two critical fields. As cyber threats become more sophisticated, leveraging artificial intelligence is essential for developing advanced security solutions. For students, this specialization offers the opportunity to acquire a unique skill set that combines expertise in AI algorithms with practical cybersecurity strategies, enhancing their competitiveness in the job market.

According to the U.S. Bureau of Labor Statistics, employment of information security analysts is projected to grow 35% from 2021 to 2031, outpacing the national average for all occupations. The demand is even higher for professionals who can integrate AI into cybersecurity practices.

Industry reports highlight a nationwide shortage of skilled experts in both AI and cybersecurity sectors, indicating strong workforce demand for graduates with this combined knowledge.

Graduates of this specialization will be well-positioned for roles such as AI cybersecurity specialists, machine learning security engineers, and AI threat analysts. These positions are vital for organizations aiming to protect their digital assets against sophisticated cyber-attacks using AI-enhanced methods. Offering this specialization aligns with our commitment to innovation and excellence, ensuring our graduates are both workforce-ready and leaders in the fast-evolving fields of AI and cybersecurity.

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

MS Artificial Intelligence Core				
Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
CSC	722	Machine Learning Fundamentals	3	No
CSC	726	Neural Networks	3	No
CSC	727	Professional Applications and Ethics of AI	3	No
CSC	789	Capstone	3	No
CSC		1 AI Elective (CSC 761 required if insufficient AI background)	3	No
Total number of hours required for completion of core			15	

Cybersecurity Specialization				
Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
CSC	723	Machine Learning for Cyber Security	3	No
INFA	732	Malware Analysis	3	No
INFA	735	Offensive Security	3	No
INFA	754	Network Security Monitoring and Intrusion Detection	3	No
CSC/INFA/INFS		1 Cybersecurity Electives	3	No
Total number of hours required for completion of specialization			15	
Total number of hours required for completion of major			30	
Total number of hours required for completion of degree			30	

5. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	August, 2025 Click here to enter text.

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods Delivery methods are defined in AAC Guideline 2.4.3.B.	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes		August, 2025

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Asynchronous Online	August, 2025 Choose an item. Choose an item.

- 6. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

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UNIVERSITY:	DSU
TITLE OF PROPOSED SPECIALIZATION:	Data and Digital Intelligence
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Master of Science in Artificial Intelligence
BANNER PROGRAM CODE:	DMS.AI
INTENDED DATE OF IMPLEMENTATION:	8/18/2025
PROPOSED CIP CODE:	11.0102
UNIVERSITY DEPARTMENT:	Beacom College of Computer and Cyber Sciences
BANNER DEPARTMENT CODE:	DCOC
UNIVERSITY DIVISION:	Artificial Intelligence
BANNER DIVISION CODE:	DSCI

☒ **Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.3.2.2.B](#), which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Institutional Approval Signature
President or Chief Academic Officer of the University

11/18/2024

Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. Level of the Specialization (*place an “X” in the appropriate box*):

Baccalaureate ☐ Master’s ☒ Doctoral ☐

2. What is the nature/purpose of the proposed specialization? Please include a brief (1-2 sentence) description of the academic field in this specialization.

The Master of Science in Artificial Intelligence (MSAI) program is for students who desire to acquire advanced knowledge in the rapidly growing field of A.I. (Artificial Intelligence). The program is designed to teach students the core foundations of the field by providing a comprehensive curriculum of the core components of A.I., including computer science, mathematics & statistics, and current A.I. models and frameworks, which will allow them to create practical applications for various industries and academic purposes. With new A.I. technologies appearing yearly, this program is designed to provide the foundations needed to be successful and agile enough to bring new and emergent technologies to students.

The proposed specialization in AI and Data and Digital Intelligence is designed to build upon the core of the MSAI in which students create practical applications and upon graduation go to work in a variety of businesses. This specialization integrates the MSAI with an introduction to management and data and digital intelligence skills, addressing a critical need in today's data-driven industries. As AI technologies become increasingly essential to operations and decision-making, the demand for innovative tools and applications powered by advanced AI expertise continues to grow. This specialization equips students with a robust understanding of AI methodologies alongside practical skills in data and digital intelligence and management, enabling them to create the tools that drive innovation, enhance operational efficiencies, and contribute to informed strategic planning across various sectors.

3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential. *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

Students will design and build innovative tools for analyzing complex data, gaining proficiency in cutting-edge AI techniques along the way. They will develop the ability to extract meaningful insights and transform them into practical, data-driven solutions. This hands-on approach enhances their competitiveness in the job market, equipping them with both the technical expertise and problem-solving skills needed for roles that demand innovation and strategic thinking.

While the specialization primarily focuses on developing and applying AI in established businesses and industries, it also provides brief insights into entrepreneurial ventures and startups, acknowledging that innovation often emerges from these areas. However, the core emphasis remains on equipping students with the technical AI skills and strategic analytical abilities necessary to make significant impacts within various organizational settings. The

increasing adoption of AI and data and digital intelligence across industries such as finance, healthcare, manufacturing, agriculture, and technology amplifies the demand for professionals who can utilize technical AI development for strategic application.

The U.S. Bureau of Labor Statistics projects that employment in computer and information technology occupations (which includes many AI and data-focused roles) will grow by around 15% from 2021 to 2031—much faster than the average for all occupations¹. South Dakota's growing tech sector, supported by emerging industries in finance, agriculture, and healthcare, is anticipated to mirror or slightly exceed national growth rates for these specialized positions due to increased investment in advanced analytics and AI-driven solutions.

In contrast to Dakota State University's Master's in Analytics and Applied Artificial Intelligence, which focuses on applying AI to data analytics challenges, this MSAI specialization offers deeper technical knowledge and emphasizes building innovative tools and applications from initial concept to deployment. By integrating advanced AI methodologies with strategic management and data-focused skills, our program prepares graduates to proactively shape AI-driven initiatives across various industries.

¹ <https://www.bls.gov/ooh/computer-and-information-technology/>

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

MS Artificial Intelligence Core				
Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
CSC	702	Mathematics of AI	3	No
CSC	722	Machine Learning Fundamentals	3	No
CSC	727	Professional Applications and Ethics of AI	3	No
CSC	789	Capstone	3	No
CSC		2 AI Elective (CSC 761 required if insufficient AI background)	6	No
Total number of hours required for completion of core			18	

Data and Digital Intelligence Specialization				
INFS	768	Predictive Analytics for Decision Making	3	No
ACCT	725	Accounting for Managers	3	No
BADM	712	Or Corporate Finance and Technology		
BADM	782	Or Strategic Management and Decision Making		
ECON	730	Or Managerial Economics Using Analytical Technology		

BADM	750	AI, Ethics, and the Legal Environment of Business	3	No
	755	Or Organizational Behavior & Human Resources Management Process		
	765	Or Management and Leadership in Evolving Environments		
	775	Or Strategic Marketing and Technology		
INFS/ECON/BADM		1 Elective from BADM, INFS, ECON	3	No
Total number of hours required for specialization			12	
Total number of hours required for completion of major			30	
Total number of hours required for completion of degree			30	

5. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	August, 2025 Click here to enter text.

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 2.4.3.B.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Asynchronous Online	August, 2025

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Asynchronous Online	August, 2025 Choose an item. Choose an item.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – G (1)

DATE: May 19-21, 2025

SUBJECT

New Site Request – BHSU – MBA in Applied Management (BHSU Main Campus & Online)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination
[BOR Policy 2.3.8](#) – Distance Education

BACKGROUND / DISCUSSION

Black Hills State University (BHSU) requests approval to offer the MBA in Applied Management at BHSU's main campus and online. Currently, the MBA is only offered at BHSU – Rapid City. By offering this program on the Spearfish campus, BHSU looks to increase enrollments among students who may have difficulty travelling to Rapid City to complete the program, including: international students, student-athletes (particularly graduate transfer students), and those students with work or family responsibilities which make them place-bound.

IMPACT AND RECOMMENDATION

BHSU requests no new resources, as all courses needed for the program are already offered.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Site Request: BHSU – MBA in Applied Management

DRAFT MOTION 20250519_5-G(1):

I move to approve BHSU's new site proposal to offer the MBA in Applied Management at BHSU's main campus and online, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

Use this form to request authorization to deliver an entire existing degree program (graduate program, undergraduate major or minor, certificate, or specialization) at a new site or by distance delivery (including online delivery). Board of Regents approval is required for a university to offer programs off-campus and through distance delivery. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Site Request Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	BHSU
DEGREE(S) AND PROGRAM:	MBA in Applied Management
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 2.4.3.B.</i>	Spearfish Main Campus, Online (hybrid delivery)
INTENDED DATE OF IMPLEMENTATION:	Fall 2025
CIP CODE:	520201
UNIVERSITY DEPARTMENT:	BHSU College of Business
BANNER DEPARTMENT CODE:	6U
UNIVERSITY DIVISION:	BHSU College of Business
BANNER DIVISION CODE:	6U

☒ **Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.3.2.4.A](#), which pertains to new site requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University	Click here to enter a date. Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. What is the need for offering the program at the new physical site or through distance delivery?

By offering this program on the Spearfish campus, we expect increased enrollment among at least two groups. First, having a face-to-face option for the MBA in Spearfish will allow international students to complete the program. International students cannot complete online programs, and traveling to, or living in, Rapid City is a real challenge for these students, many of whom do not have cars. An on-campus option in Spearfish is much more feasible and attractive.

Second, the Spearfish option will appeal to student-athletes, especially graduate transfers. With more student-athletes transferring between schools and programs, especially in football, we would like to offer a good range of programs. For graduate-transfers, the MBA is appealing, and our football staff is excited by the prospect of mentioning this option to prospective transfers. Current student-athletes who have tried to make the program work by driving to Rapid City have been very frustrated—both by the expense and the lost commuting time. Rather than offer the program purely online, which could accommodate these students, we’d prefer to offer the program in Spearfish and serve both student-athletes and international students.

Lastly, we expect to have some latent interest from residents in Spearfish who want to complete a face-to-face MBA program but cannot commute to and from Rapid City because of work or family responsibilities.

2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If “yes,” identify the institutions and programs and explain why authorization is requested.

Both USD and DSU offer online MBAs; however, offering Spearfish as an additional face-to-face location to Rapid City for the BHSU MBA program should not materially affect the other universities and their online enrollment. Rapid City is already in close proximity to Spearfish with numerous students traveling from Spearfish to Rapid City for class because they prefer the face-to-face experience. A potential hybrid approach to course delivery (Spearfish + Rapid City) may provide students with more diverse experiences as they interact with others from additional professional and business backgrounds.

3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (replace “XX” in the table with the appropriate year).

As a graduate program with no related CIP program at BHSU, students enrolled in the MBA program will be new to the university; however, we may have students currently enrolled in the MBA at the Rapid City site who will choose to enroll in Spearfish going forward. The hybrid delivery we propose will address potential low-enrolled Rapid City course sections by cross-listing the Spearfish and Rapid City sections. Both sites will function as a single class, taught together, with students interacting across physical locations. Faculty will alternate physical locations for the class between sites each week during the semester with the opposite site attending via synchronous video.

Estimates for new students and graduates use Rapid City historical numbers as a baseline with the assumption of some latent demand in the first year for a Spearfish location. Estimates do not include existing Rapid City students. Program credit hours use the average credit load of MBA students in Rapid City with an adjustment made for the planned 12-month delivery of the

program in Spearfish. Graduate totals consider total students across both the Spearfish and Rapid City sites, with a roughly 50% increase in graduates from existing totals at Rapid City.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 26	FY 27	FY 28	FY 29
Students new to the university	15	10	10	10
Students from other university programs	0	0	0	0
=Total students in the program at the site	15	10	10	10
Program credit hours (major courses)**	94	156	119	113
Graduates	0	6	11	11

*Do not include current fiscal year.

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

4. What is the perceived impact of this request on existing programs in the Regental system?

As explained previously, USD and DSU should experience little to no impact with their online MBA enrollment. Our proposed Spearfish delivery addresses students who seek the face-to-face experience, particularly amongst existing demand from international students and student-athletes.

5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.

[Insert Degree/Program and Title]	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements					
<i>Subtotal, Degree Requirements</i>					
Required Support Courses					
Major Requirements	30	30	0	30	30
Major Electives or Minor					
<i>Subtotal, Requirements of the Proposed Major</i>	30	30	0	30	30
Free Electives					
<i>Total, Degree with Proposed Major</i>	30	30	0	30	30

*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

6. How will the university provide student services comparable to those available for students on the main campus?

BHSU will newly offer the program on main campus in addition to the existing Rapid City site. Student services will be even more robust in Spearfish than in Rapid City.

- 7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).**

Yes, the program is accredited by AACSB with no issues expected related to this change.

Faculty currently travel extensively from their home site in Spearfish to deliver the program via the Rapid City center. Alternating the delivery sites on a weekly basis may reduce the faculty travel cost for delivering this program.

- 8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.**

No.

- 9. Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Complete Appendix B – Budget using the system form.**

No additional costs are expected as part of the additional site offering. D2L and Zoom will be used for any hybrid course approach. Existing classroom space is available at the main campus.

- 10. Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – H
DATE: May 19-21, 2025

SUBJECT

Substantive Program Modifications Requiring Board Approval – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination
[AAC Guideline 2.3.2.3.A](#) – Substantive Program Modifications

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) has submitted the following program modification proposals provided in Attachment I. Per AAC Guideline 2.3.2.3.A, certain substantive program modifications may require Board approval. Institutions may submit substantive program modifications to the Board after approval from the Executive Director, following a review by the System Associate VP for Academic Programming.

Existing Program: Substantive Program Modifications Requiring Board Approval

- Consumer Affairs (BS) – Consumer Services Management Specialization and Family Financial Management Specialization – *request to change total credits required within the discipline, total credits of supportive coursework, total credits of elective course work, program name, CIP code, and removal of specializations from the major program.*

IMPACT AND RECOMMENDATION

Upon approval by the Board, the proposals will move forward for implementation and entry into Banner.

ATTACHMENTS

Attachment I – SDSU: Substantive Program Modification Requests

DRAFT MOTION 20250519_5-H:

I move to approve the substantive program modifications from SDSU, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

UNIVERSITY:	SDSU
CURRENT PROGRAM DEGREE:	B.S.
CURRENT PROGRAM MAJOR/MINOR:	Consumer Affairs
CURRENT SPECIALIZATION:	- Consumer Services Management Specialization - Family Financial Management Specialization
CIP CODE:	19.0402
UNIVERSITY DEPARTMENT:	Ness School of Management and Economics
BANNER DEPARTMENT CODE:	SSME
UNIVERSITY COLLEGE:	Arts, Humanities & Social Sciences
BANNER COLLEGE CODE:	3S

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Vice President of Academic Affairs or
President of the University

3-28-25

Date

1. This modification addresses a change in:

☒ Total credits required within the discipline	☒ Total credits of supportive course work
☒ Total credits of elective course work	☐ Total credits required for program
☒ Program name	☐ Existing specialization
☒ CIP Code	☒ Other: Academic requirements; Allow graduates from the major and remove specializations

- ☒ Modification requiring Board of Regents approval
Must have prior approval from Executive Director or designee

2. Effective date of change: 2025-2026 Academic Year

3. Program Degree Level:

Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

4. Category:

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

5. If a name change is proposed, the change will occur:

- ☐ On the effective date for all students
☒ On the effective date for students new to the program (enrolled students will graduate from

existing program)

Proposed new name: **Consumer Behavior (B.S.)**

6. Is the program being modified associated with a current articulation agreement?

Yes ☐ No ☒

a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain: N/A

7. Primary Aspects of the Modification:

Existing Curriculum

Proposed Curriculum (highlight changes)

Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.
System General Education Requirements			30	System General Education Requirements			27
System General Education Requirements – Electives			24	System General Education Requirements – Electives			27
		SGR 1 - Written Communication	3			SGR 1 - Written Communication	3
		SGR 1 – Written Communication	3			SGR 1 – Written Communication	3
		SGR 2 – Oral Communication	3			SGR 2 – Oral Communication	3
						SGR 3 – Social Sciences	3
		SGR 4 – Arts and Humanities	3			SGR 4 – Arts and Humanities	3
		SGR 4 – Arts and Humanities	3			SGR 4 – Arts and Humanities	3
		SGR 5 – Mathematics	3			SGR 5 – Mathematics	3
		SGR 6 – Natural Sciences	3			SGR 6 – Natural Sciences	3
		SGR 6 – Natural Sciences	3			SGR 6 – Natural Sciences	3
System General Education Requirements – Required			6	System General Education Requirements – Required			0
ECON	202	Principles of Macroeconomics (SGR 3)	3	ECON	202	Principles of Macroeconomics (SGR 3) (Major Requirement)	--
PSYC OR SOC	101	General Psychology (SGR 3)	3	PSYC OR SOC	101	General Psychology (SGR 3) (Major Requirement)	--
	100	Introduction to Sociology (SGR 3)			100	Introduction to Sociology (SGR 3)	
College of Education and Human Sciences Requirements			4	College of Arts, Humanities and Social Sciences Requirements			4
EHS	119	EHS Seminar	2	EHS	119	EHS Seminar	2
EHS	319	Life, Love, and Money	2	EHS	319	Life, Love, and Money	2
						One declared minor outside of the major discipline OR a second major OR a teaching specialization. The minor may be a traditional minor within one department or school or it may be interdisciplinary involving more than one department or school. The minor can be in a different college. The minor must be declared no later than the student's third semester of enrollment.	--
						Capstone course within major BADM 485 Strategic Management	--
						33 Upper Division Credits (300-400 level coursework inside and outside of the major)	--
						Bachelor of Science	4
						Natural Sciences (10+) Satisfying coursework must include - at least two classes with laboratory components - at least two different prefixes (MATH and STATS courses do not count toward the Science requirement.) (6 credits of SGR #6 are counted toward this goal)	4
Major Requirements			60	Major Requirements			65
				ACCT	211	Principles of Accounting II	3
				BADM	101	Survey of Business	3

Existing Curriculum

Proposed Curriculum (highlight changes)

Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.
				BADM	485	Strategic Management (Capstone)	3
BLAW	350	Legal Environment of Business	3	BLAW	350	Legal Environment of Business	3
CA	150	Introduction to Consumer Affairs	1	CA	150	Introduction to Consumer Affairs	1
CA	230	Consumer Behavior	3	CA	230	Consumer Engagement	3
CA	289	Consumers in the Market	3	CA	289	Consumers in the Market	3
CA	345	Foundations in Financial Management	3	CA	345	Foundations in Financial Management	3
CA	360	Quantitative Research Methods in Consumer Affairs	4	CA	360	Quantitative Research Methods in Consumer Affairs	4
CA	412	Consumer Policy Analysis	2	CA	412	Consumer Policy Analysis	3
CA	430	Consumer Decision Making	3	CA	430	Consumer Decision Making	3
CA	442	Family Resource Management Lab	4	CA	442	Family Resource Management Lab	4
CA	487	Transition to the Professional World	2	CA	487	Transition to the Professional World	2
CA	494	Internship	3	CA	494	Internship	3
CS	282	Customer Service	3	CS	282	Customer Service	4
CS	377	Professional Documents	1	CS	377	Professional Documents	1
CS	381	Professional Behavior at Work	3	CS	381	Professional Behavior at Work	3
				ECON	119	First Year Seminar	1
ECON	202	Principles of Macroeconomics (SGR 3)	--	ECON	202	Principles of Macroeconomics (SGR 3)	3
				ECON	319	Seminar with Industry Leaders	1
				FIN	310	Business Finance	3
HDFS	241	Family Relations	3	HDFS	241	Family Relations	3
LDR	210	Foundations of Leadership	3	LDR	210	Foundations of Leadership	3
LDR	435	Organizational Leadership and Team Development	3	LDR	435	Organizational Leadership and Team Development	3
				MKTG	370	Marketing	3
				MKTG	475	Consumer Behavior	3
				MKTG	476	Marketing Research	3
				OM	363	Intro to Supply Chain Management	3
PSYC	101	General Psychology (SGR 3)	--	PSYC	101	General Psychology (SGR 3)	3
				STAT	281	Introduction to Statistics	3
		Consumer Services Management Specialization Requirements				Consumer Services Management Specialization Requirements	
CA	321	Consumer Needs and Program Funding	3	CA	321	Consumer Needs and Program Funding	3
HGMT	355	Events and Facilities Administration	3	HGMT	355	Events and Facilities Administration	3
HRM	460	Human Resource Management	3	HRM	460	Human Resource Management	3
MGMT	360	Organization and Management	3	MGMT	360	Organization and Management	3
		Family Financial Management Specialization Requirements				Family Financial Management Specialization Requirements	
ACCT	210	Principles of Accounting I	3	ACCT	210	Principles of Accounting I	3
CA	350	Family Financial Management I	3	CA	350	Family Financial Management I	3
CA	375	Financial Counseling and Debt Management	3	CA	375	Financial Counseling and Debt Management	3
CA	450	Family Financial Management II	3	CA	450	Family Financial Management II	3
CA	460	Financial Counseling Lab	3	CA	460	Financial Counseling Lab	3
ECON	201	Principles of Microeconomics	3	ECON	201	Principles of Microeconomics	3
Electives			20-26	Electives			24
Summary of Credits for Consumer Behavior (B.S.)							
System General Education Requirements			30	System General Education Requirements			27
EHS College Requirements			4	AHSS College Requirements			4
Major Requirements			60	Major Requirements			65
Electives			20-26	Electives			18
Total number of hours required for specialization			70-76	Total number of hours required specialization			78
Total number of hours required for degree			120	Total number of hours required for degree			120

Academic Requirements

Current:

A grade of “C” or better is required for all courses with a CA prefix. An 8-week full time internship is a requirement that is usually completed during the summer between the Junior and Senior year.

Proposed:

Students must earn a grade of “C” or better in BADM 485 - Strategic Management, FIN 310 - Business Finance, HRM 460 - Human Resource Management (COM), and MGMT 360 - Organization and Management (COM).

If a student chooses to double major in two or more majors offered through the Ness School of Management and Economics, each major needs to have at least 15 credits that are distinct from the other major(s).

CIP Code

Current CIP Code: 19.0402; Title: Consumer Economics.

Definition: A program that focuses on the application of micro- and macro-economic theory to consumer behavior and individual and family consumption of goods and services. Includes instruction in modeling, economic forecasting, indexing, price theory, and analysis of individual commodities and services and/or groups of related commodities and services

Proposed CIP Code: 52.1401; Title: Marketing/Marketing Management, General.

Definition: A program that generally prepares individuals to undertake and manage the process of developing consumer audiences and moving products from producers to consumers. Includes instruction in buyer behavior and dynamics, principle of marketing research, demand analysis, cost-volume and profit relationships, pricing theory, marketing campaign and strategic planning, market segments, advertising methods, sales operations and management, consumer relations, retailing, and applications to specific products and markets.

8. Explanation of the Change:

SDSU currently offers the Consumer Affairs program, and students in this program are required to graduate with a specialization in Consumer Services Management or Family Financial Management. This modification will discontinue the two existing specializations and instead offer the standalone major titled “Consumer Behavior.”

The curriculum has been revised to align the program with the mission and strategic goals of the Ness School, eliminate redundancies, and improve efficiency while still maintaining the focus on consumers. The faculty identified the following changes:

- EHS 119 EHS Seminar and EHS 319 Life, Love, and Money were replaced with ECON 119 First Year Seminar and ECON 319 Seminar with Industry Leaders.
- CS 282 Customer Service, CS 377 Professional Documents, CS 381 Professional Behavior at Work, HDFS 241 Family Relations, HGMT 355 Events and Facilities Administration, and LDR 210 Foundations of Leadership, were replaced by Ness School of Management and Economics core requirements: ACCT 211 Principles of Accounting II, FIN 310 Business Finance, MKTG 370 Marketing, and BADM 485 Strategic Management.
- To reduce redundancy, CA 150 Introduction to Consumer Affairs, CA 321 Consumer Needs and Program Funding, and CA 360 Quantitative Research Methods in Consumer Affairs were replaced with BADM 101 Survey of Business, MKTG 476 Marketing Research, and OM 363 Introduction to Supply Chain Management.
- The program retains a CA (Consumer Affairs) core and adds a 400-level course, MKTG 475 Consumer Behavior, to strengthen the major requirements. This course explores the factors influencing consumer decisions and the application of behavioral science concepts in marketing strategies. Additionally, CA 230 will be renamed Consumer Engagement, shifting

its focus from an introduction to consumer behavior to understanding how communication impacts consumer behavior, while MKTG 475 offers a deeper analysis.

- The required CA 494 Internship and related coursework, CA 487 Transition to the Professional World, along with other specialization-specific courses, have been removed.
- STAT 281 Introduction to Statistics has been added as a major requirement.
- The program's academic requirements were aligned with other programs in the Ness School.

In addition, a CIP code change is requested to accurately reflect the nature of the program.

For substantial modifications requiring Board approval, complete the items below.

References to external sources should be documented with a footnote (including web addresses where applicable).

9. Date of approval from the Executive Director or designee.

January 3, 2025

10. Identify the program modification requested.

The Ness School of Management and Economics has requested to update the existing Consumer Affairs (B.S.) – Consumer Services Management Specialization and Family Financial Planning Specialization. The changes requested include:

- 1) Discontinue the two specializations and require students to graduate from the standalone major titled "Consumer Behavior."
- 2) Revise the program requirements to include coursework to align with the mission and strategic goals of the Ness School, eliminate redundancies, and improve efficiency while still maintaining the focus on consumers.
- 3) Update the major CIP code to accurately reflect the nature of the program.

11. Provide justification for the desired modification.

SDSU currently offers the Consumer Affairs major with two specializations - Consumer Services Management and Family Financial Planning - and students are required to graduate with one of these specializations. A review of the program led to the decision to discontinue the two existing specializations and to only offer the standalone major called "Consumer Behavior." The revised curriculum aligns with the mission and strategic goals of the Ness School while maintaining a focus on consumer studies. Consumer behavior programs specifically explore the psychological, social, and economic factors that influence consumer decision-making. Key changes include:

- EHS 119 EHS Seminar and EHS 319 Life, Love, and Money, were replaced with ECON 119 First Year Seminar and ECON 319 Seminar with Industry Leaders.
- CS 282 Customer Service, CS 377 Professional Documents, CS 381 Professional Behavior at Work, HDFS 241 Family Relations, HGMT 355 Events and Facilities Administration, and LDR 210 Foundations of Leadership, were replaced by Ness School of Management and Economics core requirements: ACCT 211 Principles of Accounting II, FIN 310 Business Finance, MKTG 370 Marketing, and BADM 485 Strategic Management.
- To reduce redundancy, CA 150 Introduction to Consumer Affairs, CA 321 Consumer Needs and Program Funding, and CA 360 Quantitative Research Methods in Consumer Affairs were replaced with BADM 101 Survey of Business, MKTG 476 Marketing Research, and OM 363 Introduction to Supply Chain Management.
- The program retains a CA (Consumer Affairs) core and adds a 400-level course, MKTG 475

Consumer Behavior, to strengthen the major requirements. This course explores the factors influencing consumer decisions and the application of behavioral science concepts in marketing strategies. Additionally, CA 230 will be renamed Consumer Engagement, shifting its focus from an introduction to consumer behavior to understanding how communication impacts consumer behavior, while MKTG 475 offers a deeper analysis.

- The required CA 494 Internship and related coursework, CA 487 Transition to the Professional World, along with other specialization-specific courses, have been removed.
- STAT 281 Introduction to Statistics has been added as a major requirement.
- The program's academic requirements were aligned with existing programs in the Ness School.

In addition, a CIP code change is requested to accurately reflect the nature of the program.

12. Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.

Yes, the catalog description would need to reflect the change in program name. The learning outcomes would also be updated to align with the other programs in the Ness School of Management and Economics.

Program Information

Students who major in Consumer Behavior will be well positioned to play a critical role in today's business environment. Through a comprehensive curriculum of courses in business, economics, and decision science, students will study how consumers make decisions about their wants of, needs for, and purchases of goods and services.

Student Learning Outcomes

Upon completion of the Consumer Behavior major, graduates will:

- Be able to use analytical methods to make effective decisions.
- Be able to communicate effectively.
- Be able to evaluate matters of ethics in the profession and the culture more broadly.
- Have the requisite body of knowledge in management and economics.

13. Indicate the number of students currently enrolled in the program.

65 students

14. Describe the real impact to students.

Changing the program name and removing the two specializations will make the program clearer and more appealing to prospective students. The current name, "Consumer Affairs," lacks visibility and doesn't clearly reflect potential career opportunities, making it less attractive to students. The term "affairs" in the name is vague and doesn't convey a specific career path.

15. Describe the real impact to the university.

By changing from two specializations to a standalone major, the program will be easier to market and recruit students. The name change also better reflects the program's true focus, offering greater transparency to both graduates and potential employers. Additionally, this change will help ensure that graduates are better prepared for the workforce.

16. Describe any cost associated with the program modification.

Beyond the initial updates to marketing materials, the school does not anticipate any additional costs from this program modification. The curriculum changes will enhance efficiency by eliminating duplicate, similar, or related coursework.

17. Describe any risks and unintended consequences associated with the program modification.

There are no known risks or unintended consequences associated with the program modification.

18. Would this modification be effective for current and future students, or only students who enroll following the change?

This modification will be effective for new students in the 2025-2026 academic catalog. Following SDBOR Policy 2.6.2 existing students may elect a catalog of graduation that is later than their initial catalog.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – I (1)

DATE: May 19-21, 2025

SUBJECT

Articulation Agreements – DSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.2.2.1](#) – Seamless Transfer of Credit

[BOR Policy 2.2.2.3](#) – External (Non-Regental System) Accredited University/College
Transfer of Credit

BACKGROUND / DISCUSSION

BOR Policy 2.2.2.1 – Seamless Transfer of Credit establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is “transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2.2.2.1, the Dakota State University requests approval of following articulation agreements:

- Students who have completed an AAS degree in Computer Information Systems at Lake Area Technical College may apply up to 70 credits toward the BS in Computer Information Systems at DSU.
- Students who have completed an AAS degree in Computer Information Systems at Lake Area Technical College may apply up to 70 credits toward the BS in Network and Security Administration at DSU.

(Continued)

DRAFT MOTION 20250519_5-I(1):

I move to approve Dakota State University to finalize and execute the articulation agreements with Lake Area Technical College in substantially similar form to that set forth in Attachment I.

- Students who have completed an AAS degree in Business or the AAS degree in Financial Services at Lake Area Technical College may apply 51 to 63 credits (depending on the program and focus area) toward the Bachelor of Business Administration (BBA) program at DSU.

ATTACHMENTS

Attachment I – DSU Articulation Agreements

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
with Respect to Applying the
COMPUTER INFORMATION SYSTEMS
Associate of Applied Sciences Degree Program
Towards the
COMPUTER INFORMATION SYSTEMS MAJOR
Bachelor of Science in Computer Information Systems Degree Program
Between
LAKE AREA TECHNICAL COLLEGE
and
DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are Lake Area Technical College (LATC) and Dakota State University (DSU).

II. Purpose

The purpose of this agreement is to:

- A. Have a signed articulation agreement that addresses the varying needs of students and the complementary nature of the institutions' programs.
- B. Provide increased education opportunities for students from South Dakota and the region.
- C. Extend and clarify educational opportunities for students.
- D. Provide LATC students who have completed the A.A.S. degree in Computer Information Systems with a specialization in either the Software Development and Database Administration Option (Attachment A) or Networking and Cybersecurity Option (Attachment B) with an opportunity to earn a Bachelor of Science in Computer Information Systems degree.
- E. Provide LATC students who have taken the equivalent LATC courses indicated in the Attachment C course mapping to transfer in fulfillment of the equivalent DSU course.

III. Academic Program

- A. Upon successful completion of equivalent courses indicated in Attachment C, DSU aligns up to 52.5 credits from the LATC A.A.S. degree in Computer Information Systems Software Development and Database Administration Option and up to 49 credits from the LATC A.A.S. degree in Computer Information Systems Networking and Cybersecurity Option to the B.S. Computer Information Systems major core and general education requirements.

- a. All 70 credits from a completed LATC A.A.S. degree will transfer to DSU as either a mapped equivalent course, general education course, or elective credit.
 - b. The alignment of equivalent general education course options for students outlined in LATC plans of study is indicated in Attachment C, and potential remaining general education courses are indicated in Attachment D. 12 credits of general education have been included in the above-mapped credit totals. General education coursework will be evaluated for transfer on a course-by-course basis, and additional equivalent credits to the indicated can be transferred.
- B. Requirements to be completed at DSU to earn a Bachelor of Science in Computer Information Systems degree are outlined in C below. Board of Regents policies, university graduation requirements, and degree residency requirements must be met, including the following (see BOR Policy 2.6.1).
 - a. A bachelor's degree requires 120 total credits.
 - b. A minimum of 30 credit hours must be earned at DSU.
 - c. A minimum of 15 of the last 30 credit hours must be earned at DSU.
 - d. This agreement waives the residency requirement for the minimum number of credits (50 percent) specified in the major requirements that must be completed at the degree-granting institution.
- C. Requirements to be completed at DSU are indicated in Attachment D, including:
 - a. Remaining major requirements.
 - b. Remaining general education/Institutional graduation requirements.
 - i. All 30 required credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2.3.7.
 - ii. Additional earned general education course credits can be reviewed for transfer equivalency.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

V. Modification

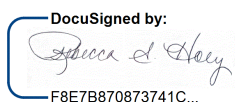
This agreement may be modified from time to time by the South Dakota Board of Regents, Dakota State University and Lake Area Technical College with approval by the South Dakota Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement,

except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

Start Date of the Fall 2025 term at LATC and DSU. This agreement applies to students who graduated from LATC in 2025 and subsequent years.

VII. Acceptance of Agreement

X  F8E7B870873741C...

Dr. Rebecca Hoey
Provost, Dakota State University

X  166D8E2635CD4F3...

Cameron Corey
Vice President, Lake Area Technical College

Attachment A: Lake Area Technical College Computer Information Systems Course Listing 2025-2026 Associate of Applied Science (A.A.S.) Degree Networking and Cybersecurity Option – Credits Required for Graduation: 70



Computer Information Systems

Networking and Cybersecurity Option

Semester Course Outline • 2025 – 2026

18 Months (4 Semesters) • Revised: 1/27/25

Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 70

Fall Semester – 2025

Course Number	Course Title	Clock Hours	Credits
CIS 115	IT Essentials	45	3
CIS 132	Intro to Computer Programming	45	3
CIS 140	Database Design and MySQL	45	3
NET 115	Networking I	112	4
• Selected Behavioral Science Course (Choose one) - PSYC 100 – Psychology of Human Relations - PSYC 101 – General Psychology *		45	3
• Selected Mathematics Course (Choose one) - MATH 100 – Applied General Math - MATH 101 – Intermediate Algebra - MATH 114 – College Algebra *		45	3
Total		337	19

Spring Semester – 2026

Course Number	Course Title	Clock Hours	Credits
CIS 260	UNIX OS Administration	60	4
CIS 280	Windows Server Administration	84	3
NET 121	Networking II	112	4
NET 131	Networking III	112	4
• Selected Communications Course (Choose one) - COMM 101 – Communications and Career Strategies - ENGL 101 – Composition * (CSS 100 – Career Search Strategies .5 credit)		45	3
Total		413	18



Computer Information Systems • Page 2
Networking and Cybersecurity Option
Semester Course Outline • 2025 – 2026 • Revised: 1/27/25

Fall Semester – 2026

Course Number	Course Title	Clock Hours	Credits
CIS 265	Virtualization	45	3
CIS 285	System Administration	84	3
EST 232	Electronic Troubleshooting for Computer Science	56	2
NET 215	Security Appliances and Firewalls	84	3
CMST 101	Foundations of Communication *	45	3
- Selected Social Science Course (Choose one) - ECON 105 – Leadership in the Global Workplace - ECON 201 – Principles of Microeconomics I * - SOC 100 – Introduction to Sociology *		45	3
Total		359	17

Spring Semester – 2027

Course Number	Course Title	Clock Hours	Credits
CIS 215	Cybersecurity and Ethical Hacking	45	3
CIS 290	System Analysis and Design	45	3
CIS 299	Internship	240	4
NET 275	Advanced Networking I	112	4
NET 278	Advanced Networking II	30	2
Total		472	16

- Students will select a course in each of the areas listed to meet general education requirements. Courses marked with an asterisk (*) can be transferred directly to the university system. Students should speak with an advisor before doing so.

Attachment B: Lake Area Technical College Computer Information Systems Course Listing 2025-2026 Associate of Applied Science (A.A.S.) Degree Software Development and Database Administration Option – Credits Required for Graduation – Credits Required for Graduation: 70



Computer Information Systems

Software Development and Database Administration Option

Semester Course Outline • 2025 – 2026

18 Months (4 Semesters) • Revised: 1/27/25

Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 70

Fall Semester – 2025

Course Number	Course Title	Clock Hours	Credits
CIS 115	IT Essentials	45	3
CIS 133	Intro to C Sharp	45	3
CIS 140	Database Design and MySQL	45	3
CIS 141	Web Design and Maintenance	45	3
CIS 171	Project Management with Agile and Scrum	45	3
• Selected Behavioral Science Course (Choose one) PSYC 100 – Psychology of Human Relations PSYC 101 – General Psychology *		45	3
Total		270	18

Spring Semester – 2026

Course Number	Course Title	Clock Hours	Credits
CIS 136	Java Essentials	45	3
CIS 180	Intro to C++	45	3
CIS 238	Full Stack JavaScript for Developers	45	3
CIS 276	Web Applications – PHP	45	3
• Selected Communications Course (Choose one) COMM 101 – Communications and Career Strategies ENGL 101 – Composition * (CSS 100 – Career Search Strategies .5 credit)		45	3
• Selected Mathematics Course (Choose one) MATH 100 – Applied General Math MATH 101 – Intermediate Algebra MATH 114 – College Algebra *		45	3
Total		270	18



Computer Information Systems • Page 2
Software Development and Database Administration Option
Semester Course Outline • 2025 – 2026 • Revised: 1/27/25

Fall Semester – 2026

Course Number	Course Title	Clock Hours	Credits
CIS 221	Advanced JavaScript	22.5	1.5
CIS 222	Intro to Python	22.5	1.5
CIS 240	Java for Mobile Apps	45	3
CIS 272	Client Server Programming	84	3
CIS 273	Web Applications – ASP	45	3
CMST 101	Foundations of Communication *	45	3
- Selected Social Science Course (Choose one) - ECON 105 – Leadership in the Global Workplace - ECON 201 – Principles of Microeconomics I * - SOC 100 – Introduction to Sociology *		45	3
Total		309	18

Spring Semester – 2027

Course Number	Course Title	Clock Hours	Credits
CIS 244	Advanced Python	45	3
CIS 255	Application Security	84	3
CIS 270	Microsoft SQL	45	3
CIS 290	System Analysis and Design	45	3
CIS 299	Internship	240	4
Total		459	16

- Students will select a course in each of the areas listed to meet general education requirements. Courses marked with an asterisk (*) can be transferred directly to the university system. Students should speak with an advisor before doing so.

Attachment C: DSU and LATC Course Mapping

A.A.S. Computer Information Systems Networking and Cyber Security and Software
Development and Database Administration Options to B.S. Computer Information Systems

DSU 2025-2026 Catalog

LATC 2025-2026 Catalog

Mapped Course Number (DSU)	Mapped Course Title (DSU)	Credits (DSU)	Course Number (Articulated LATC)	Course Title (Articulated LATC)	Credits (LATC)	Net. Sec. option	Soft. Dev. option
CORE							
ACCT 210	Principles of Accounting I	3					
BADM 220	Business Statistics	3					
BADM 344	Managerial Communications	3	CIS 290	System Analysis and Design	3	X	X
BADM 350	Legal Environment of Business	3					
BADM 360	Organization and Management	3					
BADM 370	Marketing	3					
CIS 251	Business Applications Programming	3	CIS 133	Intro to C#	3		X
CIS 325	Management Information Systems	3					
CIS 332	Structured Systems Analysis and Design	3					
CIS 338	Project Management	3	CIS 171	Project Management with Agile and Scrum	3		X
CIS 427	Information Systems Planning and Management	3					
CIS 484	Database Management Systems	3	CIS 140	Database Design and SQL	3	X	X

CSC 105	Introduction to Computers	3	Waived			X	X
CSC 134	Intro to Cyber	3	CIS 215	Cybersecurity and Ethical Hacking	3	X	
CSC 150	Computer Science I	3	CIS 180	Intro to C++	3		X
CSC 163	Hardware, Virtualization, and Data Communication	3	CIS 115 and CIS 265	IT Essentials and Virtualization	3	X	
CSC 285	Networking I	3	NET 131	Networking II	4	X	
ECON 201	Principles of Microeconomics	3	ECON 201	Microeconomics	3	X (If taken)	X (If taken)
Choose 3 of the following							
CIS 206	Advanced Applications	1					
CIS 207	Advanced Applications: Spreadsheets	1					
CIS 208	Advanced Applications: Database	1					
CIS 210	QuickBooks I	1					
Choose 9 credits from the following							
<i>*Indicates could be transferred alternatively as credit in a specialization but can only be used in one area.</i>							
ACCT 211	Principles of Accounting II	3					
BADM 310	Business Finance	3					
BADM 321	Business Statistics II	3					
BADM 331	Financial Analytics	3					
BADM 425	Production & Operations Management	3					
BADM 435	Management Technology and Innovation	3					
BADM 460	Human Resource Management	3					
BADM 472	Marketing Technology	3					
*CIS 275	Web Application Programming I	3	CIS 221	Advanced JavaScript	1.5		X
CIS 330	COBOL I	3					
CIS 340	Java Programming	3	CIS 136	Java Essentials	3		X

CIS 368	Predictive Analysis	3					
*CIS 372	Programming for Analytics	3	CIS 244	Advanced Python	3		X
*CIS 375	Web Application Programming 2	3	CIS 272	Client Server Programming	3		X
CIS 384	Decision Support Systems	3					
CIS 424	Software Development w/Agile Methodologies	3					
CIS 438	Advanced Project Management	3					
CIS 474	Business Intelligence & Big Data	3					
*CIS 487	Database Programming	3	CIS270	Microsoft SQL	3		X
CIS 494	Internship	3	CIS 299	Internship	4	X	X
CIS 498	Research	3					
CSC 234	Software Security	3	CIS 255	Application Security	3		X
CSC 250	Computer Science II	3					
CSC 260	Object Oriented Design	3					
CSC 385	Networking II	3	NET 275	Advanced Networking I	4	X	
CSC 409	Operating Environments	3	CIS 260 and CIS 280	UNIX OS Administration and Windows Server Administration	4 3	X	
CSC 430	Windows Administration	3	CIS 285	System Administration	3	X	
CSC 431	UNIX/LINUX Administration	3					
CSC 451	Mobile Development Environments	3					
ECON 202	Principles of Macroeconomics	3					
MATH 201	Discrete Mathematics	3					
CHOOSE ONE SPECIALIZATION (18 credits) <i>Noted courses are mapped above</i>							
Business Analytics	18	CIS 244 CIS 270					X X (6)
Project Management	18						

Application Development		18	CIS 221 CIS 272 CIS 270				X X X (7.5)
Health Informatics		18					
				Total Major Core		28-31	30-31.5 33-34.5
OPEN ELECTIVES (6 credits)							
						6	6
GENERAL EDUCATION (30 credits)							
ENGL 101	Composition I	3	ENGL 101	Composition	3	X	X
ENGL 201	Written Communication	3					
	Oral Communication	3	CMST 101	Fundamentals of Communication	3	X	X
	Social Science	3	PSYC 101 or SOC 100	General Psychology or Introduction to Sociology	3	X	X
	Social Science (HIST, CIV or POLS)	3					
	Arts and Humanities	3					
	Arts and Humanities	3					
	Mathematics	3	MATH 114	College Algebra	3	X	X
	Natural Sciences	3					
	Natural Sciences	3					
				Total General Education		12	12
						Net. Sec. option	Soft. Dev. option
				Total Mapped LATC Transfer Credits (Variable of credits due to LATC gen. ed. course choices and B.S. specialization choice)		46-49	48-49.5 or 51-52.5

Attachment D: Remaining DSU Requirements**DSU CIS: Application Development Specialization****LATC Software Development and Database Administration Option**

Course Number	Course Title	Credits
ACCT 210	Principles of Accounting I	3
BADM 220	Business Statistics	3
BADM 350	Legal Environment of Business	3
BADM 360	Organization and Management	3
BADM 370	Marketing	3
CIS 325	Management Information Systems	3
CIS 332	Structured Systems Analysis and Design	3
CIS 427	Information Systems Planning and Management	3
CSC 134	Intro to Cyber	3
CSC 163	Hardware, Virtualization, and Data Communication	3
CSC 285	Networking I	3
*ECON 201	Principles of Microeconomics (If not taken at LATC)	3
<i>Choose three credits from the following</i>		3
CIS 206	Advanced Applications (1 credit)	
CIS 207	Advanced Applications: Spreadsheets (1 credit)	
CIS 208	Advanced Applications: Database (1 credit)	
CIS 210	QuickBooks I (1 credit)	
Specialization Credits		
CIS 424	Software Development with Agile Methodologies	3
CSC 260	Object Oriented Design	3
CSC 376	Web Development Environments	3
General Education Credits		
	Written Communication	3
	Social Sciences (HIST, CIV or POLS)	3
	Arts and Humanities	6
	Natural Sciences	6
DSU Credits after LATC AAS Degree		63-66

DSU CIS: Application Development Specialization**LATC Networking and Cybersecurity Option**

Course Number	Course Title	Credits
ACCT 210	Principles of Accounting I	3
BADM 220	Business Statistics	3
BADM 350	Legal Environment of Business	3
BADM 360	Organization and Management	3
BADM 370	Marketing	3
CIS 251	Business Application Programming	3
CIS 325	Management Information Systems	3
CIS 332	Structured Systems Analysis and Design	3
CIS 338	Project Management	3
CIS 427	Information Systems Planning and Management	3
CSC 150	Computer Science I	3
*ECON 201	<i>Principles of Microeconomics (If not taken at LATC)</i>	3
<i>Choose three credits from the following</i>		3
CIS 206	Advanced Applications (1 credit)	
CIS 207	Advanced Applications: Spreadsheets (1 credit)	
CIS 208	Advanced Applications: Database (1 credit)	
CIS 210	QuickBooks I (1 credit)	
Specialization Credits		
CIS 275	Web Application Programming	3
CIS 375	Web Application Programming II	3
CIS 424	Software Development with Agile Methodologies	3
CIS 487	Database Programming	3
CSC 260	Object Oriented Design	3
CSC 376	Web Development Environments	3
General Education Credits		
	Written Communication	3
	Social Sciences (HIST, CIV or POLS)	3
	Arts and Humanities	6
	Natural Sciences	6
DSU Credits after LATC AAS Degree		75-78

DSU CIS: Business Analytics Specialization**LATC Software Development and Database Administration Option**

Course Number	Course Title	Credits
ACCT 210	Principles of Accounting I	3
BADM 220	Business Statistics	3
BADM 350	Legal Environment of Business	3
BADM 360	Organization and Management	3
BADM 370	Marketing	3
CIS 325	Management Information Systems	3
CIS 332	Structured Systems Analysis and Design	3
CIS 427	Information Systems Planning and Management	3
CSC 134	Intro to Cyber	3
CSC 163	Hardware, Virtualization, and Data Communication	3
CSC 285	Networking I	3
*ECON 201	Principles of Microeconomics (If not taken at LATC)	3
<i>Choose three credits from the following</i>		3
CIS 206	Advanced Applications (1 credit)	
CIS 207	Advanced Applications: Spreadsheets (1 credit)	
CIS 208	Advanced Applications: Database (1 credit)	
CIS 210	QuickBooks I (1 credit)	
Specialization Credits		
BADM 321	Business Statistics II	3
BADM 425	Productions and Operations Mgmt	3
CIS 368	Predictive Analytics	3
CIS 474	Business Intelligence and Big Data	3
General Education Credits		
	Written Communication	3
	Social Sciences (HIST, CIV or POLS)	3
	Arts and Humanities	6
	Natural Sciences	6
DSU Credits after LATC AAS Degree		66-69

DSU CIS: Business Analytics Specialization

LATC Networking and Cybersecurity Option

Course Number	Course Title	Credits
ACCT 210	Principles of Accounting I	3
BADM 220	Business Statistics	3
BADM 350	Legal Environment of Business	3
BADM 360	Organization and Management	3
BADM 370	Marketing	3
CIS 251	Business Application Programming	3
CIS 325	Management Information Systems	3
CIS 332	Structured Systems Analysis and Design	3
CIS 338	Project Management	3
CIS 427	Information Systems Planning and Management	3
CSC 150	Computer Science I	3
*ECON 201	Principles of Microeconomics (If not taken at LATC)	3
<i>Choose three credits from the following</i>		3
CIS 206	Advanced Applications (1 credit)	
CIS 207	Advanced Applications: Spreadsheets (1 credit)	
CIS 208	Advanced Applications: Database (1 credit)	
CIS 210	QuickBooks I (1 credit)	
Specialization Credits		
BADM 321	Business Statistics II	3
BADM 425	Productions and Operations Mgmt	3
CIS 368	Predictive Analytics	3
CIS 372	Programming for Analytics	3
CIS 474	Business Intelligence and Big Data	3
CIS 487	Database Programming	3
General Education Credits		
	Written Communication	3
	Social Sciences (HIST, CIV or POLS)	3
	Arts and Humanities	6
	Natural Sciences	6
DSU Credits after LATC AAS Degree		72-75

DSU CIS: Project Management or Health Informatics Specialization**LATC Software Development and Database Administration Option**

Course Number	Course Title	Credits
ACCT 210	Principles of Accounting I	3
BADM 220	Business Statistics	3
BADM 350	Legal Environment of Business	3
BADM 360	Organization and Management	3
BADM 370	Marketing	3
CIS 325	Management Information Systems	3
CIS 332	Structured Systems Analysis and Design	3
CIS 427	Information Systems Planning and Management	3
CSC 134	Intro to Cyber	3
CSC 163	Hardware, Virtualization, and Data Communication	3
CSC 285	Networking I	3
*ECON 201	Principles of Microeconomics (If not taken at LATC)	3
Specialization Credits		18
<i>Choose three credits from the following</i>		3
CIS 206	Advanced Applications (1 credit)	
CIS 207	Advanced Applications: Spreadsheets (1 credit)	
CIS 208	Advanced Applications: Database (1 credit)	
CIS 210	QuickBooks I (1 credit)	
General Education Credits		
	Written Communication	3
	Social Sciences (HIST, CIV or POLS)	3
	Arts and Humanities	6
	Natural Sciences	6
DSU Credits after LATC AAS Degree		72-75

DSU CIS: Project Management or Health Informatics Specialization**LATC Networking and Cybersecurity Option**

Course Number	Course Title	Credits
ACCT 210	Principles of Accounting I	3
BADM 220	Business Statistics	3
BADM 350	Legal Environment of Business	3
BADM 360	Organization and Management	3
BADM 370	Marketing	3
CIS 251	Business Application Programming	3
CIS 325	Management Information Systems	3
CIS 332	Structured Systems Analysis and Design	3
CIS 338	Project Management	3
CIS 427	Information Systems Planning and Management	3
CSC 150	Computer Science I	3
*ECON 201	Principles of Microeconomics (If not taken at LATC)	3
<i>Choose three credits from the following</i>		3
CIS 206	Advanced Applications (1 credit)	
CIS 207	Advanced Applications: Spreadsheets (1 credit)	
CIS 208	Advanced Applications: Database (1 credit)	
CIS 210	QuickBooks I (1 credit)	
Specialization Credits		18
General Education Credits		
	Written Communication	3
	Social Sciences (HIST, CIV or POLS)	3
	Arts and Humanities	6
	Natural Sciences	6
DSU Credits after LATC AAS Degree		72-75

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
with Respect to Applying the
COMPUTER INFORMATION SYSTEMS
Associate of Applied Sciences Degree Program
Towards the
NETWORK AND SECURITY ADMINISTRATION MAJOR
Bachelor of Science in Network and Security Administration Degree Program
Between
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- C. Extend and clarify educational opportunities for students.
- D. Provide LATC students who have completed the A.A.S. degree in Computer Information Systems with a specialization in either the Software Development and Database Administration Option (Attachment A) or Networking and Cybersecurity Option (Attachment B) with an opportunity to earn a Bachelor of Science in Network and Security Administration degree.
- E. Provide LATC students who have taken the equivalent LATC courses indicated in the Attachment C course mapping to transfer in fulfillment of the equivalent DSU course.

III. Academic Program

- A. Upon successful completion of equivalent courses indicated in Attachment C, DSU aligns 50 credits from the LATC A.A.S. degree in Computer Information Systems Networking and Cybersecurity Option and 29 credits from the LATC A.A.S. degree in Computer Information Systems Software Development and Database Administration Option to the B.S. in Network and Security Administration major core requirements and general education.

- a. All 70 credits from a completed LATC A.A.S. degree will transfer to DSU as either a mapped equivalent course, general education course, or elective credit.
 - b. The alignment of equivalent general education course options for students outlined in LATC plans of study is indicated in Attachment C, and potential remaining general education courses are indicated in Attachment D. 12 credits of general education have been included in the above-mapped credit totals. General education coursework will be evaluated for transfer on a course-by-course basis, and additional equivalent credits to the indicated can be transferred.
- B. Requirements to be completed at DSU to earn a Bachelor of Science in Network and Security Administration degree with an earned A.A.S. in Computer Information Systems are outlined in C below. Board of Regents policies, university graduation requirements, and degree residency requirements must be met, including the following (see BOR Policy 2.6.1).
 - a. A bachelor's degree requires 120 total credits.
 - b. A minimum of 30 credit hours must be earned at DSU.
 - c. A minimum of 15 of the last 30 credit hours must be earned at DSU.
 - d. This agreement waives the residency requirement for the minimum number of credits (50 percent) specified in the major requirements that must be completed at the degree-granting institution.
- C. Requirements to be completed at DSU are indicated in Attachment D, including:
 - a. Remaining major requirements.
 - b. Remaining general education/Institutional graduation requirements.
 - i. All 30 required credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2.3.7.
 - ii. Additional earned general education course credits can be reviewed for transfer equivalency.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

V. Modification

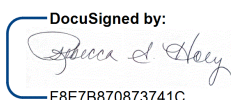
This agreement may be modified from time to time by the South Dakota Board of Regents, Dakota State University and Lake Area Technical College with approval by the South Dakota Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement,

except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

Start Date of the Fall 2025 term at LATC and DSU. This agreement applies to students who graduated from LATC in 2025 and subsequent years.

VII. Acceptance of Agreement

X  F8E7B870873741C...

Dr. Rebecca Hoey
Provost, Dakota State University

X  166D8F2635CD4F3...

Cameron Corey
Vice President, Lake Area Technical College

**Attachment A: Lake Area Technical College Computer Information Systems Course
Listing 2025-2026 Associate of Applied Science (A.A.S.) Degree Networking and
Cybersecurity Option – Credits Required for Graduation: 70**



Computer Information Systems

Networking and Cybersecurity Option

Semester Course Outline • 2025 – 2026

18 Months (4 Semesters) • Revised: 1/27/25

Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 70

Fall Semester – 2025

Course Number	Course Title	Clock Hours	Credits
CIS 115	IT Essentials	45	3
CIS 132	Intro to Computer Programming	45	3
CIS 140	Database Design and MySQL	45	3
NET 115	Networking I	112	4
- Selected Behavioral Science Course (Choose one) - PSYC 100 – Psychology of Human Relations - PSYC 101 – General Psychology *		45	3
- Selected Mathematics Course (Choose one) - MATH 100 – Applied General Math - MATH 101 – Intermediate Algebra - MATH 114 – College Algebra *		45	3
Total		337	19

Spring Semester – 2026

Course Number	Course Title	Clock Hours	Credits
CIS 260	UNIX OS Administration	60	4
CIS 280	Windows Server Administration	84	3
NET 121	Networking II	112	4
NET 131	Networking III	112	4
- Selected Communications Course (Choose one) - COMM 101 – Communications and Career Strategies - ENGL 101 – Composition * (CSS 100 – Career Search Strategies .5 credit)		45	3
Total		413	18



Computer Information Systems • Page 2
Networking and Cybersecurity Option
Semester Course Outline • 2025 – 2026 • Revised: 1/27/25

Fall Semester – 2026

Course Number	Course Title	Clock Hours	Credits
CIS 265	Virtualization	45	3
CIS 285	System Administration	84	3
EST 232	Electronic Troubleshooting for Computer Science	56	2
NET 215	Security Appliances and Firewalls	84	3
CMST 101	Foundations of Communication *	45	3
- Selected Social Science Course (Choose one) - ECON 105 – Leadership in the Global Workplace - ECON 201 – Principles of Microeconomics I * - SOC 100 – Introduction to Sociology *		45	3
Total		359	17

Spring Semester – 2027

Course Number	Course Title	Clock Hours	Credits
CIS 215	Cybersecurity and Ethical Hacking	45	3
CIS 290	System Analysis and Design	45	3
CIS 299	Internship	240	4
NET 275	Advanced Networking I	112	4
NET 278	Advanced Networking II	30	2
Total		472	16

- Students will select a course in each of the areas listed to meet general education requirements. Courses marked with an asterisk (*) can be transferred directly to the university system. Students should speak with an advisor before doing so.

Attachment B: Lake Area Technical College Computer Information Systems Course Listing 2025-2026 Associate of Applied Science (A.A.S.) Degree Software Development and Database Administration Option – Credits Required for Graduation – Credits Required for Graduation: 70



Computer Information Systems

Software Development and Database Administration Option

Semester Course Outline • 2025 – 2026

18 Months (4 Semesters) • Revised: 1/27/25

Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 70

Fall Semester – 2025

Course Number	Course Title	Clock Hours	Credits
CIS 115	IT Essentials	45	3
CIS 133	Intro to C Sharp	45	3
CIS 140	Database Design and MySQL	45	3
CIS 141	Web Design and Maintenance	45	3
CIS 171	Project Management with Agile and Scrum	45	3
• Selected Behavioral Science Course (Choose one) PSYC 100 – Psychology of Human Relations PSYC 101 – General Psychology *		45	3
Total		270	18

Spring Semester – 2026

Course Number	Course Title	Clock Hours	Credits
CIS 136	Java Essentials	45	3
CIS 180	Intro to C++	45	3
CIS 238	Full Stack JavaScript for Developers	45	3
CIS 276	Web Applications – PHP	45	3
• Selected Communications Course (Choose one) COMM 101 – Communications and Career Strategies ENGL 101 – Composition * (CSS 100 – Career Search Strategies .5 credit)		45	3
• Selected Mathematics Course (Choose one) MATH 100 – Applied General Math MATH 101 – Intermediate Algebra MATH 114 – College Algebra *		45	3
Total		270	18



Computer Information Systems • Page 2
Software Development and Database Administration Option
Semester Course Outline • 2025 – 2026 • Revised: 1/27/25

Fall Semester – 2026

Course Number	Course Title	Clock Hours	Credits
CIS 221	Advanced JavaScript	22.5	1.5
CIS 222	Intro to Python	22.5	1.5
CIS 240	Java for Mobile Apps	45	3
CIS 272	Client Server Programming	84	3
CIS 273	Web Applications – ASP	45	3
CMST 101	Foundations of Communication *	45	3
- Selected Social Science Course (Choose one) - ECON 105 – Leadership in the Global Workplace - ECON 201 – Principles of Microeconomics I * - SOC 100 – Introduction to Sociology *		45	3
Total		309	18

Spring Semester – 2027

Course Number	Course Title	Clock Hours	Credits
CIS 244	Advanced Python	45	3
CIS 255	Application Security	84	3
CIS 270	Microsoft SQL	45	3
CIS 290	System Analysis and Design	45	3
CIS 299	Internship	240	4
Total		459	16

- Students will select a course in each of the areas listed to meet general education requirements. Courses marked with an asterisk (*) can be transferred directly to the university system. Students should speak with an advisor before doing so.

Attachment C: DSU and LATC Course Mapping

A.A.S. Computer Information Systems Networking and Cyber Security and Software Development and Database Administration Options to B.S. Network and Security Administration

DSU 2025-2026 Catalog**LATC 2025-2026 Catalog**

Course Number (DSU)	Course Title (DSU)	Credits (DSU)	Course Number (LATC)	Course Title (Articulated LATC)	Credits (LATC)	Net. Sec. plan	Soft. Dev. plan
CORE							
CIS 484	Database Management Systems	3	CIS 140	Database Design and MySQL	3	X	X
CSC 105	Introduction to Computers	3	Waived			X	X
CSC 134	Introduction to Cyber	3	CIS 215	Cybersecurity and Ethical Hacking	3	X	
CSC 150	Computer Science I	3	CIS 180	Intro to C++	3		X
CSC 163	Hardware, Virtualization, and Data Comm	3	CIS 115 and CIS 265	IT Essentials and Virtualization	3	X	
CSC 234	Software Security	3	CIS 255	Application Security	3		X
CSC 250	Computer Science II	3					
CSC 285	Networking I	3	NET 131	Networking III	4	X	
CSC 321	Cyber Law and Policy	3					
CSC 334	Web Development	3					
CSC 385	Networking II	3	NET 275	Adv Networking I	4	X	
CSC 387	Routing and Switching	5					
CSC 388	Computer Forensics Fundamentals	3					
CSC 407	Advanced Routing and Switching	3					
CSC 409	Operating Environments	3	CIS 260 and CIS 280	UNIX OS Administration and Windows Server Administration	4 3	X	
CSC 430	Windows Administration	3	CIS 285	System Administration	3	X	
CSC 431	UNIX/Linux Administration	3					
CSC 436	Offensive Network Security	3					

CSC 437	Survey of Enterprise Systems	3					
CSC 438	Defensive Network Security	3					
CSC 439	Threat Hunting and Incident Response	3					
CSC 443	Scripting for Network Administration	3					
Choose one							
CSC 494	Internship	3	CIS 299	Internship	4	X	X
CSC 498	Research						
MATH 281	Introduction to Statistics	3					
				Total Major Core		34	13
OPEN ELECTIVES (16 credits)							
		16			16	X	X
				Total Electives		16	16
GENERAL EDUCATION (30 credits)							
ENGL 101	Composition I	3	ENGL 101	Composition	3	X	X
	Written Communication	3					
	Oral Communication	3	CMST 101	Fundamentals of Communication	3	X	X
	Social Science	3	PSYC 101 or SOC 100 or ECON 201	General Psychology or Introduction to Sociology or Principles of Microeconomics I	3	X	X
	Social Science (HIST, CIV or POLS)	3					
	Arts and Humanities	3					
	Arts and Humanities	3					
	Mathematics	3	MATH 114	College Algebra	3	X	X
	Natural Sciences	3					
	Natural Sciences	3					
				Total General Education		12	12
				Total Overall Mapped LATC Transfer Credits		62	41

Attachment D: Remaining DSU Major Requirements

LATC Networking and Cybersecurity Option

Course Number	Course Title	Credits
CSC 150	Computer Science I	3
CSC 234	Software Security	3
CSC 250	Computer Science II	3
CSC 321	Cyber Law and Policy	3
CSC 334	Web Development	3
CSC 387	Routing and Switching	5
CSC 388	Computer Forensics Fundamentals	3
CSC 407	Advanced Routing and Switching	3
CSC 431	UNIX/Linux Administration	3
CSC 436	Offensive Network Security	3
CSC 437	Survey of Enterprise Systems	3
CSC 438	Defensive Network Security	3
CSC 439	Threat Hunting and Incident Response	3
CSC 443	Scripting for Network Administration	3
MATH 281	Introduction to Statistics	3
General Education Credits		
	Written Communication	3
	Social Sciences	3
	Arts and Humanities	6
	Natural Sciences	6
DSU Credits after LATC AAS Degree		65

Software Development and Database Administration Option

Course Number	Course Title	Credits
CSC 134	Introduction to Cyber	3
CSC 163	Hardware, Virtualization, and Data Comm	3
CSC 250	Computer Science II	3
CSC 285	Networking I	3
CSC 321	Cyber Law and Policy	3
CSC 334	Web Development	3
CSC 385	Networking II	3
CSC 387	Routing and Switching	5
CSC 388	Computer Forensics Fundamentals	3
CSC 407	Advanced Routing and Switching	3
CSC 409	Operating Environments	3
CSC 430	Windows Administration	3
CSC 431	UNIX/Linux Administration	3
CSC 436	Offensive Network Security	3
CSC 437	Survey of Enterprise Systems	3
CSC 438	Defensive Network Security	3
CSC 439	Threat Hunting and Incident Response	3
CSC 443	Scripting for Network Administration	3
MATH 281	Introduction to Statistics	3
General Education Credits		
	Written Communication	3
	Social Sciences	3
	Arts and Humanities	6
	Natural Sciences	6
DSU Credits after LATC AAS Degree		77

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

with Respect to Applying the

BUSINESS

Associate of Applied Sciences (A.A.S.) Degree Program

Or the

FINANCIAL SERVICES

Associate of Applied Sciences (A.A.S.) Degree Program

Towards the

BUSINESS MAJOR

Bachelor of Business Administration (BBA) Degree Program

Between

LAKE AREA TECHNICAL COLLEGE

and

DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are Lake Area Technical College (LATC) and Dakota State University (DSU).

II. Purpose

The purpose of this agreement is to:

- A. Have a signed articulation agreement that addresses the varying needs of students and the complementary nature of the institutions' programs;
- B. Provide increased education opportunities for students from South Dakota, and the region;
- C. Extend and clarify educational opportunities for students;
- D. Provide LATC students who have completed the A.A.S. degree in Business with a specialization in the Entrepreneurship Option (Attachment A) or Marketing/Management Option (Attachment B) or Human Resources Option (Attachment C) or the A.A.S. degree in Financial Services with a specialization in the Business Accounting Option (Attachment D) with an opportunity to earn a Bachelor of Business Administration in Business degree.
- E. Provide LATC students who have taken the equivalent LATC courses indicated in the Attachment E course mapping to transfer in fulfillment of the equivalent DSU course.

III. Academic Program

- A. Upon successful completion of equivalent courses indicated in Attachment E, DSU aligns up to 51 credits from the LATC A.A.S. degree in Business - Entrepreneurship Option, or up to 57 credits from the LATC A.A.S. degree in Business - Marketing/Management

Option, or up to 63 credits from the LATC A.A.S. degree in Business - Human Resources Option.

Upon successful completion of the equivalent courses indicated in Attachment E, DSU aligns up to 60 credits from the LATC A.A.S. degree in Financial Services - Business Accounting Option.

- B. Requirements to be completed at DSU to earn a Bachelor of Business Administration in Business degree with an earned A.A.S. in Financial Services or Business are outlined in C. below. Board of Regents policies, university graduation requirements, and degree residency requirements must be met, including the following (see BOR Policy 2.6.1).
 - a. A bachelor's degree requires 120 total credits.
 - b. A minimum of 30 credit hours must be earned at DSU.
 - c. A minimum of 15 of the last 30 credit hours must be earned at DSU.
 - d. This agreement waives the residency requirement for the minimum number of credits (50 percent) specified in the major requirements that must be completed at the degree-granting institution.
- C. Requirements to be completed at DSU are indicated in Attachment F, including:
 - a. Remaining major requirements.
 - b. Remaining general education/Institutional graduation requirements.
 - i. All 30 required credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2.3.7.
 - ii. Additional earned general education course credits can be reviewed for transfer equivalency.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved this articulation agreement.

V. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and LATC with approval by the South Dakota Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

Start Date of the Fall 2025 term at LATC and DSU. This agreement applies to students who graduated from LATC in 2025 and subsequent years.

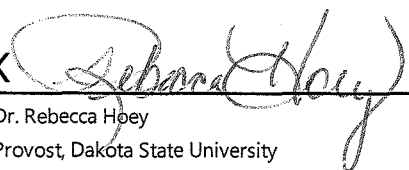
except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

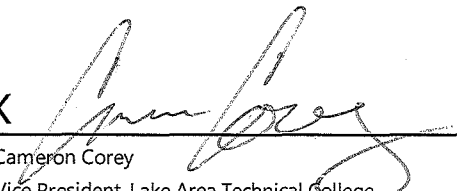
Start Date of the Fall 2025 term at LATC and DSU. This agreement applies to students who graduated from LATC in 2025 and subsequent years.

VII. Acceptance of Agreement

X


Dr. Rebecca Hoey
Provost, Dakota State University

X


Cameron Corey
Vice President, Lake Area Technical College

Attachment A: LATC Business - Entrepreneurship Option Course Outline

	Business • Entrepreneurship Option
	Semester Course Outline • 2025 – 2026
	18 Months (4 Semesters) • Revised: 1/14/25
	Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 71

First Year – Fall Semester

Course Number	Course Title	Clock Hours	Credits
ENT 101	Introduction to Entrepreneurship	45	3
BUS 140	Business Law	45	3
BUS 160	Principles of Selling	45	3
ACCT 210	Principles of Accounting I	45	3
CSC 105	Computer Software Applications *	45	3
• Selected Mathematics Course (Choose one) MATH 100 – Applied General Math MATH 101 – Intermediate Algebra MATH 114 – College Algebra *		45	3
Total		270	18

First Year – Spring Semester

Course Number	Course Title	Clock Hours	Credits
ENT 135	Competitive Analysis	30	2
BSA 232	Social Media Marketing	45	3
BUS 120	Principles of Marketing	45	3
BUS 238	Business Innovation	45	3
• Selected Communications Course (Choose one) COMM 101 – Communications and Career Strategies ENGL 101 – Composition * (CSS 100 – Career Search Strategies .5 credit)		45	3
• Selected Behavioral Science Course (Choose one) PSYC 100 – Psychology of Human Relations PSYC 101 – General Psychology *		45	3
Total		255	17


Business • Entrepreneurship Option • Page 2
Semester Course Outline • 2025 – 2026 • Revised: 1/14/25
Second Year – Fall Semester

Course Number	Course Title	Clock Hours	Credits
ENT 205	Strategic Elements	45	3
BUS 150	Advertising	45	3
BUS 215	Business Ethics	45	3
BUS 220	Personal Finance	45	3
CMST 101	Foundations of Communication *	45	3
• Selected Social Science Course (Choose one) ECON 105 – Leadership in the Global Workplace ECON 201 – Principles of Microeconomics I * ECON 202 – Principles of Macroeconomics II * SOC 100 – Introduction to Sociology *		45	3
Total		270	18

Second Year – Spring Semester

Course Number	Course Title	Clock Hours	Credits
ENT 210	Entrepreneurship Capstone	45	3
ENT 220	Business Team Development	45	3
BSA 235	Branding	45	3
BUS 210	Small Business Development	45	3
BUS 230	Management Policy	45	3
BUS 236	Financial Management	45	3
Total		270	18

- Students will select a course in each of the areas listed to meet general education requirements. Courses marked with an asterisk (*) can be transferred directly to the university system and may be substituted for recommended courses on the outline. Students should speak with an advisor before doing so.

Attachment B: LATC Marketing/Management Option Course Outline

	Business • Marketing/Management Option
	Semester Course Outline • 2025 – 2026
	18 Months (4 Semesters) • Revised: 11/7/24
	Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 72

First Year – Fall Semester

Course Number	Course Title	Clock Hours	Credits
BUS 101	Introduction to Business	45	3
BUS 122	Business Relationships	45	3
BUS 160	Principles of Selling	45	3
BUS 170	Human Resource Management	45	3
ACCT 210	Principles of Accounting I	45	3
CSC 105	Computer Software Applications *	45	3
Total		270	18

First Year – Spring Semester

Course Number	Course Title	Clock Hours	Credits
BUS 120	Principles of Marketing	45	3
BUS 162	Retailing	45	3
CMST 101	Foundations of Communication *	45	3
BSA 232 or CSC 125	Social Media Marketing or Advanced Computer Applications	45	3
♦ ACCT 211 or BUS 236	Principles of Accounting II or Financial Management	45	3
■ Selected Behavioral Science Course (Choose one) PSYC 100 – Psychology of Human Relations PSYC 101 – General Psychology *		45	3
Total		270	18



Business • Marketing/Management Option • Page 2
Semester Course Outline • 2025 – 2026 • Revised: 11/7/24

Second Year – Fall Semester

Course Number	Course Title	Clock Hours	Credits
BUS 140	Business Law	45	3
BUS 150	Advertising	45	3
BUS 244	International Business	45	3
ECON 201	Principles of Microeconomics I *	45	3
• Selected Communications Course (Choose one) COMM 101 – Communications and Career Strategies ENGL 101 – Composition * (CSS 100 – Career Search Strategies .5 credit)		45	3
• Selected Mathematics Course (Choose one) MATH 100 – Applied General Math MATH 101 – Intermediate Algebra MATH 114 – College Algebra *		45	3
Total		270	18

Second Year – Spring Semester

Course Number	Course Title	Clock Hours	Credits
BSA 235	Branding	45	3
♦♦ BUS 210	Small Business Development	45	3
BUS 220	Personal Finance	45	3
BUS 230	Management Policy	45	3
BUS 238	Business Innovation	45	3
BUS 242	Internship/Capstone Project	180	3
Total		405	18

All elective and/or additional courses not listed on your current program outline must be approved by your adviser and appropriately identified on the current program semester outline of any Business Associate Option or Financial Services Option.

- **Prerequisite:** Students must have successfully completed ACCT 210 – Principles of Accounting I (or have approval from the instructor) before enrolling in ACCT 211 – Principles of Accounting II or BUS 236 – Financial Management.
- ♦♦ **Prerequisite:** Students must have successfully completed ACCT 210 – Principles of Accounting I and ACCT 211 – Principles of Accounting II or BUS 236 – Financial Management (or have approval from the instructor) before enrolling in BUS 210 – Small Business Development.
- Students will select a course in each of the areas listed to meet general education requirements. Courses marked with an asterisk (*) can be transferred directly to the university system and may be substituted for recommended courses on the outline. Students should speak with an advisor before doing so.

Students who select to take transferable communications course ENGL 101, must also register for CSS 100 – Career Search Strategies for .5 credit. This curriculum is required for all Lake Area Tech graduates and is included in the COMM 101 course but is separate from the university system.

Attachment C: LATC Business – Human Resources Option Course Outline



Business • Human Resources Option
Semester Course Outline • 2025 – 2026
 18 Months (4 Semesters) • Revised: 11/7/24
 Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 72

First Year – Fall Semester

Course Number	Course Title	Clock Hours	Credits
BUS 101	Introduction to Business	45	3
BUS 170	Human Resource Management	45	3
BUS 215	Business Ethics	45	3
ACCT 210	Principles of Accounting I	45	3
CSC 105	Computer Software Applications *	45	3
• Selected Communications Course (Choose one) COMM 101 – Communications and Career Strategies ENGL 101 – Composition * (CSS 100 – Career Search Strategies .5 credit)		45	3
Total		270	18

First Year – Spring Semester

Course Number	Course Title	Clock Hours	Credits
BSA 108	Employment Law	45	3
BUS 120	Principles of Marketing	45	3
BUS 230	Management Policy	45	3
ACCT 222	Payroll Accounting	45	3
BSA 232 or CSC 125	Social Media Marketing or Advanced Computer Applications	45	3
• Selected Social Science Course (Choose one) ECON 105 – Leadership in the Global Workplace ECON 201 – Principles of Microeconomics I * ECON 202 – Principles of Macroeconomics II * SOC 100 – Introduction to Sociology *		45	3
Total		270	18


Business • Human Resources Option • Page 2
Semester Course Outline • 2025 – 2026 • Revised: 11/7/24
Second Year – Fall Semester

Course Number	Course Title	Clock Hours	Credits
BSA 210	Compensation Benefits	45	3
BUS 122	Business Relationships	45	3
BUS 140	Business Law	45	3
BUS 244	International Business	45	3
CMST 101	Foundations of Communication *	45	3
* Selected Behavioral Science Course: (Choose one)			
PSYC 100 – Psychology of Human Relations		45	3
PSYC 101 – General Psychology *			
Total		225	18

Second Year – Spring Semester

Course Number	Course Title	Clock Hours	Credits
BSA 212	Recruitment, Training, and Development	45	3
BUS 209	Principles of Insurance	45	3
BUS 220	Personal Finance	45	3
BUS 242	Internship/Capstone Project	180	3
♦ ACCT 211 or BUS 236	Principles of Accounting II or Financial Management	45	3
* Selected Mathematics Course: (Choose one)			
MATH 100 – Applied General Math		45	3
MATH 101 – Intermediate Algebra			
MATH 114 – College Algebra *			
Total		405	18

All elective and/or additional courses not listed on your current program outline must be approved by your adviser and appropriately identified on the current program semester outline of any Business Associate Option or Financial Services Option.

♦ **Prerequisite:** Students must have successfully completed ACCT 210 – Principles of Accounting I (or have approval from the instructor) before enrolling in ACCT 211 – Principles of Accounting II or BUS 236 – Financial Management.

• Students will select a course in each of the areas listed to meet general education requirements. Courses marked with an asterisk (*) can be transferred directly to the university system and may be substituted for recommended courses on the outline. Students should speak with an advisor before doing so.

Students who select to take transferable communications course ENGL 101, must also register for CSS 100 – Career Search Strategies for .5 credit. This curriculum is required for all Lake Area Tech graduates and is included in the COMM 101 course but is separate from the university system.

Attachment D: LATC Financial Services – Business Accounting Option Course Outline

	Financial Services • Business Accounting Option
	Semester Course Outline • 2025 – 2026
	20 Months (4 Semesters, 1 Summer Session) • Revised: 1/20/25
	Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 74.5

First Year – Fall Semester

Course Number	Course Title	Clock Hours	Credits
AG 159	Farm/Ranch Records	45	3
ACCT 210	Principles of Accounting I	45	3
CSC 105	Computer Software Applications *	45	3
CSS 100	Career Search Strategies	8	.5
ECON 201	Principles of Microeconomics I *	45	3
ENGL 101	Composition *	45	3
MATH 101 or MATH 114	Intermediate Algebra or College Algebra *	45	3
Total		278	18.5

First Year – Spring Semester

Course Number	Course Title	Clock Hours	Credits
ACCT 211	Principles of Accounting II	45	3
BUS 220	Personal Finance	45	3
CMST 101	Foundations of Communication *	45	3
CSC 125	Advanced Computer Applications	45	3
ECON 202	Principles of Macroeconomics II *	45	3
PSYC 101	General Psychology *	45	3
Total		270	18

First Year – Summer Session

Course Number	Course Title	Clock Hours	Credits
BUS 246	Internship A	180	3
BUS 247	Internship B or Elective	180	3
Total		360	6



Financial Services • Business Accounting Option • Page 2
Semester Course Outline • 2025 – 2026 • Revised: 1/20/25

Second Year – Fall Semester

Course Number	Course Title	Clock Hours	Credits
ACCT 218	Tax Accounting I	45	3
ACCT 220	Computer Accounting Applications	45	3
ACCT 230	Principles of Accounting III	45	3
BUS 140	Business Law	45	3
BUS 226	Wealth Management	30	2
BUS 236	Financial Management	45	3
Total		255	17

Second Year – Spring Semester

Course Number	Course Title	Clock Hours	Credits
ACCT 214	Cost Accounting	45	3
ACCT 222	Payroll Accounting	45	3
ACCT 224	Financial Statement Analysis	45	3
ACCT 233	Principles of Accounting IV	45	3
ACCT 235	Tax Accounting II	30	2
ACCT 237	Applied Federal Income Tax	45	1
Total		255	15

All elective and/or additional courses not listed on your current program outline must be approved by your adviser and appropriately identified on the current program semester outline of any Ag Option, Business Associate Option, or Financial Services Option.

Courses marked with an asterisk (*) can be transferred directly to the university system. Students should speak with an advisor before doing so.

Attachment E: DSU and LATC Course Mapping

Mapped Course Number (DSU)	Mapped Course Title (DSU)	Mapped Credits (DSU)	Course Number (Articulated LATC)	Course Title (Articulated LATC)	Mapped Credits (LATC)	Business – Entrepreneurship option (LATC)	Business – Marketing Management option (LATC)	Business - Human Resources option (LATC)	Financial Services – Business Accounting option (LATC)
ACCT 210	Principles of Accounting I	3	ACCT 210	Principles of Accounting I	3	X	X	X	X
ACCT 211	Principles of Accounting II	3	ACCT 211	Principles of Accounting II	3		X (if taken)	X (if taken)	X
BADM 101	Survey of Business	3	BUS 101	Introduction to Business	3		X	X	
BADM 220	Business Statistics	3							
BADM 310	Business Finance	3	BUS 236	Financial Management	3	X	X (if taken)	X (if taken)	X
BADM 321	Business Statistics II	3							
BADM 344	Managerial Communications	3							
BADM 350	Legal Environment of Business	3	BUS 140	Business Law	3	X	X	X	X
BADM 360	Organization and Management	3	BUS 230	Management Policy	3	X	X	X	
BADM 370	Marketing	3	BUS 120	Principles of Marketing	3	X	X	X	
BADM 405	International Trade & Finance	3							
BADM 425	Production and Operations Management	3							
BADM 457	Business Ethics	3	BUS 215	Business Ethics	3	X		X	
BADM 482	Business Policy and Strategy	3							
CIS 325	Management Information Systems	3							
CSC 105	Introduction to Computers	3	CSC 105	Computer Software Applications	3	X	X	X	X
ECON 201	Principles of Microeconomics	3	ECON 201	Principles of Microeconomics I	3	X (if taken)	X	X (if taken)	X
ECON 202	Principles of Macroeconomics	3	ECON 202	Principles of Macroeconomics II	3	X (if taken)		X (if taken)	X
Choose one course from the following:		3							
CIS 123	Problem Solving and Programming	3							
CIS 130	Visual Basic Programming	3							
CSC 150	Computer Science I *	3							
	*Note - Students who choose the Accounting Specialization must take CSC 150.								
Choose three different application courses from the following:		3	CSC 125	Advanced Computer Applications	3				
CIS 206	Advanced Applications	1					X (if taken)	X (if taken)	X

CIS 207	Advanced Applications: Spreadsheets	1					X (if taken)	X (if taken)	X
CIS 208	Advanced Applications: Database	1					X (if taken)	X (if taken)	X
CIS 209	Advanced Applications: SAS	1							
CIS 210	QuickBooks I	1							
CIS 211	QuickBooks II*	1							
*Note - CIS 210 is a prerequisite for this course.									
Choose one specialization (21 Credits)									
Accounting Specialization (21 Credits)									
ACCT 310	Intermediate Accounting I	3	ACCT 230	Principles of Accounting III	3				X
ACCT 311	Intermediate Accounting II	3	ACCT 233	Principles of Accounting IV	3				X
ACCT 320	Cost Accounting	3	ACCT 214	Cost Accounting	3				X
ACCT 360	Accounting Systems	3	ACCT 220	Computer Accounting Applications	3				X
ACCT 430	Income Tax Accounting	3							
ACCT 431	Advanced Income Tax	3							
ACCT 450	Auditing	3							
Business Technology Specialization (21 Credits)									
ACCT 360	Accounting Systems	3	ACCT 220	Computer Accounting Applications	3				X
BADM 435	Management Technology and Innovation	3							
BADM 420	Financial Technology	3							
BADM 472	Marketing Technology	3							
CIS 332	Structured Systems Analysis and Design	3							
CIS 338	Project Management	3							
CIS 384	Decision Support Systems	3							
Cybersecurity Management Specialization (21 Credits)									
CSC 134	Introduction to Cyber Networking I	3							
CSC 285	Cyber Law and Policy	3							
CSC 321	Networking II	3							
CSC 385	Defensive Network Security	3							
CSC 438	Cyber Leadership	3							
CLI 420		3							
Chose one course from the following									
BADM 464	Organizational Behavior	3							

CIS 338	Project Management	3							
CSC 163	Hardware, Virtualization, and Data Communication	3							
Esports Management Specialization (21 credits)									
CET 432	Esports Foundation and Systems	3							
GAME 110	Introduction to Esports	3							
GAME 210	Contemporary Issues in Esports	3							
GAME 476	Fan Experience, Sportainment and Branding Management	3							
GAME 487	Facility, Risk and Event Management in Sports	3							
MCOM 353	Digital Media Communications	3							
Choose one course from the following									
BADM 336	Entrepreneurship I	3	ENT 101	Introduction to Entrepreneurship	3	X			
BADM 481	Promotional Management	3							
CIS 338	Project Management	3							
DAD 222	Audio Production I: Foundations	3							
DAD 280	Film Editing 3 credits	3							
GAME 215	Competitive Game Analysis	3							
Finance Specialization (21 Credits)									
ACCT 305	Analysis of Financial Statements	3	ACCT 224	Financial Statement Analysis	3				X
BADM 331	Financial Analytics	3							
BADM 411	Investments	3							
BADM 415	Financial Institutions	3							
BADM 418	Financial Futures and Options	3							
BADM 420	Financial Technology	3							
ECON 330	Money and Banking	3							
Management Specialization (21 Credits)									
BADM 336	Entrepreneurship I	3	ENT 101	Introduction to Entrepreneurship	3	X			
BADM 435	Management Technology and Innovation	3							

BADM 460	Human Resource Management	3	BUS 170	Human Resource Management	3		X	X	
BADM 464	Organizational Behavior	3							
BADM 468	International Management	3	BUS 244	International Business	3		X	X	
CIS 384	Decision Support Systems	3							
Choose one course from ACCT/BADM/CIS/CSC/ECON/HIM		3	Choose one course from ACCT/BUS/ENT		3	X	X	X	X
Marketing Specialization (21 Credits)									
BADM 474	Personal Selling	3							
BADM 475	Consumer Behavior	3							
BADM 476	Marketing Research	3							
BADM 481	Promotional Management	3							
Choose three courses from ACCT/BADM/CIS/CSC/ECON/HIM prefix*		9	Choose three courses from ACCT/BUS		9	X	X	X	X
Open Electives*		9			9	X	X	X	X
General Education (30 credits)									
ENGL 101	Composition I	3	ENGL 101	Composition	3	X (if taken)	X (if taken)	X (if taken)	X
ENGL 201	Written Communication	3							
	Oral Communication	3	CMST 101	Fundamentals of Communication	3	X	X	X	X
	Social Science	3	PSYC 101 or SOC 100	General Psychology or Introduction to Sociology	3	X (if taken)	X (if taken)	X (if taken)	X
	Social Science (HIST, CIV or POLS)	3							
	Arts and Humanities	3							
	Arts and Humanities	3							
	Mathematics	3	MATH114	College Algebra	3	X (if taken)	X (if taken)	X (if taken)	X (if taken)
	Natural Sciences	3							
	Natural Sciences	3							

Attachment F: Remaining DSU Requirements

DSU BBA: Business

LATC Business – Entrepreneurship Option

Course Number	Course Title	Credits
ACCT 211	Principles of Accounting II	3
BADM 101	Survey of Business	3
BADM 220	Business Statistics	3
BADM 321	Business Statistics II	3
BADM 344	Managerial Communications	3
BADM 405	International Trade & Finance	3
BADM 425	Production and Operations Management	3
BADM 482	Business Policy and Strategy	3
CIS 325	Management of Information Systems	3
ECON 201	Principles of Microeconomics I	*3
ECON 202	Principles of Macroeconomics II	*3
Choose <i>three</i> different courses from the following for 3 credits		3
CIS 206	Advanced Applications: 1 credit	
CIS 207	Advanced Applications: Spreadsheets 1 credit	
CIS 208	Advanced Applications: Database 1 credit	
CIS 209	Advanced Applications: SAS 1 credit	
CIS 210	QuickBooks I 1 credit	
CIS 211	QuickBooks II 1 credit (Note: CIS 210 is prerequisite)	
Choose <i>one</i> course from the following for 3 credits		3
CIS 123	Problem Solving and Programming	
CIS 130	Visual Basic Programming	
CSC 150	Computer Science I	
Specialization Credits (See Attachment E)		12-*21
	Accounting Specialization – 21 credits	
	Business Technology Specialization – 21 credits	
	Cybersecurity Management Specialization – 21 credits	
	Esports Specialization – 18-*21 credits	
	Finance Specialization – 21 credits	
	Management Specialization – 15 credits	
	Marketing Specialization – 12 credits	
General Education		
	Written Communication (Goal 1)	*3
	Written Communication (Goal 1)	3
	Social Sciences: HIST, CIV, or POLS (Goal 3)	3
	Social Sciences (Goal 3)	*3
	Arts and Humanities (Goal 4)	6
	Math (Goal 5)	*3
	Natural Sciences (Goal 6)	6
DSU Credits after LATC AAS Degree		60 - *84
*ECON 201 and ECON 202 are choices in LATC option, and DSU courses will be required if not taken at LATC.		
General Education: ENGL 101, SOC 100 or PSYC 101, and MATH 114 are choices in LATC option and DSU courses will be required if not taken at LATC.		

DSU BBA: Business**LATC Business – Marketing/Management Option**

Course Number	Course Title	Credits
ACCT 211	Principles of Accounting II	*3
BADM 220	Business Statistics	3
BADM 310	Business Finance	*3
BADM 321	Business Statistics II	3
BADM 344	Managerial Communications	3
BADM 405	International Trade & Finance	3
BADM 425	Production and Operations Management	3
BADM 457	Business Ethics	3
BADM 482	Business Policy and Strategy	3
CIS 325	Management of Information Systems	3
ECON 202	Principles of Macroeconomics	3
Choose <i>three</i> different courses from the following for 3 credits		*3
CIS 206	Advanced Applications: 1 credit	
CIS 207	Advanced Applications: Spreadsheets 1 credit	
CIS 208	Advanced Applications: Database 1 credit	
CIS 209	Advanced Applications: SAS 1 credit	
CIS 210	QuickBooks I 1 credit	
CIS 211	QuickBooks II 1 credit (Note: CIS 210 is prerequisite)	
Choose <i>one</i> course from the following for 3 credits		3
CIS 123	Problem Solving and Programming	
CIS 130	Visual Basic Programming	
CSC 150	Computer Science I	
Specialization Credits (See Attachment E)		12 - 21
	Accounting Specialization – 21 credits	
	Business Technology Specialization – 21 credits	
	Cybersecurity Management Specialization – 21 credits	
	Esports Specialization – 21 credits	
	Finance Specialization – 21 credits	
	Management Specialization – 12 credits	
	Marketing Specialization – 12 credits	
General Education		
	Written Communication (Goal 1)	*3
	Written Communication (Goal 1)	3
	Social Sciences: HIST, CIV, or POLS (Goal 3)	3
	Social Sciences (Goal 3)	*3
	Arts and Humanities (Goal 4)	6
	Math (Goal 5)	*3
	Natural Sciences (Goal 6)	6
DSU Credits after LATC AAS Degree		60 - *87
*ACCT 211, BUS 236, CIS 125, ECON 201 and ECON 202 are choices in LATC option, and DSU courses will be required if not taken at LATC.		
General Education: ENGL 101, SOC 100 or PSYC 101, and MATH 114 are choices in LATC option and DSU courses will be required if not taken at LATC.		

DSU BBA: Business**LATC Business – Human Resources Option**

Course Number	Course Title	Credits
ACCT 211	Principles of Accounting II	*3
BADM 220	Business Statistics	3
BADM 310	Business Finance	*3
BADM 321	Business Statistics II	3
BADM 344	Managerial Communications	3
BADM 405	International Trade & Finance	3
BADM 425	Production and Operations Management	3
BADM 482	Business Policy and Strategy	3
CIS 325	Management of Information Systems	3
ECON 201	Principles of Microeconomics	*3
ECON 202	Principles of Macroeconomics	*3
Choose <i>three</i> different courses from the following for 3 credits		*3
CIS 206	Advanced Applications: 1 credit	
CIS 207	Advanced Applications: Spreadsheets 1 credit	
CIS 208	Advanced Applications: Database 1 credit	
CIS 209	Advanced Applications: SAS 1 credit	
CIS 210	QuickBooks I 1 credit	
CIS 211	QuickBooks II 1 credit (Note: CIS 210 is prerequisite)	
Choose <i>one</i> course from the following for 3 credits		3
CIS 123	Problem Solving and Programming	
CIS 130	Visual Basic Programming	
CSC 150	Computer Science I	
Specialization Credits (See Attachment E)		12-21
	Accounting Specialization – 21 credits	
	Business Technology Specialization – 21 credits	
	Cybersecurity Management Specialization – 21 credits	
	Esports Specialization – 21 credits	
	Finance Specialization – 21 credits	
	Management Specialization – 12 credits	
	Marketing Specialization – 12 credits	
General Education		
	Written Communication (Goal 1)	*3
	Written Communication (Goal 1)	3
	Social Sciences: HIST, CIV, or POLS (Goal 3)	3
	Social Sciences (Goal 3)	*3
	Arts and Humanities (Goal 4)	6
	Math (Goal 5)	*3
	Natural Sciences (Goal 6)	6
DSU Credits after LATC AAS Degree		54 - *87
*ACCT 211, BUS 236, CSC 125, ECON 201 and ECON 202 are choices in LATC option, and DSU courses will be required if not taken at LATC.		
General Education: ENGL 101, SOC 100 or PSYC 101, and MATH 114 are choices in LATC option and DSU courses will be required if not taken at LATC.		

DSU BBA: Business**LATC Financial Services – Business Accounting Option**

Course Number	Course Title	Credits
BADM 101	Survey of Business	3
BADM 220	Business Statistics	3
BADM 321	Business Statistics II	3
BADM 344	Managerial Communications	3
BADM 360	Organization and Management	3
BADM 370	Marketing	3
BADM 405	International Trade & Finance	3
BADM 425	Production and Operations Management	3
BADM 457	Business Ethics	3
BADM 482	Business Policy and Strategy	3
CIS 325	Management of Information Systems	3
Choose <i>one</i> course from the following for 3 credits		3
CIS 123	Problem Solving and Programming	
CIS 130	Visual Basic Programming	
CSC 150	Computer Science I	
Specialization Credits (See Attachment E)		9-21
	Accounting Specialization – 9 credits	
	Business Technology Specialization – 18 credits	
	Cybersecurity Management Specialization – 21 credits	
	Esports Specialization – 21 credits	
	Finance Specialization – 18 credits	
	Management Specialization – 18 credits	
	Marketing Specialization – 12 credits	
General Education		
	Written Communication (Goal 1)	3
	Social Sciences: HIST, CIV, or POLS (Goal 3)	3
	Arts and Humanities (Goal 4)	6
	Math (Goal 5)	*3
	Natural Sciences (Goal 6)	6
DSU Credits after LATC AAS Degree		66 - *90
General Education: MATH 114 is a choice in LATC option and DSU courses will be required if not taken at LATC.		

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – I (2)

DATE: May 19-21, 2025

SUBJECT

Articulation Agreements – SDSMT

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.2.2.1](#) – Seamless Transfer of Credit

[BOR Policy 2.2.2.3](#) – External (Non-Regental System) Accredited University/College
Transfer of Credit

BACKGROUND / DISCUSSION

BOR Policy 2.2.2.1 – Seamless Transfer of Credit establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is “transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2.2.2.1, South Dakota School of Mines & Technology requests approval of following articulation agreements:

- Students who have completed an AA degree in General Studies at Northern State University may apply up to 61 credits toward the BS in Chemical Engineering.

ATTACHMENTS

Attachment I – SDSMT Articulation Agreements

DRAFT MOTION 20250519_5-I(2):

I move to approve South Dakota School of Mines & Technology to finalize and execute the articulation agreement with Northern State University in substantially similar form to that set forth in Attachment I.

Associate to Bachelors (A2B) Articulation Agreement

Prescribed Curriculum: Northern State University

Associate of Arts – General Studies (Chemical Engineering Track)

General Education Courses			27 CREDIT HOURS
	Credit Hours	Course No.	Course Title or Category
Written Communication	3	ENGL 101	Composition I
	3	ENGL 201	Composition II
Oral Communication	3	CMST 101	Fundamentals of Speech (or CMST 215 Public Speaking)
Social Sciences	3	Select 1 Course From	SGR #3 list of approved courses
Arts/Humanities	3	Select 1 Course From	SGR #4 list of approved courses
Mathematics	4	MATH 123	Calculus I
Natural Sciences	4	CHEM 112/112L	General Chemistry I w/Lab
	4	CHEM 114/114L	General Chemistry II w/Lab

Required Elective Courses			25 CREDIT HOURS
	Credit Hours	Course No.	Course Title
Math and Science	4	MATH 125	Calculus II
	4	PHYS 211*	University Physics I
	4	PHYS 213*	University Physics II
	4	CHEM 326/326L	Organic Chemistry I w/Lab
	4	MATH 225	Calculus III
	3	MATH 321	Differential Equations
Other	2	FYS190 (or IDL 190)	Seminar

*Courses have accompanying labs (PHYS 211L, PHYS 213L); students are welcome to take these labs; however, the credits for the lab courses will not apply toward the Bachelor of Science degree requirements.

SDSMT Courses Taken While Jointly Enrolled at Northern State Univ.			9 CREDIT HOURS
SDSMT Course ID	Course Title	Credit Hours	Note
CBE 217*	Chemical Engineering Materials Balances	3	Pre-requisites: CHEM 114 and MATH 123
CBE 218*	Chemical Engineering Mass Transfer	3	Pre-requisites: MATH 125 and PHYS 211
CBE 222*	Chemical Engineering Process Thermodynamics	3	Pre-requisites: CHEM 114 and MATH 125

*Courses are offered online through South Dakota Mines.

Associate of Arts – General Studies (Chemical) Total: 61 CREDIT HOURS

Post-Associate Degree Prescribed Curriculum: South Dakota Mines

Bachelor of Science – Chemical Engineering

General Education Courses			6 CREDIT HOURS
	Credit Hours	Community College Course No.	Course Title or Category
Arts & Humanities	3	Select 1 course from	General Education Arts and Humanities (Goal 4) courses
Social Sciences – Civics	3	Select 1 course from	CIV 100, HIST 151, HIST 152, POLS 100, or POLS 210

Major Required Courses			33 CREDIT HOURS
	Credit Hours	Course No.	Course Title
Chemical Engineering	1	CBE 117L	Programming for Chemical & Biological Engineering
	2	CBE 250	Computer Applications in Chemical Engineering
	3	CBE 317	Chemical Engineering Heat Transfer
	3	CBE 321	Chemical Engineering Equilibrium Thermodynamics
	2	CBE 333/333L	Process Measurements & Control w/Lab
	1	CBE 361L	Chemical Engineering Fluid Laboratory
	3	CBE 318	Chemical Engineering Mass Transfer
	3	CBE 343	Chemical Kinetics and Reactor Design
	1	CBE 362L	Chemical Engineering Heat Transfer Lab
	2	CBE 417	Chemical Engineering Equilibrium Separations
	3	CBE 433	Process Control
	1	CBE 461L	Chemical Engineering Mass Transfer & Reaction Engineering Lab
	3	CBE 463	Process Design and Economics for Chemical Engineering
	2	CBE 465	Chemical Process Safety
	1	CBE 487	Global and Contemporary Issues in Chemical Engineering
	2	CBE 466 or CBE 467	Capstone Design for Chem Eng or Process/Product Design for CBE

Other Required Courses			14 CREDIT HOURS
	Credit Hours	Course No.	Course Title
Science	3	BIOL 341	Microbial Processes in Engineering and Natural Sciences
	3	CHEM 332/332L	Analytical Chemistry w/Lab
	3	CHEM 328	Organic Chemistry II
	2	CHEM 342	Physical Chemistry I
	3	CHEM 344/344L	Physical Chemistry II w/Lab

Elective Courses			16 CREDIT HOURS
	Credit Hours	Course No.	Course Title
Electives	8	Select from list	Chemical Engineering Elective
	1	Select from list	Chemical Engineering Lab Elective
	3	Select with Advisor	Engineering Elective (non-Chemical Engineering)
	4	Select with Advisor	Department Approved Elective

Post-Associate Degree Total: 69 CREDIT HOURS

Bachelor of Science – Chemical Engineering Total: 130 CREDIT HOURS

A2B Articulation Agreement Guarantees & Limitations

GUARANTEES

Students who:

1. complete the Associate of Arts - General Studies degree prescribed curriculum at Northern State University exactly as it is identified in this articulation agreement, **and**
2. have the degree conferred on their education record at Northern State University (post high school graduation), **and**
3. earn a minimum cumulative grade point average (GPA) of 2.75 at the Northern State University, **and**
4. pass all 61 credits for the associate degree, earning a grade C- or higher in each course

are **guaranteed** the following at the South Dakota School of Mines and Technology (South Dakota Mines):

1. junior standing at South Dakota Mines with no more than 69 remaining credits to meet the graduation requirements for the Bachelor of Science degree in Chemical Engineering.
2. admission to South Dakota Mines
3. admission to the Bachelor of Science degree in Chemical Engineering.

LIMITATIONS

1. This agreement is between the Associate of Arts - General Studies degree at Northern State University and the Bachelor of Science degree in Chemical Engineering at South Dakota Mines only.
2. Students must meet all admission and application requirements at South Dakota Mines, including the submission of all required documentation by stated deadlines. Students are advised to contact the Office of Admissions at the South Dakota Mines early in their transfer planning.
3. Student must have a cumulative grade point average (GPA) at the Northern State University of 2.75 or higher **and** only courses with grades of C- or higher are guaranteed to be accepted in transfer by South Dakota Mines.
4. The credit and course transfer guarantees described in this agreement apply to the Associate of Arts – General Studies degree at Northern State University and the Bachelor of Science degree in Chemical Engineering at South Dakota Mines. If the student changes majors at Northern State University or at South Dakota Mines, the student is no longer covered by this Articulation Agreement and none of the Guarantees of the Agreement apply.
5. Students utilizing any form of transfer credit, including but not limited to credit awarded from other higher education institutions, standardized exam (CLEP, AP, DSST, etc.), prior learning assessment (military, certifications, ACE recommended credit, portfolio, challenge exam, work experience equivalent credit, etc.) to satisfy any Associate degree requirements will have those credits evaluated by South Dakota Mines. Should South Dakota Mines not accept the transfer credits accepted by Northern State University, the student will be required to make up the credit deficiency at South Dakota Mines.
6. No course substitutions are allowed for the courses listed in the Prescribed Curriculum for the associate degree at Northern State University.

A2B CONTACT INFORMATION

South Dakota Mines
Office of the Provost
605.394.2256

Northern State University
College of Arts and Sciences
605.626.2602

RENEWAL, REVISION, and TERMINATION

1. This Associate to Bachelor Articulation Agreement (A2B) shall be in effect July 1 – June 30 each year and will automatically renew annually unless action is taken by South Dakota Mines or Northern State University to terminate or modify it.
2. The South Dakota Mines Office of the Provost and the Northern State University College of Arts and Sciences will collaborate to coordinate a review the content of the associate and bachelor degrees on a three-year cycle to ensure this A2B is still appropriate.
3. South Dakota Mines and Northern State University each reserve the right to seek revision of this agreement at any time.
4. Revision of any content of the agreement (except Appendices content) will be approved by each institution and result in a new agreement being signed, with copies retained by each institution.
 - a. Revision to any Appendices will be communicated to each institution, but do not need to be approved by each institution and will not result in a new agreement being signed by each institution.
5. South Dakota Mines and Northern State University each reserve the right to seek termination of this agreement at any time.
6. Should the agreement be terminated, each institution agrees to collaborate and engage in appropriate plans to notify and work with impacted students, providing a minimum one-year advance notice of termination.

APPROVALS

Brian Tande, Ph.D.
President
South Dakota Mines
Brian.Tande@sdsmt.edu

Date

Neal Schnoor, Ph.D.
President
Northern State University
Neal.Schnoor@northern.edu

Date

Lance Roberts, Ph.D.
Provost and Vice President for Academic Affairs
South Dakota Mines
Lance.Roberts@sdsmt.edu

Date

Michael Wanous, Ph.D.
Provost
Northern State University
Michael.Wanous@northern.edu

Date

Rajesh Shende, Ph.D.
Interim Department Head
South Dakota Mines
Rajesh.Shende@sdsmt.edu

Date

Alyssa Kiesow, Ph.D.
Dean
Northern State University
Alyssa.Kiesow@northern.edu

Date

Appendix A: Course Sequence

Course Sequence: Northern State University

General Studies (A.A.) Chemical Engineering Track – Option 1: Calculus I Ready

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year FALL	IDL/FYS 190	Seminar	2	
	ENGL 101	Composition I	3	
	CHEM 112/112L	General Chemistry I w/ Lab	4	
	MATH 123	Calculus I	4	
	SGR #4	Humanities – Civics Course General Education (see SGR #4)	3	
Total Credits			16	

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year SPRING	ENGL 201	Composition II	3	
	MATH 125	Calculus II	4	
	CMST 101	Fundamentals of Speech (or CMST 215 Public Speaking)	3	
	CHEM 114/114L	General Chemistry II w/Lab	4	
Total Credits			14	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore Year FALL	MATH 225	Calculus III	4	
	PHYS 211	University Physics I	4	
	CBE 217	Chemical Engineering Materials Balances*	3	
	CHEM 326/326L	Organic Chemistry I w/Lab	4	
	MATH 321	Differential Equations	3	
Total Credits			18	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore Year SPRING	PHYS 213	University Physics II	4	
	CBE 218	Chemical Engineering Fluid Mechanics*	3	
	CBE 222	Chemical Engineering Process Thermodynamics*	3	
	SGR #3	Social Science General Education (see SGR #3)	3	
Total Credits			13	

*Courses taken online through South Dakota Mines

General Education Coursework Total:	27 credit hours
Major and Elective Coursework Total:	34 credit hours
Northern State University Coursework Total:	61 CREDIT HOURS

Course Sequence: Northern State University

General Studies (A.A.) Chemical Engineering Track – Option 2: College Algebra Ready

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year FALL	MATH 114	College Algebra*	3	
	IDL/FYS 190	Seminar	2	
	ENGL 101	Composition I	3	
	SGR #4	Humanities – Civics Course General Education (see SGR #4)	3	
	SGR #3	Social Science General Education (see SGR #3)	3	
Total Credits			14	

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year SPRING	MATH 120	Trigonometry*	3	
	ENGL 201	Composition II	3	
	CMST 101	Fundamentals of Speech (or CMST 215 Public Speaking)	3	
	CHEM 112/L	General Chemistry I w/ Lab	4	
Total Credits			13	

Semester	Course No.	Course Title	Credit Hours	Completed
Freshman Year SUMMER	MATH 123	Calculus I	4	
	CHEM 114/114L	General Chemistry II w/Lab	4	
Total Credits			8	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore Year FALL	MATH 125	Calculus II	4	
	PHYS 211	University Physics I	4	
	CHEM 326/326L	Organic Chemistry I w/Lab	4	
	CBE 217	Chemical Engineering Materials Balances**	3	
Total Credits			15	

Semester	Course No.	Course Title	Credit Hours	Completed
Sophomore Year SPRING	MATH 225	Calculus III	4	
	MATH 321	Differential Equations	3	
	PHYS 213	University Physics II	4	
	CBE 218	Chemical Engineering Fluid Mechanics**	3	
	CBE 333	Chemical Engineering Process Thermodynamics**	3	
Total Credits			17	

*Courses do not apply toward BS degree requirements

** Courses taken online with South Dakota Mines

General Education Coursework Total:	27 credit hours
Major and Elective Coursework Total:	34 credit hours
Northern State University Coursework Total:	61 CREDIT HOURS

Course Sequence: South Dakota Mines – Fall Semester Start

Chemical Engineering (B.S.)

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year First Semester - FALL	CHEM 328	Organic Chemistry II	3	
	CBE 321	Chemical Engineering Equilibrium Thermodynamics	3	
	CBE 361L	Chemical Engineering Fluid Laboratory	1	
	CBE 333	Process Measurements and Controls	1	
	CBE 333L	Chemical Engineering Process Control Lab	1	
	CHEM 332/332L	Analytical Chemistry w/Lab	3	
	CHEM 342	Physical Chemistry I	2	
	Select 1 course from	CIV 100, HIST 151, HIST 152, POLS 100, or POLS 210	3	
Total Credits			17	

Semester	Course No.	Course Title	Credit Hours	Completed
Junior Year Second Semester - SPRING	CBE 117L	Programming for Chemical & Biological Engineering	1	
	CBE 250	Computer Applications in Chemical Engineering	2	
	CBE 417	Chemical Engineering Equilibrium Separations	2	
	CBE 343	Chemical Kinetics and Reactor Design	3	
	CBE 318	Chemical Engineering Mass Transfer	3	
	CBE 362L	Chemical Engineering Heat Transfer Laboratory	1	
	CHEM 344/344L	Physical Chemistry II w/Lab	3	
		Engineering Elective	3	
Total Credits			18	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year First Semester - FALL	CBE 317	Chemical Engineering Heat Transfer	3	
	CBE 461L	Chemical Engineering Mass Transfer and Reaction Eng Lab	1	
	CBE 463	Process Design and Economics for Chemical Engineers	3	
	CBE 465	Chemical Process Safety	2	
	CBE 433	Process Control	3	
	BIOL 341	Microbial Process in Engineering & Natural Science	3	
		Chemical Engineering Elective	3	
Total Credits			18	

Semester	Course No.	Course Title	Credit Hours	Completed
Senior Year Second Semester - SPRING	CBE 487	Global and Contemporary Issues in Chemical Engineering	1	
	Select 1 course from	CBE 466 or CBE 467	2	
	Select 1 course from	General Education Social Science (Goal 4) courses	3	
		Chemical Engineering Elective	5	
		Chemical Engineering Lab Elective	1	
		Department Approved Elective	4	
Total Credits			16	

General Education Coursework Total: 6 credit hours

Major and Elective Coursework Total: 63 credit hours

South Dakota Mines Coursework Total: 69 CREDIT HOURS

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – J (1)

DATE: May 19-21, 2025

SUBJECT

Agreements on Academic Cooperation – SDSMT

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5.3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

BOR Policy 5.3 requires board action on a range of items including “Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded.” To comply with this requirement, South Dakota School of Mines & Technology (SDSMT) s seeks approval to enter into three agreements on academic cooperation with Amity University Rajasthan in Jaipur, India, the Indian Institute of Technology Hyderabad, located in Kahdi, Sangareddy, India, Razzakov Kyrgyz State Technical University, located in Bishkek, Kyrgyzstan, and the National Institute of Technology Agartala, located in Agartala, India.

IMPACT AND RECOMMENDATION

The agreements each facilitate potential collaborative opportunities between the respective universities and SDSMT, and outline the requirements for inbound and outbound student exchanges. Board staff recommends approval.

ATTACHMENTS

- Attachment I – Agreement on Academic Cooperation – SDSMT & Amity University Rajasthan
- Attachment II – Agreement on Academic Cooperation – SDSMT & Indian Institute of Technology Hyderabad
- Attachment III – Agreement on Academic Cooperation – SDSMT & Razzakov Kyrgyz State Technical University
- Attachment IV – Agreement on Academic Cooperation – SDSMT & National Institute of Technology Agartala

DRAFT MOTION 20250519_5-J(1):

I move to approve South Dakota School of Mines & Technology to finalize and execute the agreement on academic cooperation between SDSMT and Amity University Rajasthan, the Indian Institute of Technology Hyderabad, Razzakov Kyrgyz State Technical University, and the National Institute of Technology Agartala in substantially similar form to that set forth in Attachments I-IV.



Ivanhoe International Center

March 7, 2025

South Dakota Board of Regents
Pierre, SD

RE: International Partner University Agreement

South Dakota School of Mines and Technology actively seeks partnership opportunities with international universities that are reviewed and deemed to be a good match in our academic and research areas. These partnerships provide pathways for collaboration in research, and exchange of students, faculty, and staff.

South Dakota Mines seeks approval to enter into a Memorandum of Understanding with Amity University Rajasthan, Jaipur, India, to assist in facilitating collaborative opportunities between the two universities. Points of contact at each university have been identified to initiate and carry out activities in the agreement. The agreement may result in the opportunity for joint research, faculty collaboration and potential student exchange. The agreement specifies that both inbound and outbound students are responsible for payment of tuition and fees to the host institution, and thus is consistent with the requirements set forth in section 4 of Board of Regents [Policy 5:5:4 Tuition and Fees](#). Inbound students are classified as visiting, not exchange, non-degree students in the student information system. All expenses, including tuition, fees, living and incidental expenses shall be borne by the participating students.

Please contact the Ivanhoe International Center with any questions.

international@sdsmt.edu

605-394-6884



MEMORANDUM OF UNDERSTANDING

between

**South Dakota School of Mines & Technology
Rapid City, South Dakota, USA**

and

**Amity University Rajasthan
Jaipur, Rajasthan, India**



Amity University Rajasthan, Jaipur, India (hereafter referred to as “AUR”) and the South Dakota School of Mines & Technology of Rapid City, South Dakota, USA (hereafter referred to as “South Dakota Mines”), believe the development of collaborative academic, educational, and scientific goals are of mutual value, which are set forth in this Memorandum of Understanding (MOU).

All collaborative efforts will be entered into with due diligence given to ethical and professional considerations and standards. Cooperative activities will be developed on the basis of equality, reciprocity, and promoting sustainable partnerships.

Within fields that are mutually acceptable, the following general forms of cooperation will be pursued:

- Staff exchange and collaboration
 - The two institutions agree in principle to the possibility of exchanges by faculty members and general staff (administrative and technical). The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.
- Joint research activities and publications
 - Cooperative research is to be encouraged as individual scholars establish contact and develop mutual interests.
- Each party will encourage continuing education and professional development for teachers, professors, and academic staff, which may include
 - Visits for studying teaching principles and methods
 - Exchange of academic materials and other information
 - Participation in seminars, congresses and meetings
- Student participation
 - Each party will recommend potential students for matriculation of the other university's appropriate academic programs on a reciprocal basis. The student's acceptance is subject to approval by the host university. The host institution will provide guidance and identify options for students in locating

living accommodations and will place the students in appropriate academic programs. Unless otherwise specified in a supplemental written agreement, students will be responsible for meeting their own costs of living and paying tuition and fees to the host institution.

“AUR” and South Dakota Mines agree to continue discussions on further cooperative activities as opportunities arise. Both institutions recognize that collaborative efforts will be of mutual benefit and will contribute to an enduring institutional linkage for cooperation in education and research.

Detailed descriptions of additional activities shall be defined in a separate addendum to the MOU. The addendum will include detailed information on the activity, including legal considerations for each university’s home country and governing body.

Both universities agree that all additional activities are dependent on the availability of funds. Both universities agree to seek financial support for the activities stated in this MOU.

This Memorandum of Understanding becomes effective on the date of signature. It is valid for five years with the understanding that it can be terminated by either party, without cause, with six months notice, unless an earlier termination is mutually agreed upon. Revisions or modifications may be proposed at any time, effective from the date of written agreement signed by both parties.

Signed on behalf of Amity University Rajasthan by	Signed on behalf of South Dakota School of Mines & Technology By
Dr. Nitin Bhardwaj Registrar	Dr. Brian Tande President
Date:	Date:



Ivanhoe International Center

February 24, 2025

South Dakota Board of Regents
Pierre, SD

RE: International Partner University Agreement

South Dakota School of Mines and Technology actively seeks partnership opportunities with international universities that are reviewed and deemed to be a good match in our academic and research areas. These partnerships provide pathways for collaboration in research, and exchange of students, faculty, and staff.

South Dakota Mines seeks approval to enter into a Memorandum of Understanding with the Indian Institute of Technology Hyderabad, Kandi, Sangareddy, India, to assist in facilitating collaborative opportunities between the two universities. Points of contact at each university have been identified to initiate and carry out activities in the agreement. The agreement may result in the opportunity for joint research, faculty collaboration and potential student exchange. The agreement specifies that both inbound and outbound students are responsible for payment of tuition and fees for courses taken to the host institution, and thus is consistent with the requirements set forth in section 4 of Board of Regents [Policy 5:5:4 Tuition and Fees](#). Inbound students are classified as visiting, not exchange, non-degree students in the student information system. All expenses, including tuition, fees, living and incidental expenses shall be borne by the participating students.

Please contact the Ivanhoe International Center with any questions.
international@sdsmt.edu
605-394-6884



MEMORANDUM OF UNDERSTANDING

between

**South Dakota School of Mines & Technology
Rapid City, South Dakota, USA**

and

**Indian Institute of Technology Hyderabad
Kandi, Sangareddy, India**



Indian Institute of Technology Hyderabad, Kandi, Sangareddy, India (hereafter referred to as “IITH”) and the South Dakota School of Mines & Technology of Rapid City, South Dakota, USA (hereafter referred to as “South Dakota Mines”), believe the development of collaborative academic, educational, and scientific goals are of mutual value, which are set forth in this Memorandum of Understanding (MOU).

All collaborative efforts will be entered into with due diligence given to ethical and professional considerations and standards. Cooperative activities will be developed on the basis of equality, reciprocity, and promoting sustainable partnerships.

Within fields that are mutually acceptable, the following general forms of cooperation will be pursued:

- Staff exchange and collaboration
 - The two institutions agree in principle to the possibility of exchanges by faculty members and general staff (administrative and technical). The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.
- Joint research activities and publications
 - Cooperative research is to be encouraged as individual scholars establish contact and develop mutual interests.
- Each party will encourage continuing education and professional development for teachers, professors, and academic staff, which may include
 - Visits for studying teaching principles and methods
 - Exchange of academic materials and other information
 - Participation in seminars, congresses and meetings
- Student participation
 - Each party will recommend potential students for matriculation or research programs of the other university's appropriate programs on a reciprocal basis. The student's acceptance is subject to approval by the host university. The host institution will provide guidance and identify options for students in locating living accommodations and will place the students in appropriate academic or research programs. Unless otherwise specified in a supplemental written agreement, students will be responsible for meeting their own costs of living and paying tuition and fees to the host institution. Students participating in research

programs and not enrolling in courses will not be subject to any tuition and fees from the university.

IITH and South Dakota Mines agree to continue discussions on further cooperative activities as opportunities arise. Both institutions recognize that collaborative efforts will be of mutual benefit and will contribute to an enduring institutional linkage for cooperation in education and research.

Detailed descriptions of additional activities shall be defined in a separate addendum to the MOU. The addendum will include detailed information on the activity, including legal considerations for each university's home country and governing body.

Both universities agree that all additional activities are dependent on the availability of funds. Both universities agree to seek financial support for the activities stated in this MOU.

This Memorandum of Understanding becomes effective on the date of signature. It is valid for five years with the understanding that it can be terminated by either party, without cause, with six months notice, unless an earlier termination is mutually agreed upon. Revisions or modifications may be proposed at any time, effective from the date of written agreement signed by both parties.

Signed on behalf of Indian Institute of Technology Hyderabad by	Signed on behalf of South Dakota School of Mines & Technology By
Prof. B. S. Murty Director	Dr. Brian Tande President
Date:	Date:



Ivanhoe International Center

March 18, 2025

South Dakota Board of Regents
Pierre, SD

RE: International Partner University Agreement

South Dakota School of Mines and Technology actively seeks partnership opportunities with international universities that are reviewed and deemed to be a good match in our academic and research areas. These partnerships provide pathways for collaboration in research, and exchange of students, faculty, and staff.

South Dakota Mines seeks approval to enter into a Memorandum of Understanding with Razzakov Kyrgyz State Technical University, Bishkek, Kyrgyzstan, to assist in facilitating collaborative opportunities between the two universities. Points of contact at each university have been identified to initiate and carry out activities in the agreement. The agreement may result in the opportunity for joint research, faculty collaboration and potential student exchange. The agreement specifies that both inbound and outbound students are responsible for payment of tuition and fees to the host institution, and thus is consistent with the requirements set forth in section 4 of Board of Regents [Policy 5:5:4 Tuition and Fees](#). Inbound students are classified as visiting, not exchange, non-degree students in the student information system. All expenses, including tuition, fees, living and incidental expenses shall be borne by the participating students.

Please contact the Ivanhoe International Center with any questions.
international@sdsmt.edu
605-394-6884



MEMORANDUM OF UNDERSTANDING

between

**South Dakota School of Mines & Technology
Rapid City, South Dakota, USA**

and

**Razzakov Kyrgyz State Technical University
Bishkek, Kyrgyzstan**



Razzakov Kyrgyz State Technical University, Bishkek, Kyrgyzstan (hereafter referred to as “Razzakov University”) and the South Dakota School of Mines & Technology of Rapid City, South Dakota, USA (hereafter referred to as “South Dakota Mines”), believe the development of collaborative academic, educational, and scientific goals are of mutual value, which are set forth in this Memorandum of Understanding (MOU).

All collaborative efforts will be entered into with due diligence given to ethical and professional considerations and standards. Cooperative activities will be developed on the basis of equality, reciprocity, and promoting sustainable partnerships.

Within fields that are mutually acceptable, the following general forms of cooperation will be pursued:

- Staff exchange and collaboration
 - The two institutions agree in principle to the possibility of exchanges by faculty members and general staff (administrative and technical). The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.
- Joint research activities and publications
 - Cooperative research is to be encouraged as individual scholars establish contact and develop mutual interests.
- Each party will encourage continuing education and professional development for teachers, professors, and academic staff, which may include
 - Visits for studying teaching principles and methods
 - Exchange of academic materials and other information
 - Participation in seminars, congresses and meetings
- Student participation
 - Each party will recommend potential students for matriculation of the other university’s appropriate academic programs on a reciprocal basis. The student’s acceptance is subject to approval by the host university. The host institution will provide guidance and identify options for students in locating living accommodations and will place the students in appropriate academic programs. Unless otherwise specified in a supplemental written agreement, students will be responsible for meeting their own costs of living and paying tuition and fees to the host institution.

“Razzakov University” and South Dakota Mines agree to continue discussions on further cooperative activities as opportunities arise. Both institutions recognize that collaborative efforts will be of mutual benefit and will contribute to an enduring institutional linkage for cooperation in education and research.

Detailed descriptions of additional activities shall be defined in a separate addendum to the MOU. The addendum will include detailed information on the activity, including legal considerations for each university’s home country and governing body.

Both universities agree that all additional activities are dependent on the availability of funds. Both universities agree to seek financial support for the activities stated in this MOU.

This Memorandum of Understanding becomes effective on the date of signature. It is valid for five years with the understanding that it can be terminated by either party, without cause, with six months’ notice, unless an earlier termination is mutually agreed upon. Revisions or modifications may be proposed at any time, effective from the date of written agreement signed by both parties.

Signed on behalf of Razzakov Kyrgyz State Technical University by	Signed on behalf of South Dakota School of Mines & Technology By
Mirlan Chynybaev, PhD Rector	Dr. Brian Tande President
Date:	Date:



Ivanhoe International Center

April 11, 2025

South Dakota Board of Regents
Pierre, SD

RE: International Partner University Agreement

South Dakota School of Mines and Technology actively seeks partnership opportunities with international universities that are reviewed and deemed to be a good match in our academic and research areas. These partnerships provide pathways for collaboration in research, and exchange of students, faculty, and staff.

South Dakota Mines seeks approval to enter into a Memorandum of Understanding with **National Institute of Technology Agartala**, India, to assist in facilitating collaborative opportunities between the two universities. Points of contact at each university have been identified to initiate and carry out activities in the agreement. The agreement may result in the opportunity for joint research, faculty collaboration and potential student exchange. The agreement specifies that both inbound and outbound students are responsible for payment of tuition and fees to the host institution, and thus is consistent with the requirements set forth in section 4 of Board of Regents [Policy 5:5:4 Tuition and Fees](#). Inbound students are classified as visiting, not exchange, non-degree students in the student information system. All expenses, including tuition, fees, living and incidental expenses shall be borne by the participating students.

Please contact the Ivanhoe International Center with any questions.
international@sdsmt.edu
605-394-6884

MEMORANDUM OF UNDERSTANDING (MoU)

BETWEEN



NATIONAL INSTITUTE OF TECHNOLOGY AGARTALA

And



**SOUTH DAKOTA SCHOOL OF MINES &
TECHNOLOGY**

Rapid City, South Dakota, USA

FOR

**ACADEMIC, RESEARCH COLLABORATIONS &
STUDENTS EXCHANGE PROGRAMMES**

MEMORANDUM OF UNDERSTANDING (MoU)

National Institute of Technology Agartala, India (hereafter referred to as “NITA”) and the South Dakota School of Mines & Technology of Rapid City, South Dakota, USA (hereafter referred to as “South Dakota Mines”), believe the development of collaborative academic, educational, and scientific goals are of mutual value, which are set forth in this Memorandum of Understanding (MOU).

All collaborative efforts will be entered into with due diligence given to ethical and professional considerations and standards. Cooperative activities will be developed on the basis of equality, reciprocity, and promoting sustainable partnerships.

Within fields that are mutually acceptable, the following general forms of cooperation will be pursued:

- **Staff exchange and collaboration**
 - The two institutions agree in principle to the possibility of exchanges by faculty members and general staff (administrative and technical). The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.
- **Joint research activities and publications**
 - Cooperative research is to be encouraged as individual scholars establish contact and develop mutual interests.
- Each party will encourage continuing education and professional development for teachers, professors, and academic staff, which may include
 - Visits for studying teaching principles and methods
 - Exchange of academic materials and other information
 - Participation in seminars, congresses and meetings
- **Student participation**
 - Each party will recommend potential students for matriculation of the other university’s appropriate academic programs on a reciprocal basis. The student’s acceptance is subject to approval by the host university. The host institution will provide guidance and identify options for students in locating living accommodations and will place the students in appropriate academic programs. Unless otherwise specified in a supplemental written agreement, students will be responsible for meeting their own costs of living and paying tuition and fees to the host institution.

“NITA” and South Dakota Mines agree to continue discussions on further cooperative activities as opportunities arise. Both institutions recognize that collaborative efforts will be of mutual benefit and will contribute to an enduring institutional linkage for cooperation in education and research. Detailed descriptions of additional activities shall be defined in a separate addendum to the MOU. The addendum will include detailed information on the activity, including legal considerations for each university’s home country and governing body.

Both universities agree that all additional activities are dependent on the availability of funds. Both universities agree to seek financial support for the activities stated in this MOU.

Any clause or article of the MOU may be modified or amended by mutual agreement of NITA and South Dakota Mines

This Memorandum of Understanding becomes effective on the date of signature. It is valid for five years with the understanding that it can be terminated by either party, without cause, with six months notice, unless an earlier termination is mutually agreed upon. Revisions or modifications may be proposed at any time, effective from the date of written agreement signed by both parties.

Signed by/on behalf of

Prof. Sarat Kumar Patra
Director
 National Institute of Technology Agartala

Dr. Brian Tande
President
 South Dakota School of Mines & Technology

Witness 1: _____

Witness 1: _____

Witness 2: _____

Witness 2: _____

Date:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – J (2)

DATE: May 19-21, 2025

SUBJECT

Agreements on Academic Cooperation – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5.3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

BOR Policy 5.3 requires board action on a range of items including “Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded.” To comply with this requirement, South Dakota State University (SDSU) seeks approval to enter into agreements on academic cooperation with Euroace, S.L., located in Valencia Spain, the University of Santiago de Compostela, located in Santiago, Spain, and Jönköping University Sweden, located in Jönköping, Sweden.

IMPACT AND RECOMMENDATION

The agreements facilitate potential collaborative opportunities between the universities and SDSU and outline the requirements for inbound and outbound student exchanges for these programs.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation – SDSU & Euroace, S.L.

Attachment II – Agreement on Academic Cooperation – SDSU & the University of Santiago de Compostela

Attachment III – Agreement on Academic Cooperation – SDSU & Jönköping University Sweden

DRAFT MOTION 20250519_5-J(2):

I move to approve South Dakota State University to finalize and execute the agreements on academic cooperation between SDSU and Euroace, S.L., the University of Santiago de Compostela, and Jönköping University Sweden, in substantially similar form to that set forth in Attachments I-III.

South Dakota
State
University
USA

And

Euroace
S.L.
SPAIN

**ACADEMIC AFFILIATION AGREEMENT
BETWEEN
SOUTH DAKOTA STATE UNIVERSITY
BROOKINGS, SD
AND
EUROACE, S. L.
VALENCIA, SPAIN**

South Dakota State University (SDSU) and Euroace, S. L. (EUROACE) wish to enter into an agreement of affiliation to enable students to participate in EUROACE programs. The purpose of this agreement is to set forth the applicable policies and procedures for the participation of students from SDSU in study abroad Spanish language courses and internships programs offered by EUROACE. In exchange for valuable consideration, acknowledged by the parties, each party agrees to the following terms:

1. The EUROACE Program will be coordinated by EUROACE staff. The Language courses will be conducted at EUROACE location for the length of time determined by SDSU academic coordinator and the student.
2. EUROACE agrees that there is no minimum student number requirement to be met by South Dakota State University. In the event there are no students in any given year that this Agreement is in effect, this circumstance will not constitute a breach of this Agreement. SDSU agrees to assist students interested in the Programs by collecting and forwarding applications if required, recommend qualified students for participation, assist in providing pre-departure orientation information and grant academic credit for approved coursework successfully completed during the Program in which the student participates.
3. EUROACE and SDSU will assist students in selecting and registering for Programs offered through EUROACE. EUROACE retains the right to reject student applicants from the Programs that it deems academically ineligible for a particular Program.
4. EUROACE agrees to provide qualified students from SDSU with coursework and internship placement and to provide on-site orientation, academic counseling, student services, and accommodations (as appropriate to the study abroad program). The internships partnerships available through and managed by EUROACE include but are not limited to the following sites:
 - i. Fundación MUSOL-an NGO with more than 30 cooperative development programs for local municipal organizations in South America and Africa, as well as educational programs throughout Spain. Experiential learning and internships opportunities in the fields of public relations, engineering, translation and social media, among others. The students would complete their internship at the MUSOL headquarters in Valencia, Spain.

- ii. Cottolengo del Padre Alegre-a charitable home for people with incurable medical conditions who lack the resources to access medical care in other venues. Experiential learning and internship opportunities for nursing students studying Spanish.
 - iii. Refuerzo Escolar Gallent-an after-school language program for grade-school children. Experiential learning and internship opportunities for Spanish majors with teaching specializations.
 - iv. Fundación por la Justicia-a non-profit organization that works for the promotion and defense of human rights in Spain, Africa, Asia, and Latin America. Experiential learning and internship opportunities in the fields of public relations, political science, film studies, translation, social media and pre-law, among others.
 - v. Hospital de la Ribera-a teaching hospital with shadowing and clinical opportunities for nursing, pharmacy, occupation therapy and pre-med students studying Spanish.
5. EUROACE agrees to provide SDSU information to help it assess the quality of the EUROACE language and internship placements it is providing. This information will be provided upon the request of SDSU and in any event, no less often than as may be provided for in-national standards being developed for study-abroad programs. The details and information will also be in conformance with any such standards now in existence or hereafter developed.
 6. Students participating in a Program will maintain their enrollment at their home institution during the contracted part of their educational program abroad. EUROACE will be responsible for the enforcement of its rules and shall promptly notify SDSU in the event that such rules are not followed by a SDSU student. South Dakota State University, upon such notification, will begin appropriate disciplinary procedures if applicable.
 7. EUROACE will notify SDSU of the withdrawal of any SDSU student from a EUROACE Program. All contacts with SDSU will be made with its Academic Coordinator and the Study Abroad Office or designee.
 8. Academic credits and grades earned by SDSU students while on EUROACE Programs will be provided to the academic coordinator at South Dakota State University and will then be fully evaluated on behalf of the student in accordance with South Dakota State University's published policies.
 9. If any provision or provisions of this Agreement shall be held to be invalid, illegal, or unenforceable, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby, except as otherwise noted herein.

RESPONSIBILITIES OF EUROACE

EUROACE will:

- Provide staff support in Valencia to oversee the implementation of the language and internship program abroad logistics, and to be in charge of the students' welfare;
- Provide assistance in gathering necessary Spain-specific materials that will assist SDSU in its marketing and recruiting efforts of SDSU students;
- Will work within the deadline and timeframe boundaries of SDSU;
- Provide adequate and safe student housing for all students who participate in the Program.
- Will Implement the following student programs that support the study abroad experience: Orientation with internship placement;
- Follow the syllabus of the SDSU Spanish language course (From 6 to 10 hours per week);
- EUROACE may offer optional services: airport service, activities, excursions;
- EUROACE staff supporting these activities will be trained by EUROACE and/or will be given appropriate handbooks, guides, training materials, etc. that will outline all requirements for implementation;
- EUROACE will make every effort to integrate the students into its regularly scheduled student activities and events;

In addition, EUROACE will:

- Maintain that they adhere to all standards and professional requirements as set forth by SDSU and the U.S. partner institution issuing academic credits;
- Oversee a program structure of specific weeks for the Program and all of its components that admits students on a monthly basis;
- Bring to the attention of SDSU any challenges or problems that may be encountered and, with SDSU assistance and partnership, identify a solution;
- Euroace will provide an invoice for all costs associated with language classes, internship placement and a payment breakdown for SDSU for each student participant in the program.

RESPONSIBILITIES OF SOUTH DAKOTA STATE UNIVERSITY

- SDSU will determine the number of students that can be nominated to EUROACE for a Spanish Language Instruction and Internship placement.
- SDSU defines an Internship as an experience in a work setting for individuals who have been studying in a particular academic field. As compared to practicums, internships take on characteristics similar to real employment and focus on the independent application of skills and knowledge in the workplace setting. Students are under direct supervision of an on-site professional who manages assigned tasks. Additionally, academic program instructors communicate with the students during the Internship to evaluate their

academic progress and performance. Internships are usually considered to be full-time experiences, following the work schedule of the assigned placement.

- Internship students will be considered unpaid interns.
- Student participation for a university-offered or coordinated internship outside the country in an international context will follow all international policies and procedures for registration, paperwork completion, out of country insurance and risk management tracking.
- Students may be nominated from all SDSU majors. All applicants who are not native speakers of Spanish will take a language exam once on site to determine the correct course placement at the EUROACE language program.
- SDSU's School of American and Global Studies within the College of Arts, Humanities, and Social Sciences will appoint a faculty member to serve as the academic coordinator who will oversee the overall academic program and work directly with EUROACE regarding credit.
- SDSU's School of American and Global Studies within the College of Arts, Humanities, and Social Sciences will provide academic advising to the student to determine the available SDSU credit.
- SDSU's coordinators will work with the Registrar office to ensure that the student participating in EUROACE language courses and internship is enrolled in the appropriate self-support tuition section of language and internship for the agreed upon academic credit.
- SDSU students enrolled in classes and internships with EUROACE will be enrolled in and pay for the SD Board of Regents approved Cultural Insurance Services International (CISI) medical and security evacuation coverage.
- SDSU will receive a student grade report and internship evaluation documentation from EUROACE upon completion of the EUROACE language courses and internships program.
- SDSU will pay the invoice from EUROACE with a wire transfer in Euros.

APPOINTMENT OF COORDINATORS

Each institution shall designate an individual who will serve as coordinator for this agreement. The coordinator will be responsible for maintaining, revising, and/or renewing the agreement, as appropriate. In addition, each institution shall name at least one academic contact, and this person will coordinate the specific aspects of the agreement.

The following individuals at each institution will be responsible for coordinating this agreement:

South Dakota State University	Euroace, S, L.
PRIMARY CONTACT FOR AGREEMENT Name: Sally A Gillman, Ph.D. Title: Director for Education Abroad Office: Briggs Library 124, Box 2115 Email: sally.gillman@sdstate.edu Telephone: 605-688-6094	PRIMARY CONTACT FOR AGREEMENT Name: Isabel Torrecillas Title: Director of EUROACE Office: C/Colón, 18, 7° A Email: isabel@euroace.net Telephone: 0034-963-155-702
ACADEMIC UNIT CONTACT Name: Christi Garst-Santos, Ph.D. Title: School Director & Associate Professor of Spanish Office: Lincoln Hall 132A Email: Christine.Garst-Santos@sdstate.edu Telephone: 605-688-5102	ACADEMIC UNIT CONTACT Name: Isabel Torrecillas Title: Director of EUROACE Office: C/Colón, 18, 7° A Email: isabel@euroace.net Telephone: 0034-963-155-702

V. Terms of Agreement

1. This agreement shall be valid for a period of five years. This agreement will be effective upon signature of the responsible authority of each institution and may be terminated by either party by given written notice to the other institution six months in advance of the date of termination. This agreement can be renewed with a discussion between the parties, an updating of contacts, and new signatures. A termination of the agreement will not affect persons who have already begun the program under its provisions.
2. Matters not provided in this agreement shall be decided by mutual agreement between the two institutions.
3. Modifications of this agreement shall be made in the form of a written addendum signed by both parties. Nothing in the above agreement shall be construed as being legally
4. This agreement depends upon the continued availability of appropriated funds and expenditure authority for this purpose from the Legislature of the State of South Dakota. If for any reason the Legislature fails to appropriate or grant expenditure authority or if funds become unavailable by operation of law or federal funds reductions, this agreement will be terminated by the State. Termination for any of these reasons is not a default by the State nor does it give rise to a claim against the State.

South Dakota
State
University
USA

And
University
of
Santiago
de
Compostela
SPAIN

**ACADEMIC AFFILIATION AGREEMENT
BETWEEN
SOUTH DAKOTA STATE UNIVERSITY
BROOKINGS, SD
AND
INTERNATIONAL COURSES – UNIVERSITY OF SANTIAGO DE COMPOSTELA**

South Dakota State University (SDSU) and International Courses – University of Santiago de Compostela (ICUSC) wish to enter into an agreement of affiliation to enable students to participate in ICUSC programs. The purpose of this agreement is to set forth the applicable policies and procedures for the participation of students from SDSU in study abroad Spanish language and culture courses and health science internship programs offered by ICUSC. In exchange for valuable consideration, acknowledged by the parties, each party agrees to the following terms:

1. The ICUSC Program will be coordinated by ICUSC staff. The Language courses will be conducted at ICUSC location for the length of time determined by SDSU academic coordinator and the student.
2. ICUSC agrees that there is no minimum student number requirement to be met by South Dakota State University. In the event there are no students in any given year that this Agreement is in effect, this circumstance will not constitute a breach of this Agreement. SDSU agrees to assist students interested in the Programs by collecting and forwarding applications if required, recommend qualified students for participation, assist in providing pre-departure orientation information and grant academic credit for approved coursework successfully completed during the Program in which the student participates.
3. ICUSC and SDSU will assist students in selecting and registering for Programs offered through ICUSC. ICUSC retains the right to reject student applicants from the Programs that it deems academically ineligible for a particular Program.
4. ICUSC agrees to provide qualified students from SDSU with coursework and internship placement and to provide on-site orientation, academic counseling, student services, and accommodations (as appropriate to the study abroad program).
5. The internships partnerships available through and managed by ICUSC include but are not limited to the Clinical Hospital of the University of Santiago CHUS, which is the main hospital in Galicia. CHUS is part of *Servicio Galego de Saude* (SERGAS), which is an autonomous administrative body responsible for the management and provision of health services in the Public National Health Care system in the Region of Galicia.

6. ICUSC agrees to provide SDSU information to help it assess the quality of the ICUSC language and internship placements it is providing. This information will be provided upon the request of SDSU and in any event, no less often than as may be provided for in-national standards being developed for study-abroad programs. The details and information will also be in conformance with any such standards now in existence or hereafter developed.
7. Students participating in a Program will maintain their enrollment at their home institution during the contracted part of their educational program abroad. ICUSC will be responsible for the enforcement of its rules and shall promptly notify SDSU in the event that such rules are not followed by a SDSU student. South Dakota State University, upon such notification, will begin appropriate disciplinary procedures if applicable.
8. ICUSC will notify SDSU of the withdrawal of any SDSU student from an ICUSC Program. All contacts with SDSU will be made with its Academic Coordinator and the Study Abroad Office or designee.
9. Academic credits and grades earned by SDSU students while on ICUSC Programs will be provided to the academic coordinator at South Dakota State University and will then be fully evaluated on behalf of the student in accordance with South Dakota State University's published policies.
10. If any provision or provisions of this Agreement shall be held to be invalid, illegal, or unenforceable, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby, except as otherwise noted herein.

RESPONSIBILITIES OF ICUSC

ICUSC will:

- Provide staff support in Santiago de Compostela to oversee the implementation of the language and internship program abroad logistics, and to be in charge of the students' welfare;
- Provide assistance in gathering necessary Spain-specific materials that will assist SDSU in its marketing and recruiting efforts of SDSU students;
- Will work within the deadline and timeframe boundaries of SDSU;
- Provide adequate and safe student housing for all students who participate in the Program.
- Will Implement the following student programs that support the study abroad experience: Orientation with internship placement;
- Follow the syllabus of the SDSU Spanish language course (From 6 to 10 hours per week);
- ICUSC may offer optional services: airport service, activities, excursions;

- ICUSC staff supporting these activities will be trained by ICUSC and/or will be given appropriate handbooks, guides, training materials, etc. that will outline all requirements for implementation;
- ICUSC will make every effort to integrate the students into its regularly scheduled student activities and events;

In addition, ICUSC will:

- Maintain that they adhere to all standards and professional requirements as set forth by SDSU and the U.S. partner institution issuing academic credits;
- Oversee a program structure of specific weeks for the Program and all of its components that admits students on a monthly basis;
- Bring to the attention of SDSU any challenges or problems that may be encountered and, with SDSU assistance and partnership, identify a solution;
- ICUSC will provide an invoice for all costs associated with language classes, internship placement and a payment breakdown for SDSU for each student participant in the program.

RESPONSIBILITIES OF SOUTH DAKOTA STATE UNIVERSITY

- SDSU will determine the number of students that can be nominated to ICUSC for a Spanish Language Instruction and Internship placement.
- SDSU defines an Internship as an experience in a work setting for individuals who have been studying in a particular academic field. As compared to practicums, internships take on characteristics similar to real employment and focus on the independent application of skills and knowledge in the workplace setting. Students are under direct supervision of an on-site professional who manages assigned tasks. Additionally, academic program instructors communicate with the students during the Internship to evaluate their academic progress and performance. Internships are usually considered to be full-time experiences, following the work schedule of the assigned placement.
- Internship students will be considered unpaid interns.
- Student participation for a university-offered or coordinated internship outside the country in an international context will follow all international policies and procedures for registration, paperwork completion, out of country insurance and risk management tracking.
- Students may be nominated from all relevant SDSU majors. All applicants who are not native speakers of Spanish will take a language exam to determine if they have the necessary skills to participate in ICUSC language programs.
- SDSU's School of American and Global Studies within the College of Arts, Humanities, and Social Sciences will appoint a faculty member to serve as the academic coordinator who will oversee the overall academic program and work directly with ICUSC regarding credit.

- SDSU's School of American and Global Studies within the College of Arts, Humanities and Social Sciences will provide academic advising to the student to determine the available SDSU credit.
- SDSU's coordinators will work with the Registrar office to ensure that the student participating in ICUSC language courses and internship is enrolled in the appropriate self-support tuition section of language and internship for the agreed upon academic credit.
- SDSU students enrolled in classes and internships with ICUSC will be enrolled in and pay for the SD Board of Regents approved Cultural Insurance Services International (CISI) medical and security evacuation coverage.
- SDSU will receive a student grade report and internship evaluation documentation from ICUSC upon completion of the ICUSC language courses and internships program.
- SDSU will pay the invoice from ICUSC with a wire transfer in Euros.

APPOINTMENT OF COORDINATORS

Each institution shall designate an individual who will serve as coordinator for this agreement. The coordinator will be responsible for maintaining, revising, and/or renewing the agreement, as appropriate. In addition, each institution shall name at least one academic contact, and this person will coordinate the specific aspects of the agreement.

The following individuals at each institution will be responsible for coordinating this agreement:

South Dakota State University	ICUSC
PRIMARY CONTACT FOR AGREEMENT Name: Sally A Gillman, Ph.D. Title: Director for Education Abroad Office: Briggs Library 124, Box 2115 Email: sally.gillman@sdstate.edu Telephone: 605-688-6094	PRIMARY CONTACT FOR AGREEMENT Name: Gene Gonzalez Title: International Promotion & Management Office Office: Ave. das Ciencias, s/n Chalet 3 – Campus Vida Email: Gene.Gonzalez@usc.es Telephone: 0034-881-814-498 Ext. 14498
ACADEMIC UNIT CONTACT Name: Christi Garst-Santos, Ph.D. Title: School Director & Associate Professor of Spanish Office: Lincoln Hall 132A Email: Christine.Garst-Santos@sdstate.edu Telephone: 605-688-5102	ACADEMIC UNIT CONTACT Name: Gene Gonzalez Title: International Promotion & Management Office Office: Ave. das Ciencias, s/n Chalet 3 – Campus Vida Email: Gene.Gonzalez@usc.es Telephone: 0034-881-814-498 Ext. 14498

V. Terms of Agreement

1. This agreement shall be valid for a period of five years. This agreement will be effective upon signature of the responsible authority of each institution and may be terminated by either party by given written notice to the other institution six months in advance of the date of termination. This agreement can be renewed with a discussion between the parties, an updating of contacts, and new signatures. A termination of the agreement will not affect persons who have already begun the program under its provisions.
2. Matters not provided in this agreement shall be decided by mutual agreement between the two institutions.
3. Modifications of this agreement shall be made in the form of a written addendum signed by both parties. Nothing in the above agreement shall be construed as being legally
4. This agreement depends upon the continued availability of appropriated funds and expenditure authority for this purpose from the Legislature of the State of South Dakota. If for any reason the Legislature fails to appropriate or grant expenditure authority or if funds become unavailable by operation of law or federal funds reductions, this agreement will be terminated by the State. Termination for any of these reasons is not a default by the State nor does it give rise to a claim against the State.

South Dakota
State
University
USA

And

Jönköping
University
Sweden



**AGREEMENT ON ACADEMIC COOPERATION
BETWEEN
SOUTH DAKOTA STATE UNIVERSITY, USA
AND
JONKOPING UNIVERSITY, SWEDEN**

This **COOPERATION AGREEMENT** (the “Agreement”) is made and effective on the date written below and is entered between the following parties:

- (A)
- a. Höskolan för lärande och kommunikation i Jönköping AB, Org. No. 556487-2769, (School of Education and Communication, Jönköping University), a limited liability company organized and existing under the laws of Sweden and with its head office located in Jönköping, Sweden (hereinafter referred to as **”HLK”**), and
 - b. Tekniska Höskolan i Jönköping AB, Org. No. 556487-2751, (School of Engineering, Jönköping University) a limited liability company organized and existing under the laws of Sweden and with its head office located in Jönköping, Sweden (hereinafter referred to as **”JTH”**), and
 - c. Hälsohögskolan i Jönköping AB, Org. No. 556619-6399, (School of Health and Welfare, Jönköping University) a limited liability company organized and existing under the laws of Sweden and with its head office located in Jönköping, Sweden (hereinafter referred to as **”HHJ”**).

HLK, JTH and HHJ are also collectively referred to as “Jönköping University (JU).”

AND

- (B) South Dakota State University, a university under the control and management of the South Dakota Board of Regents, existing under the laws of South Dakota, in the United States of America (USA) and with its head office located in Brookings, South Dakota, USA (hereinafter referred to as SDSU.)

A and B individually also referred to as “Part”, “Party” or “Institution” and collectively as “the Parties” or “the Institutions”.

1. Background

- 1.1. Jönköping University is one of three Swedish private, non-profit institutions of higher education with the right to award doctorates. Jönköping University operates on the basis of an agreement with the Swedish Government and conforms to national degree regulations and quality requirements. The university is characterized by internationalization, an entrepreneurial spirit and collaboration with

surrounding society. The university is organized as a non-profit corporate group with Jönköping University Foundation as the parent organization and five wholly owned subsidiaries.

- 1.2. HLK is one of four specialized higher education schools within Jönköping University. HLK is a comprehensive institution offering Bachelor, Master and Doctoral education. HLK focuses on innovative learning and communication for careers in a changing global society. The vision at the School of Education and Communication is "Learning for tomorrow's challenges". The vision is to build for the future through learning, communication and research thereby preparing our students for mastering, locally and globally, the challenges that inevitably follow from continuous societal change.
- 1.3. JTH is one of four specialized higher education schools within Jönköping University. JTH provides education in civil engineering, computer engineering, industrial engineering and management, and mechanical engineering. Study programmes, second- and third cycle courses and research are developed within the research profile "Industrial product realization in cooperation, especially applications for small and medium sized companies." JTH has an excellent reputation worldwide when it comes to research on materials and manufacturing technology for casting. Other areas of research include industrial production, product development and information engineering. School of Engineering is one of Sweden's leading educators in the field of engineering and offers programmes at all three levels: Bachelor, Master and Doctoral.
- 1.4. HHJ focuses on education and research in healthcare and social work. It is characterised by high academic standards, clear-cut profile areas and long experience of education and research. The school offers several Bachelor and Master programmes in Swedish as well as a large number of single subject courses (some in English). Health, care, and social work are essential in our knowledge areas. Important subjects are Biomedical Laboratory Science, Biomechanics, Gerontology, Radiology Nursing, Nursing, Occupational Therapy, Oral Health, Prosthetics and Orthotics, Social Work, and Quality Improvement and Leadership in Health and Welfare.
- 1.5. South Dakota State University is a land-grant institution in the upper Midwest.
- 1.6. The Parties have expressed a mutual interest to initiate a strategic long-term cooperation which will comprise the areas marked below:
 - ☒ Student exchange between the Institutions
 - ☒ Staff exchange between the two institutions
 - ☒ Exchange of information and materials that are of mutual interest.
 - ☐ Joint research between academic staff (separate Agreement needed)
- 1.7. In order to regulate the terms and conditions hereof, the Parties have entered into this Cooperation Agreement.

2. Definitions

2.1. In this Agreement, unless otherwise is evident from the context, the following words and expressions shall have the meaning set forth below:

"Academic Year"

At HLK, JTH and HHJ the official academic year is divided into two Semesters (autumn and spring). The autumn semester is from August to January and the spring from January to June.

At South Dakota State University the official academic year is divided into two Semesters (autumn and spring). The autumn semester is from August to December and the spring from January to May.

"Credits"

In Swedish higher education 1.5 credits is equivalent to approximately 40 hours of total work. This includes lecture hours, group work, seminar etc.

In US higher education 1 credit is equivalent to approximately 15 contact hours of academic instruction. Additional hours of out of class preparation, group work, studio contact hours, labs, etc. is expected .

"the Cooperation"

The cooperation between the Parties according to this Agreement.

"Grading system"

HLK and HHJ use a grading scale running from A to F. The grades A, B, C, D and E are all passing grades. Students who receive an F are offered re-examination opportunities at HLK and HHJ.

At School of Engineering, Jönköping University a national grading scale is used. The grades are: fail or pass. Fail or 3 (pass), 4 (good), 5 (very good).

SDSU uses a grading scale running from A to F for classes that calculate into a Grade Point Average ("GPA"). The grades A, B, C and D indicate the student completed the course. There are additional grading systems for course that do not calculate into any GPA.

"Home Institution"

The Institution in which a student is formally enrolled or in where a Staff is employed.

"Host Institution"

The Institution that has agreed to receive an Exchange Student or accept a Staff from the Home Institution.

"Course Syllabus"

The Course Syllabus determine the structure of the educational course. A student admitted to Jönköping University has the right

to receive an education as specified in the Course Syllabus. All courses are based on a course syllabus. The course syllabus will contain information about the course's primary content, the learning objectives and the ways in which students' efforts are evaluated. The level of the course, number of Credits, specific entry requirements, forms of assessment with regard to the students' efforts, grading system, how a course is structured and any limitation regarding the number of examination opportunities must also be described.

Each Course Syllabus will contain the Course Subject, Number, and Credit Hours (as provided in D2L); Course Title (as provided in D2L) ; Instructor of Record and Contact Information; Office Hours and Availability to Students/Colleagues: Faculty will establish sufficient office hours to be available for student conferences and other client and colleague related duties. Faculty have a responsibility to post office hours and to inform the department where they can be reached during those office hours if they must be absent. Faculty will also make reasonable efforts to respond to student inquiries via email in a timely manner: Course Description (as it appears in the course catalog) and Course Prerequisites: Course Goals and Student Learning Outcomes: Course Meeting Time and Location (as provided in the student information system): Required Textbook(s)/Required Course Materials. Description of Instructional Methods; Tentative Course Schedule; Course Assignments and. Attendance/Make-up Policy

" Exchange Student"	Student enrolled in a Student Exchange Programme according to this Agreement.
"Tuition fees"	Tuition refers to a fee charged for educational instruction during higher education.
"Staff"	Include all categories of staff at an Institution: teacher, faculty and administrative staff.
"Staff Exchange"	Exchange of Staff between the Parties according to this Agreement.
"Student Exchange"	Exchange of Students between the Parties according to this Agreement.
"Undergraduate level"	The first level of university studies leading to a Bachelor degree.
"Graduate level"	The second level of university studies leading to a Master degree.

”Doctoral level”	The third level of university studies leading to a Doctoral degree (Ph.D.).
”Transcript”	Records of academic results.

3. Objective of the Cooperation

- 3.1. The objective of the Cooperation is to promote Student Exchange and Staff Exchange in order to develop and increase the quality and the internationalization of the higher education at each Institution. In addition, the Cooperation aims to provide all individual participants with a wider knowledge and understanding of other countries and cultures, which in future will be reflected in the education and research activities.

4. Student Exchange

- 4.1. The purpose of the Student Exchange is to enable Exchange Students to take courses at, but not to pursue a degree from, the Host Institution. Courses passed at the Host Institution will normally be accepted for Credits towards a degree at the Exchange Student’s Home Institution.

In addition, the Student Exchange aims to add new dimensions to the Exchange Students studies, to give them a chance to experience another country’s higher education first-hand, to enable them to learn about their subject from a new perspective and to improve their intercultural competence.

- 4.2. The Student Exchange is at the undergraduate level. Graduate exchange is not possible without admission to the Graduate School at South Dakota State University.
- 4.3. Each Institution undertakes to actively promote and give their students information about the Student Exchange, the other Institution and suitable courses at the other Institution.
- 4.4. Each Party undertakes to inform the other Party, without delay, of any changes of national or internal rules and regulations that may have effect on the Cooperation, e.g., definition of full-time studies, Credits and Grading system.
- 4.5. Students interested to participate in the Student Exchange will be screened for eligibility for admission by their Home Institution. Each Institution shall respect the admission requirements and enrollment constraints of the Host Institution. Prospective Exchange Students will be subject to the standard rules, regulations and enrollment constraints of the Host Institution in the admission process. The Host Institution shall always have final authority on admission decisions.
- 4.6. Each Party undertakes to strive for an equal Student Exchange each Academic Year. The Student Exchange between the Parties shall balance over a five-year period. The measure of exchange will be that one Semester at Jönköping University equals one Semester SDSU.
- 4.7. Exchange between HLK and SDSU may comprise 2 full-year SDSU and 2 full-year HLK students, or 4 semester-long SDSU and 4 semester-long HLK students per academic year.
Exchange between JTH and SDSU may comprise 2 full-year SDSU and 2 full-year JTH students, or 4 semester-long SDSU and 4 semester-long JTH students per academic year.
Exchange between HHJ and SDSU may comprise 2 full-year SDSU and 2 full-year HHJ students, or 4 semester-long SDSU and 4 semester-long HHJ students per academic year.

- 4.8. The Parties will negotiate the exact number of Exchange Students on a yearly basis. Agreement on the matter regarding the next Academic Year shall be made in November each year, at the latest.
- 4.9. HLK, JTH and HHJ will keep separate exchange balances with SDSU.
- 4.10. An individual Exchange Student's Student Exchange may not exceed one Academic Year of Full-time studies. For the purpose of this Agreement Full-time studies are defined as follows.
- (i) Full-time for Jönköping University, is defined thus:
 - a. Students at Undergraduate level, a minimum of 30 Credits per Semester
 - (ii) Full-time for SDSU, is defined thus:
 - a. Students at Undergraduate level, a minimum of 12 Credits per Semester
 - (iii) The Full-time equivalent number of credits for accreditation is calculated by the home institution according to its regulations and requirements.
- 4.11. Exchange Students shall pay tuition and other fees, if applicable, to their Home Institution in accordance with national rules and regulations. The Host institution will waive tuition and other required fees.
- 4.12. Given the tuition and fees payment at the Home Institution, the parties shall ensure that the number of students participating in the exchange on behalf of each institution shall remain in parity and make adjustments from time to time to accomplish this goal. The parties shall conduct at least every 3 years periodic reviews of the exchange program, including but not limited to the balance of student activity, and determine whether to continue, terminate or in the final year, renew, this Agreement.
- 4.13. SDSU is informed that JU does require all students, Exchange Students included, to pay the obligatory Student Union fee. SDSU does not require Exchange Students to pay the obligatory Student Discipline fees as per the South Dakota Board of Regents, policy 5.54.
- 4.14. Exchange Students are expected to meet the pre-requisites to participate in the Student Exchange, including language requirements.
- (i) At HLK, JTH and HHJ the pre-requisites are
 - a. The general pre-requisite for bachelor exchange students is at least one year of completed university studies at the home institution before the exchange semester. For applicants interested in master level courses, we recommend pre-requisites with the equivalence of a bachelor's degree of at least three or four years. All students must fulfil the pre-requisites of each chosen course. When signing the JU Course confirmation, the home institution certifies that the student fulfils the pre-requisites for each chosen course.
 - (ii) Language requirements at HLK, JTH and HHJ: Exchange students must have fluency in English equivalent to: TOEFL * Paper based: a minimum score of 575 with at least 4,5 in "Written test (TWE)" TOEFL * Internet based: a minimum score of 90 with at least 20 in "Written test (TWE)". IELTS Academic: * An overall score of 6.5 and no section below 5.5. Although language test scores are not formally required, all students are expected to meet the minimum English

requirements. The home institution is responsible for insuring the fluency in English of the students. See complete language requirements on the university website.

(iii) At SDSU the pre-requisites are

- a. Internet-based TOEFL Test (iBT): 61 *MyBest Score is now accepted.
- b. Paper-based TOEFL Test (PBT): 500.
- c. Academic IELTS: 5.5.
- d. A letter from the Home institution, Jonkoping University, will certify that the student has the appropriate English language proficiency.

- 4.15. During the Student Exchange the Exchange Student will take courses required by their Home Institution. The planning of each Student Exchange will be done in consultation between the Exchange Student, the Home Institution and the Host Institution. The Exchange Student is expected to meet the pre-requisites of the courses. The exact program of each student will be determined by the student with the approval of his or her home institution.
- 4.16. Exchange Students will be enrolled as non-degree students at the Host institution and will be eligible to have the same rights as all students at the Host institution. Exchange Students will also be expected to abide by the rules and regulations of the Host University.
- 4.17. Exchange Students will be responsible for arranging necessary visa/passport. The Parties shall not be liable to each other or to any other party for the failure of the Exchange Student to obtain the necessary documentation.
- 4.18. Exchange Students are responsible for all personal costs in connection with the Student Exchange, e.g., accommodation, travel, books, equipment, consumables, hospitalization, and other incidental expenses arising out of the exchange. Students from Jonkoping will not be charged for the International Student Fee. SDSU will inform Exchange Students of the specific days of transportation from the airport in Sioux Falls, SD to South Dakota State University, Brookings, SD. The SDSU health insurance requirement for all incoming international students will be waived for the incoming Jonkoping students given the coverage is comprehensive from the institution/country and is not just personal purchase.
- 4.19. The Host Institution shall advise Exchange Students regarding suitable housing and make reasonable efforts to assist the Exchange Students in arranging suitable accommodation.
- 4.20. For SDSU, due to US FERPA laws for student privacy, SDSU will direct students to the process to obtain an official Transcript in respect of the Exchange Student to his or her Home Institution after approved completion of the course/courses covered by the Student Exchange. For JU, the official Transcript of records will be sent directly to the Home Institution after the completed exchange.

5. Staff Exchange

- 5.1 Each Party undertakes to encourage Staff Exchange. The exact scope, meaning and duration of the exchange will be determined on a case-to-case basis and by mutual agreement.
- 5.2 All expenses associated with Staff Exchange will be arranged by the Staff in consultation with his/her Home Institution.

- 5.3 The Host Institution shall not be responsible for any financial obligations, including employment, compensation, travel, transportation, accommodation, health, dental, property and/or other expenses related to the visit or the research project, unless specifically agreed.

6. Other forms of cooperation

- 6.1. Any other forms of cooperation will be articulated with a separate agreement.

7. Force majeure

- 7.1. Either Party shall be excused from performance and shall not be in default in respect of any obligation hereunder to the extent that the failure to perform such obligation is due to a Force Majeure Event.
- 7.2. For the purpose of this Agreement, a “Force Majeure-Event” means any circumstance not within the reasonable control of the Party affected, but only if and to the extent that,
- (i) such circumstance, despite the exercise of reasonable diligence, cannot be or be caused to be prevented, avoided or removed by such Party, and
 - (ii) such circumstance materially and adversely affects the ability of the Party to perform its obligations under this Agreement, and such Party has taken all reasonable precautions, due care and reasonable alternative measures in order to avoid the effect of such event on the Party’s ability to perform its obligations under this Agreement and to mitigate the consequences thereof.

Subject to this provision a Force-majeure Event shall include, but not be limited to the following events: acts of war (whether declared or undeclared), invasion, acts of terrorists, riot and sabotage; earthquakes, hurricanes, floods or such other extreme weather or environmental conditions; strikes, lockouts labor disputes.

- 7.3. If a Party wishes to claim protection in respect of a Force Majeure-Event, it shall as soon as possible notify the other Party of the nature and expected duration of such Force Majeure-Event and shall thereafter keep the other Party informed until such time as it is able to perform its obligations.
- 7.4. The Parties shall use their reasonable endeavors to:
- (i) Overcome the effects of the Force Majeure-Event;
 - (ii) Mitigate the effect of any delay occasioned by any Force Majeure-Event; and
 - (iii) Ensure resumption of normal performance of this Agreement as soon as reasonably practicable and shall perform their obligations to the maximum extent practicable, provided that neither Party shall be obliged to settle any strike, lockout, labor dispute or such other action by its employees.

8. General Data Protection Regulation

On 25 May 2018, the Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data (the "General Data Protection Regulation" or "GDPR") became applicable.

Due to the Parties cooperation regarding student exchange personal data is being transferred between the Parties. The transfer of data takes place to third country meaning that personal data is being transferred to country outside the European Union (EU) and the European Economic Area (EEA).

With respect to transfers of personal data to party located outside of the EU/EEA, Jönköping University shall in advance of any such transfer ensure that such countries are recognized by the European Commission as providing an adequate level of data protection or that a mechanism is in place to provide appropriate safeguards and enforcement of personal data protection in compliance with the requirements of the GDPR.

9. Notices

9.1. All notices, requests and other communications pursuant to this Agreement shall be addressed in accordance with the contact details below:

- (i) HLK
Address: P.O. Box 1026, SE-551 111 Jönköping
Contact person: Mudar Hill, International Relations Manager
Telephone: +46 (0)36 10 1415
E-mail: mudar.hill@ju.se
- (ii) JTH
School of Engineering, Jönköping University
Address: P.O. Box 1026, SE-551 111 Jönköping, Sweden
Contact person: Heidi Woodhouse Schmit, International Relations Manager
Telephone: +46 (0)36 101547
E-mail: heidi.woodhouse-schmit@ju.se
- (iii) HHJ
School of Health & Welfare, Jönköping University
Address: P.O. Box 1026, SE-551 11 Jönköping, Sweden
Contact person: Anna Hagberg, International Relations Manager
Telephone: +46 (0)36 101046
E-mail: anna.hagberg@ju.se
- (iv) SDSU
Office of International Affairs, South Dakota State University
Address: 1300 North Campus Drive, Briggs Library 119
Contact person: Sally Gillman, Director for Education Abroad
Telephone: 1-605-688-6094
E-mail: Sally.Gillman@sdstate.edu

9.2. Notice of change of address shall be effective only when done in accordance with this section.

10. Relationship between the Parties

10.1. The relationship between the Parties established by this Agreement is that of independent contractors and nothing contained in this Agreement shall be construed to give either Party the power to direct or

control the day-to-day activities of the other. Neither Party is a representative or partner of the other party.

- 10.2. Neither Party shall have any right, power or authority to enter into any agreement for or on behalf of or incur any obligations or liability of or otherwise bind the other party.
- 10.3. The parties agree that this Agreement does not grant each institution any license of use or rights over the other party. The use of trademarks and/or denominations representative of either party are strictly prohibited without the owner's written consent.

11. Entire Agreement

- 11.1. This Agreement contains the entire agreement between the Parties with respect to the matters covered herein. No other agreements, representations, warranties or other matters, oral, written or purportedly agreed to shall be deemed to bind the Parties hereto with respect to the subject matter hereof.

12. Headings

- 12.1. The Section Headings contained in this Agreement are for reference purposes only and shall not in any way effect the meaning or interpretation of this Agreement.

13. Amendments and modifications

- 13.1. Any amendment or modification of this Agreement or additional obligation assumed by either Party in connection with this Agreement will only be binding if evidenced in writing signed by each Party or an authorized representative of each Party.

14. Term and survival of the Agreement

- 14.1. This agreement shall be valid for a period of five years. This agreement will be effective upon signature of the responsible authority of each institution and may be terminated by either party by given written notice to the other institution six months in advance of the date of termination. A termination of the agreement will not affect persons who have already begun an exchange under its provisions.
- 14.2. If one of the parties at Jönköping University decides to terminate the cooperation agreement with South Dakota State University, the cooperation agreement will continue to be effective with the parties that does not decide on terminating the cooperation.
- 14.3. Funding out. This agreement depends upon the continued availability of appropriated funds and expenditure authority from the South Dakota Legislature for this purpose. If for any reason the Legislature fails to appropriate funds or grant expenditure authority, or funds become unavailable by operation of law or federal funds restrictions, this Agreement will be terminated, as per 14.1, by the University. Termination for any of these reasons is not a default by the University nor does it give rise to a claim against the University or the South Dakota Board of Regents.
- 14.4. Matters not provided in this agreement shall be decided by mutual agreement between the two institutions. Additional joint activities will require the execution of a separate agreement.
- 14.5. Modifications of this agreement shall be made in the form of a written addendum signed by both parties.

14.6 Nothing in the agreement shall be construed as being legally binding.

15. Dispute resolution and applicable law

The Parties agree that any dispute, controversy or claim arising from this Agreement, the breach, termination of invalidity thereof, shall be solved through negotiation between the Parties. If no solution is founded the Parties will submit the controversy to mediation; this shall be conducted in English. Mediated settlement, if any, shall be reduced to writing. If necessary, both Parties will agree on a neutral arbitrator and agree to abide by its resolution.

VI. Terms of Agreement

This Agreement has been executed in two (2) original copies, and the Parties has received one copy each.

Signed on behalf of **Högskolan för Lärande och Kommunikation i Jönköping AB**
(School of Education and Communication,
Jönköping University)

Thomas Winman
Dean and Managing Director

Place and Date

Signed on behalf of **South Dakota State University**

Dr. Barry H. Dunn
President

Place and Date

Signed on behalf of **Tekniska Högskolan i Jönköping AB** (School of Engineering,
Jönköping University)

Ingrid Wadskog
Dean and Managing Director

Place and Date

Signed on behalf of **Hälsöshögskolan i Jönköping AB** (School of Health and Welfare, Jönköping University)

Eleonor Fransson
Acting Dean

Place and Date

Signature page

This document has been electronically signed
using eduSign.

eduSign

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – K
DATE: May 19-21, 2025

SUBJECT

Site Termination Requests – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

[AAC Guideline 2.3.2.4.B](#) – Site Termination

BACKGROUND / DISCUSSION

South Dakota State University has submitted a request asking that the following program sites be terminated (see Attachment I).

- Degree Program: Nursing (BSN) – Accelerated Program
Proposed Site to Terminate: Aberdeen
Justification: SDSU has been offering the Nursing (B.S.N.) - Accelerated program at Northern State University's campus in Aberdeen. However, SDSU seeks to terminate the accelerated program at this location and will instead focus on offering it in Rapid City and Sioux Falls.
- Degree Program: Nursing (PhD)
Proposed Site to Terminate: Aberdeen
Justification: SDSU has been offering the Ph.D. in Nursing program at Northern State University's campus in Aberdeen. However, SDSU seeks to terminate the program at this location and will instead focus on offering it online.

IMPACT AND RECOMMENDATION

SDSU does not anticipate any cost savings with this site termination, as the programs will continue to be offered in Rapid City and Sioux Falls (BSN) and online (PhD). Board staff recommend approval.

ATTACHMENTS

Attachment I – SDSU Site Termination Request – Nursing (BSN) – Accelerated Program
Attachment II – SDSU Site Termination Request – Nursing (PhD)

DRAFT MOTION 20250519_5-K:

I move to approve SDSU's requests to terminate the delivery site at in Aberdeen for the specified programs, as presented.



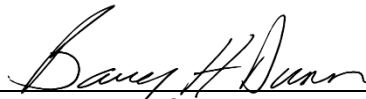
SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Termination of a Site

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Nursing (B.S.N.) – Accelerated Program
SITE PROPOSED FOR TERMINATION¹	Aberdeen
CIP CODE:	51.3801
UNIVERSITY DEPARTMENT:	Nursing
BANNER DEPARTMENT CODE:	SNUR
UNIVERSITY DIVISION:	College of Nursing
BANNER DIVISION CODE:	3N

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



 President of the University

3-14-25

 Date

1. **Program Degree Level:** Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐
2. **Category:²** Certificate ☐ Specialization ☒ Minor ☐ Major ☒
3. **Provide a justification for terminating delivery at the site:**
 SDSU has been offering the Nursing (B.S.N.) - Accelerated program at Northern State University's campus in Aberdeen. However, SDSU seeks to terminate the accelerated program at this location and will instead focus on offering it in Rapid City and Sioux Falls.
4. **If there are current students in the program, what are the implications of terminating the site and what is the plan for completion by the students?**
 There are no students currently enrolled in the program.
5. **What is the last date (day/month/year) by which a student can graduate in the program?**
 Spring 2025

¹ If this is an off-campus site, please include the physical address of the site as well as a description or name of the location.

² Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

- 6. What is the proposed date (day/month/year) terminated status takes effect (the proposed date for terminated status is also the last date a student may enroll in or declare the program)?**

Spring 2025

- 7. What are the potential cost savings of terminating the program site and what are the planned uses of the savings?**

There are no anticipated cost savings with termination of the program site.

- 8. What are the resulting employee terminations and other possible implications including impact on other programs?**

No employee terminations will result from termination of this site. The accelerated program will continue to be offered in Rapid City and Sioux Falls.



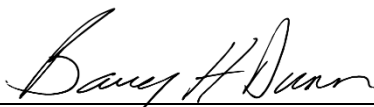
SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Termination of a Site

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Nursing (Ph.D.)
SITE PROPOSED FOR TERMINATION¹	Aberdeen
CIP CODE:	51.3801
UNIVERSITY DEPARTMENT:	Nursing
BANNER DEPARTMENT CODE:	SNUR
UNIVERSITY DIVISION:	College of Nursing
BANNER DIVISION CODE:	3N

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



 President of the University

3-14-25

Date

1. **Program Degree Level:** Associate ☐ Bachelor's ☐ Master's ☐ Doctoral ☒
2. **Category:²** Certificate ☐ Specialization ☐ Minor ☐ Major ☒
3. **Provide a justification for terminating delivery at the site:**
SDSU has been offering the Ph.D. in Nursing program at Northern State University's campus in Aberdeen. However, SDSU seeks to terminate the program at this location and will instead focus on offering it online.
4. **If there are current students in the program, what are the implications of terminating the site and what is the plan for completion by the students?**
There are no students currently enrolled in the program.
5. **What is the last date (day/month/year) by which a student can graduate in the program?**
Spring 2025
6. **What is the proposed date (day/month/year) terminated status takes effect (the proposed**

¹ If this is an off-campus site, please include the physical address of the site as well as a description or name of the location.

² Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

date for terminated status is also the last date a student may enroll in or declare the program)?

Spring 2025

- 7. What are the potential cost savings of terminating the program site and what are the planned uses of the savings?**

There are no anticipated cost savings with termination of the program site.

- 8. What are the resulting employee terminations and other possible implications including impact on other programs?**

No employee terminations will result from termination of this site. The accelerated program will continue to be offered in Rapid City and Sioux Falls.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – L
DATE: May 19-21, 2025

SUBJECT

Inactive Status and Program Termination Requests – SDSU & USD

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications and Inactivation/Termination

[AAC Guideline 2.3.2.5.A](#) – Programs on Inactive Status

[AAC Guideline 2.3.2.5.B](#) – Program Termination

BACKGROUND / DISCUSSION

South Dakota State University has submitted a request asking that the following program be terminated (see Attachment I).

- Consumer Affairs (BS) – Consumer Services Management Specialization
Justification: SDSU currently offers the Consumer Affairs program, and students in this program are required to graduate with a specialization in Consumer Services Management [SBS.CA-CSM] or Family Financial Management [SBS.CA-FFM]. This modification will discontinue the two existing specializations and instead offer the standalone major titled “Consumer Behavior.” The curriculum has been revised to align the program with the mission and strategic goals of the Ness School, eliminate redundancies, and improve efficiency while still maintaining the focus on consumers. Termination of the Consumer Services Management Specialization is contingent upon approval of the Consumer Behavior major.
- Consumer Affairs (BS) – Family Financial Management Specialization
Justification: SDSU currently offers the Consumer Affairs program, and students in this program are required to graduate with a specialization in Consumer Services Management [SBS.CA-CSM] or Family Financial Management [SBS.CA-FFM]. This modification will discontinue the two existing specializations and instead offer the standalone major titled “Consumer Behavior.” The curriculum has been revised to align the program with the mission and strategic goals of the Ness School, eliminate redundancies, and improve efficiency while still maintaining the focus on consumers. Termination of the Family Financial Management Specialization is contingent upon approval of the Consumer Behavior major.

(Continued)

DRAFT MOTION 20250519_5-L:

I move to approve the program termination request from SDSU and USD, as presented.

- Financial Counseling Graduate Certificate
Justification: The College of Arts, Humanities and Social Sciences requests to terminate the graduate certificate in Financial Counseling. The program was offered at SDSU in collaboration with the Innovative Digital Education Alliance (IDEA). IDEA is a consortium of public universities that offer collaborative online degree and certificate programs in human services and agriculture. The request to terminate the Financial Counseling Certificate is based on low program enrollment.
- Financial Counseling Minor
Justification: The Ness School has reviewed the courses in the minor to eliminate redundancies and improve efficiency. Consequently, the school proposes replacing the Financial Counseling minor with a new Financial Counseling and Planning minor, with restructured requirements. The updated minor will better prepare students for a growing career field and meet the educational requirements for the CFP® or AFCPE exams. Termination of the Financial Counseling Minor is contingent upon approval of the Financial Counseling and Planning Minor.
- Institutional Research and Assessment in Higher Education Graduate Certificate
Justification: The Jerome J. Lohr College of Engineering requests to terminate the graduate certificate in Institutional Research and Assessment in Higher Education. The request to terminate the certificate is based on low program enrollment.

The University of South Dakota has submitted a request asking that the following program be terminated (see Attachment II).

- Innovation and Entrepreneurship Minor
Justification: Innovation and Entrepreneurship currently offers separate minors for business majors and non-business majors. That division leads to unnecessary duplication of classes that does not benefit students. Deleting this minor and consolidating the two minors into a single minor for all students will make the program more effective and efficient.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSU Program Inactivation & Termination Requests

Attachment II – USD Program Inactivation & Termination Requests

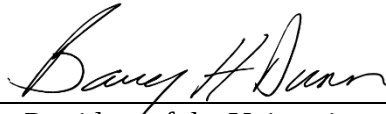


SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Consumer Affairs (B.S.) – Consumer Services Management Specialization [SBS.CA-CSM]
CIP CODE:	19.0402
UNIVERSITY DEPARTMENT:	Ness School of Management and Economics
BANNER DEPARTMENT CODE:	SSME
UNIVERSITY DIVISION:	Arts, Humanities and Social Sciences
BANNER DIVISION CODE:	3S

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



 President of the University

3/28/2025

Date

1. **Program Degree Level:** Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐
2. **Category:** Certificate ☐ Specialization ☒ Minor ☐ Major ☐
3. **The program action proposed is:** Inactive Status ☐ Termination ☒

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

SDSU currently offers the Consumer Affairs program, and students in this program are required to graduate with a specialization in Consumer Services Management [SBS.CA-CSM] or Family Financial Management [SBS.CA-FFM]. This modification will discontinue the two existing specializations and instead offer the standalone major titled "Consumer Behavior." The curriculum has been revised to align the program with the mission and strategic goals of the Ness School, eliminate redundancies, and improve efficiency while still maintaining the focus on consumers.

Termination of the Consumer Services Management Specialization is contingent upon approval of the Consumer Behavior major.

b. What is the plan for completion of the program by current students?

SDSU currently has 47 students enrolled in the Consumer Services Management Specialization. Current students will be allowed to graduate with this specialization.

c. What is the proposed date (day/month/year) program termination status begins

(program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)?

Spring 2025

- d. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?**

Spring 2025

- e. What is the last term or date (day/month/year) by which a student can graduate from the program?**

Spring 2030

- f. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**

By combining the two existing specializations into the single, broader Consumer Behavior major, the school will be able to eliminate redundancies and enhance efficiency in course offerings.

- g. What are the resulting employee terminations and other possible implications including impact on other programs?**

No employee terminations are necessary.

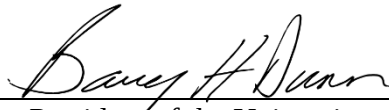


SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Consumer Affairs (B.S.) – Family Financial Management Specialization [SBS.CA-FFM]
CIP CODE:	19.0402
UNIVERSITY DEPARTMENT:	Ness School of Management and Economics
BANNER DEPARTMENT CODE:	SSME
UNIVERSITY DIVISION:	Arts, Humanities and Social Sciences
BANNER DIVISION CODE:	3S

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



 President of the University

3/28/2025

Date

1. **Program Degree Level:** Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐
2. **Category:** Certificate ☐ Specialization ☒ Minor ☐ Major ☐
3. **The program action proposed is:** Inactive Status ☐ Termination ☒

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

SDSU currently offers the Consumer Affairs program, and students in this program are required to graduate with a specialization in Consumer Services Management [SBS.CA-CSM] or Family Financial Management [SBS.CA-FFM]. This modification will discontinue the two existing specializations and instead offer the standalone major titled "Consumer Behavior." The curriculum has been revised to align the program with the mission and strategic goals of the Ness School, eliminate redundancies, and improve efficiency while still maintaining the focus on consumers.

Termination of the Family Financial Management Specialization is contingent upon approval of the Consumer Behavior major.

b. What is the plan for completion of the program by current students?

SDSU currently has 15 students enrolled in the Family Financial Management Specialization. Current students will be allowed to graduate with this specialization.

c. What is the proposed date (day/month/year) program termination status begins

(program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)?

Spring 2025

- d. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?**

Spring 2025

- e. What is the last term or date (day/month/year) by which a student can graduate from the program?**

Spring 2030

- f. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**

By combining the two existing specializations into the single, broader Consumer Behavior major, the school will be able to eliminate redundancies and enhance efficiency in course offerings.

- g. What are the resulting employee terminations and other possible implications including impact on other programs?**

No employee terminations are necessary.

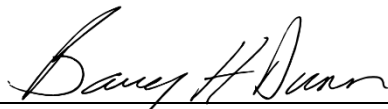


SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Financial Counseling Certificate [SCERTG.FCN]
CIP CODE:	19.0401
UNIVERSITY DEPARTMENT:	Ness School of Management and Economics
BANNER DEPARTMENT CODE:	SSME
UNIVERSITY DIVISION:	College of Arts, Humanities and Social Sciences
BANNER DIVISION CODE:	3S

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



 President of the University

3/28/2025

Date

1. **Program Degree Level:** Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐
2. **Category:** Certificate ☒ Specialization ☐ Minor ☐ Major ☐
3. **The program action proposed is:** Inactive Status ☐ Termination ☒

6. TERMINATION WITHOUT ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The College of Arts, Humanities and Social Sciences requests to terminate the graduate certificate in Financial Counseling. The program was offered at SDSU in collaboration with the Innovative Digital Education Alliance (IDEA). IDEA is a consortium of public universities that offer collaborative online degree and certificate programs in human services and agriculture. The request to terminate the Financial Counseling Certificate is based on low program enrollment.

b. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to Deleted)?

Fall 2024

c. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

There are no potential cost savings associated with terminating the program.

d. What are the resulting employee terminations and other possible implications including impact on other programs?

No employee terminations are necessary. Workload will be redirected to other programs in the school.

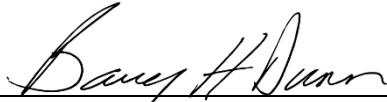


SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Financial Counseling Minor [SFCN]
CIP CODE:	19.0401
UNIVERSITY DEPARTMENT:	Ness School of Management and Economics
BANNER DEPARTMENT CODE:	SSME
UNIVERSITY DIVISION:	Arts, Humanities and Social Sciences
BANNER DIVISION CODE:	3S

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



 President of the University

3/28/2025

Date

1. **Program Degree Level:** Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐
2. **Category:** Certificate ☐ Specialization ☐ Minor ☒ Major ☐
3. **The program action proposed is:** Inactive Status ☐ Termination ☒

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

The Ness School has reviewed the courses in the minor to eliminate redundancies and improve efficiency. Consequently, the school proposes replacing the Financial Counseling minor with a new Financial Counseling and Planning minor, with restructured requirements. The updated minor will better prepare students for a growing career field and meet the educational requirements for the CFP® or AFCPE exams.

Termination of the Financial Counseling Minor is contingent upon approval of the Financial Counseling and Planning Minor.

b. What is the plan for completion of the program by current students?

SDSU currently has 28 students enrolled in the Financial Counseling Minor. Students who have declared the minor will be able to complete.

c. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)?

Spring 2025

- d. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?**
Spring 2025
- e. What is the last term or date (day/month/year) by which a student can graduate from the program?**
Spring 2030
- f. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
There are no employee terminations or other implications of this termination.
- g. What are the resulting employee terminations and other possible implications including impact on other programs?**
There are no employee terminations or other implications for this termination.

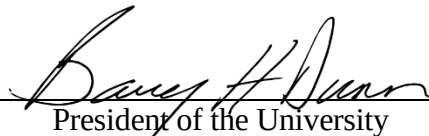


SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Institutional Research and Assessment in Higher Education Certificate [SCERTG.IRA]
CIP CODE:	13.0608
UNIVERSITY DEPARTMENT:	Department of Mathematics and Statistics
BANNER DEPARTMENT CODE:	SMAS
UNIVERSITY DIVISION:	Jerome J. Lohr College of Engineering
BANNER DIVISION CODE:	3E

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



 President of the University

4/14/2025

Date

1. **Program Degree Level:** Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐
2. **Category:** Certificate ☒ Specialization ☐ Minor ☐ Major ☐
3. **The program action proposed is:** Inactive Status ☐ Termination ☒
6. **TERMINATION WITHOUT ENROLLED STUDENTS**

a. Provide a justification for terminating the program:

The Jerome J. Lohr College of Engineering requests to terminate the graduate certificate in Institutional Research and Assessment in Higher Education. The request to terminate the certificate is based on low program enrollment.

b. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to Deleted)?

Spring 2025

c. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

There are no potential cost savings associated with terminating the program.

d. What are the resulting employee terminations and other possible implications including impact on other programs?

No employee terminations are necessary. Workload will be redirected to other programs in the school.



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Innovation and Entrepreneurship Minor
CIP CODE:	52.0701
UNIVERSITY DEPARTMENT:	Entrepreneurship, Management, and Marketing
BANNER DEPARTMENT CODE:	UEMM
UNIVERSITY DIVISION:	School of Business
BANNER DIVISION CODE:	2B

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

 President of the University

 Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

☐	Associate	☒	Bachelor's	☐	Master's	☐	Doctoral

2. Category (place an "X" in the appropriate box before the category):¹

☐	Certificate	☐	Specialization	☒	Minor	☐	Major

3. The program action proposed is (place an "X" in the appropriate box following the action):²

☐	Termination	☒

4. INACTIVE STATUS N/A

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

Innovation and Entrepreneurship currently offers separate minors for business majors and non-business majors. That division leads to unnecessary duplication of classes that do not

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

benefit students. Deleting this minor and consolidating the two minors into a single minor for all students would make the program more effective and efficient.

B. What is the plan for completion of the program by current students?

The innovation and entrepreneurship major will continue. Therefore, most students will not be affected. However, we would provide substitutions for any affected student.

C. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)?

1/08/2025

D. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?

1/08/2024

E. What is the last term or date (day/month/year) by which a student can graduate from the program?

Summer 2028

F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

We would see the elimination of at least one course which has seen lower enrollment. The cost savings would be reinvested in the program.

G. What are the resulting employee terminations and other possible implications including impact on other programs?

The change would not lead to any employee terminations.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – M

DATE: May 19-21, 2025

SUBJECT

DSU & SDSU – Literacy Coaching Certificate Memorandum of Agreement

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Dakota State University (DSU) and South Dakota State University (SDSU) seek to enter into an agreement establishing a collaborative partnership for the development and delivery of the proposed Literacy Coaching Certificate.

IMPACT AND RECOMMENDATION

The purpose of this agreement is to outline the terms and conditions under which SDSU and DSU will share teaching responsibilities for the Literacy Coaching Certificate program. The certificate is designed to enhance literacy coaching skills and ensure equitable access to high-quality instruction for students enrolled at both institutions.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Literacy Coaching Certificate Memorandum of Agreement – DSU & SDSU

DRAFT MOTION 20250519_5-M:

I move to approve the Memorandum of Agreement between DSU & SDSU in substantially similar form to that set forth in Attachment I.

Memorandum of Agreement (MOA)

Between South Dakota State University (SDSU) and Dakota State University (DSU)

This Memorandum of Agreement (MOA) is entered into on February 1, 2025, by and between South Dakota State University (SDSU) and Dakota State University (DSU), to establish a collaborative partnership for the development and delivery of the proposed *Literacy Coaching Certificate*, pending approval from the South Dakota Board of Regents.

Purpose

The purpose of this agreement is to outline the terms and conditions under which SDSU and DSU will share teaching responsibilities for the Literacy Coaching Certificate program. This program is designed to enhance literacy coaching skills and ensure equitable access to high-quality instruction for students enrolled at both institutions.

Program Structure

1. Admission

- The South Dakota Department of Education will notify each university of students who seek to enroll in the Literacy Coaching Certificate program.
- Each university will work with these prospective students towards completing the admission requirements.
- Each university will work with admitted students to enroll in coursework each semester for two years.

2. Credit Hour Allocation

- The Literacy Coaching Certificate will consist of a total of (18) distinct 1-credit-hour courses.
- Each university will coordinate with the other to build, offer, and deliver (9) 1-credit-hour courses over the duration of South Dakota Department of Education's federal grant twice.

1. The Parties intend to offer two cohorts of the program, the first running Fall 2025-Spring 2027, and the second Fall 2027-2029 respectively.

3. Course Delivery:

- Each semester, students enrolled at either institution will take coursework offered by both SDSU and DSU.
1. Each semester, there will be a rotation of 2 courses vs. 1 course offered by each institution so that an equal number of courses is taken by each student

- Courses may be delivered in various formats, including in-person, hybrid, or online, as agreed upon by both institutions.

4. Curriculum:

- Both institutions will collaboratively develop and maintain the curriculum to ensure consistency and alignment with program outcomes.
- Any modifications to the curriculum must be approved by both parties and align with South Dakota Board of Regents requirements.

Responsibilities of Each Institution

1. Teaching Responsibilities:

- SDSU and DSU will equally share teaching responsibilities, with each institution providing instructors for their designated 9 credit hours.
- Faculty from both institutions will meet at least once at the beginning of each quarter to coordinate instructional delivery and assessment.

2. Student Enrollment and Advising:

- Students will enroll in courses through their home institution (SDSU or DSU) and register for courses offered by the partner institution via established inter-institutional enrollment processes.
- Each institution will provide academic advising and support to its respective students.

3. Equivalency:

- SDSU and DSU agree to waive graduation requirements of having to complete more than 50% of the coursework at a student's home institution towards earning the Graduate Certificate.

4. Financial Arrangements:

- Tuition revenue will remain with the institution in which the student is enrolled for a given course and be funded by the South Dakota Department of Education.
- Both institutions will independently manage faculty compensation for the courses they deliver.

5. Marketing and Recruitment:

- Both institutions will collaborate on marketing and recruitment efforts for the Literacy Coaching Certificate program in conjunction with the South Dakota Department of Education.
- Promotional materials will include both SDSU and DSU branding.

6. Program Oversight:

- Representatives from both institutions, Evan Ortlieb (SDSU) and David DeJong (DSU), will meet periodically to:
 - Monitor program quality and effectiveness.
 - Resolve any operational issues.
 - Evaluate the program annually.

Duration and Termination**1. Duration:**

- This agreement shall continue until August 31, 2029.

2. Termination:

- This agreement will continue until the Parties enter an Articulation Agreement or other agreement necessary to jointly offer the certificate, or SDBOR does not grant the necessary approvals. Either party may terminate this agreement with a 12-month written notice, provided that currently enrolled students are allowed to complete the program under the agreed terms.

Amendments

Any amendments to this agreement must be made in writing and signed by authorized representatives of both SDSU and DSU.

Signatures

By signing below, the parties agree to the terms and conditions outlined in this MOA.

South Dakota State University

Name: _____

Title: _____

Date: _____

Dakota State University

Name: _____

Title: _____

Date: _____

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – N
DATE: May 19-21, 2025

SUBJECT

FY26 General Fund M&R Allocation and Projects

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6.6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

The table below outlines the distribution of FY26 general fund M&R funding for the South Dakota Regental universities. The University of South Dakota – Sioux Falls and Black Hills State University – Rapid City (formerly known as the University Centers) are excluded from this allocation as they do not receive general fund support. The Sanford School of Medicine (SSOM) has been incorporated into the University of South Dakota (USD) amount listed below. The general fund M&R allocation formula is based on 50% of the replacement values and 50% of the gross square footage of academic buildings. Board Policy 6:6 permits up to 5% of the M&R allocation to be used for planning and design, aiding universities in determining the appropriate scope of each proposed project.

FY26 General Fund M&R Allocation

Academic Buildings					
	<u>Square Feet</u>	<u>Allocation</u>	<u>Replacement Value</u>	<u>Allocation</u>	<u>Total Allocation</u>
BHSU	534,279	\$569,036	\$184,382,656	\$580,017	\$1,149,053
DSU	372,552	\$396,787	\$120,103,718	\$377,813	\$774,600
NSU	629,263	\$670,198	\$205,418,005	\$646,188	\$1,316,386
SDSMT	596,948	\$635,781	\$224,013,102	\$704,683	\$1,340,464
SDSU	2,336,777	\$2,488,791	\$777,717,367	\$2,446,484	\$4,935,275
USD	1,930,846	\$2,056,453	\$655,448,195	\$2,061,861	\$4,118,314
	6,400,665	\$6,817,046	\$2,167,083,043	\$6,817,046	\$13,634,092

(Continued)

DRAFT MOTION 20250519_5-N:

I move to approve the FY26 General Fund M&R projects as presented in Attachment I.

Attachment I provides the FY26 general fund maintenance and repair projects submitted by the institutions for approval. Each project is placed into one of the following categories: Public Health, Safety and Compliance; Building Integrity; Programmatic Suitability; Energy and Utility Savings; or Campus Infrastructure according to Board Policy 6:6. The policy provides for funding realignments and transfers between approved projects. Changes to the approved project list for projects estimated to cost \$100,000 to \$250,000 must be submitted for the Executive Director's approval and projects more than \$250,000 must be submitted for Board approval. Projects under \$100,000 (all costs and contracts inclusive) may be approved by the presidents or their designee.

IMPACT AND RECOMMENDATIONS

The available funding for FY26 is \$13,634,092, reflecting a decrease of \$9,088,656 from FY25 due to budget cuts.

Approval of the FY26 General Fund Maintenance and Repair projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – FY26 General Fund Maintenance and Repair projects

FY26 General Fund Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
Black Hills State University					
6G2601		Planning & Design			\$57,453
6G26XX	Woodburn Hall	Theater Renovation	Building Integrity	Renovation	\$250,000
6G26XX	Wenona Cook Academic	Mechanical Upgrades	Building Integrity	Renovation	\$750,000
6G26XX	Campus	Landscaping/Irrigation/Sidewalk Replacement	Campus Infrastructure	Renovation	\$91,600
FY26 General Fund M&R Projects Total					\$1,149,053
Dakota State University					
8G2601		Planning & Design			\$38,730
8G26XX	Karl Mundt Library	KML Renovations	Programmatic Suitability	Renovation	\$400,000
8G26XX	Habeger Science Center	Data Room Upgrades-Electrical	Programmatic Suitability	Alteration	\$150,000
8G26XX	East Hall	East Hall Restroom Renovations	Building Integrity	Renovation	\$120,000
8G26XX	Campus Wide	Infrastructure Upgrades	Campus Infrastructure	Repair	\$65,870
FY26 General Fund M&R Projects Total					\$774,600
Northern State University					
5G2601		Planning & Design			\$65,819
5G26XX	Barnett Center	Arena Curtain Replacement	Building Integrity	Renovation	\$225,000
5G26XX	Barnett Center	Hot Water Heater Replacement	Building Integrity	Renovation	\$150,000
5G26XX	Administration/Johnson	Stage Curtain Replacement	Building Integrity	Renovation	\$100,000
5G26XX	Graham Hall	Install Sprinkler System	Public Health, Safety, and Compliance	Renovation	\$375,000
5G26XX	Campus wide	Safety and Environmental Upgrades	Public Health, Safety, and Compliance	Alteration	\$400,567
FY26 General Fund M&R Projects Total					\$1,316,386
South Dakota School of Mines & Technology					
4G2601		Planning & Design			\$67,023
4G26XX	EEP	EEP Project Match	Building Integrity	Maintenance	\$644,672
4G26XX	Various	Roof Replacements	Building Integrity	Maintenance	\$500,000
4G26XX	Campus	Cathodic Protection Gas Lines	Campus Infrastructure	Maintenance	\$83,769
4G26XX	Various	Building Sealing	Building Integrity	Maintenance	\$45,000
FY26 General Fund M&R Projects Total					\$1,340,464
South Dakota State University					
3G2601	Campus	Planning & Design			\$246,764
3G26XX	Campus	Chilled Water Utility Connections	Campus Infrastructure	Maintenance	\$80,000
3G26XX	Campus	Emergency Roof Repairs	Building Integrity	Maintenance	\$40,000
3G26XX	Campus	Utility Meter Replacements	Campus Infrastructure	Maintenance	\$80,000
3G26XX	Oscar Larson PAC 2830	Replace Black Box Theater Sliding Door	Building Integrity	Repair	\$180,000
3G26XX	SD Art Museum 2250	Elevator Maintenance & Upgrades	Public Health, Safety, and Compliance	Repair	\$125,000
3G26XX	Yeager Hall 2235	Restroom Renovations	Building Integrity	Repair	\$420,000
3G26XX	Yeager Hall 2235	Elevator Maintenance & Upgrades	Public Health, Safety, and Compliance	Repair	\$160,000
3G26XX	Crothers Hall 2219	Concrete & Asphalt Classroom Lab Renovation	Programmatic Suitability	Renovation	\$150,000
3G26XX	Pugsley Center 2218	Joint Sealants & Tuckpointing	Building Integrity	Maintenance	\$500,000
3G26XX	Pugsley Center 2218	Roof Replacement	Building Integrity	Maintenance	\$350,000
3G26XX	Morrill Hall 2201	Storm Drainage Improvements	Building Integrity	Repair	\$100,000
3G26XX	Morrill Hall 2201	Elevator Maintenance & Upgrades	Building Integrity	Repair	\$120,000
3G26XX	Morrill Hall 2201	Joint Sealants & Tuckpointing	Building Integrity	Maintenance	\$260,000
3G26XX	Morrill Hall 2201	Restroom Renovations	Building Integrity	Renovation	\$240,000
3G26XX	F&S Customer Service 2150	Concrete Apron, Driveway, & Loading Dock	Building Integrity	Renovation	\$103,511
3G26XX	McFadden Hall 2140	Exhaust Upgrades & Roof Replacement	Building Integrity	Repair	\$770,000
3G26XX	McFadden Hall 2140	Elevator Maintenance & Upgrades	Public Health, Safety, and Compliance	Repair	\$305,000
3G26XX	Briggs Library 2115	Elevator Maintenance & Upgrades	Public Health, Safety, and Compliance	Repair	\$120,000
3G26XX	Wagner Hall 2275	Elevator Maintenance & Upgrades	Public Health, Safety, and Compliance	Repair	\$70,000
3G26XX	Wecota Annex 0509	Roof Replacement	Building Integrity	Repair	\$380,000
3G26XX	Wenona Hall 0507	Repair Wood Soffit, Dentils, and Freize	Building Integrity	Repair	\$135,000
FY26 General Fund M&R Projects Total					\$4,935,275
University of South Dakota					
2G2601	Campus	Planning & Design			\$205,916
2G26XX	Campus	Mechanical Repairs & Upgrades	Energy and Utility Savings	Repair	\$204,077
2G26XX	Belbas	Chiller Replacement	Energy and Utility Savings	Maintenance	\$118,055
2G26XX	Dakota Dome	Roof Replacement	Building Integrity	Renovation	\$1,060,266
2G26XX	Dakota Dome	Parking Lot Lighting Upgrade	Energy and Utility Savings	Renovation	\$80,000
2G26XX	Law School	Dean's Suite Renovation	Building Integrity	Renovation	\$2,200,000
2G26XX	SD Union	Elevator Upgrade	Public Health, Safety, and Compliance	Maintenance	\$250,000
FY26 General Fund M&R Projects Total					\$4,118,314
Grand Total FY26 General Fund M&R Projects					\$13,634,092

Refer to BOR Policy 6:6 Maintenance & Repair

⁽¹⁾ M&R Category

- A. Public Health, Safety, and Compliance
- B. Building Integrity
- C. Programmatic Suitability
- D. Energy and Utility Savings
- E. Campus Infrastructure

⁽²⁾ M&R Class

- A. Maintenance
- B. Repair
- C. Renovation
- D. Alteration

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – O

DATE: May 19-21, 2025

SUBJECT

FY26 Fee M&R Projects

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 13-53-6](#) – Tuition Rates and Fees

[BOR Policy 6.6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

In March 1993, the Board approved a per-credit-hour maintenance and repair fee on all on-campus courses. In 2007, the fee was increased to fund bonded, critical deferred maintenance projects. The per-credit-hour fee, now part of the on-campus tuition rate, is currently \$3.57 per credit hour after the FY26 tuition increase of 2.9%. The M&R fee is retained by each campus and is used to pay bonded indebtedness and to fund new maintenance and repair projects. Available funds are based on the estimated credit hour totals multiplied by the approved \$3.57 per credit hour fee. The FY26 projected revenues are as follows:

	FY26 Projected Credit Hours	\$3.57 M&R Fee Projected Revenue
BHSU	34,511	\$119,753
DSU	28,578	\$96,022
NSU	21,645	\$72,727
SDSM&T	51,843	\$174,192
SDSU	218,698	\$734,826
USD	148,729	\$499,729
	504,004	\$1,697,249

IMPACT AND RECOMMENDATIONS

The FY26 available funding is projected to be \$1,697,249, an increase of \$58,005 from FY25.

(Continued)

DRAFT MOTION 20250519_5-O:

I move to approve the FY26 Maintenance and Repair Fee projects as presented in Attachment I.

Approval of the FY26 Maintenance & Repair Fee projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – FY26 Maintenance & Repair Fee projects

FY26 Fee Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
<u>Black Hills State University</u>					
6R2601		Series 2007 Critical M&R Bond Payment			\$46,817
6R26XX	Young Center	Office & Conference Room Renovation	Building Integrity	Renovation	\$72,936
FY26 Fee M&R Projects Total					\$119,753
<u>Dakota State University</u>					
8R2601		Series 2007 Critical M&R Bond Payment			\$27,454
8R26XX	Campus Wide	ADA and Security Upgrades	Public Health, Safety, and Compliance	Alteration	\$68,568
FY26 Fee M&R Projects Total					\$96,022
<u>Northern State University</u>					
5R26XX	Campus Wide	Landscape/Concrete Repair	Campus Infrastructure	Maintenance	\$40,000
5R26XX	Campus Wide	Office and Classroom Upgrades	Building Integrity	Maintenance	\$32,727
FY26 Fee M&R Projects Total					\$72,727
<u>South Dakota School of Mines & Technology</u>					
4R2601		Series 2007 Critical M&R Bond Payment			\$28,899
4R26XX		Planning & Design			\$7,265
4R26XX	Various	Lab and Classroom Updates	Programmatic Suitability	Maintenance	\$98,028
4R26XX	Campus	Security Camera Replacements	Public Health, Safety, and Compliance	Maintenance	\$15,000
4R26XX	Campus	Concrete Repair	Public Health, Safety, and Compliance	Repair	\$25,000
FY26 Fee M&R Projects Total					\$174,192
<u>South Dakota State University</u>					
3R2601	Berg Hall	Series 2007 Critical M&R Bond Payment			\$351,269
3R26XX	Campus	Planning & Design			\$36,741
3R26XX	Campus	Campus Site Repairs & Improvements	Campus Infrastructure	Repair	\$30,000
3R26XX	Campus	Concrete Walk and Pavement Repairs	Campus Infrastructure	Repair	\$140,000
3R26XX	Campus	HVAC Control Upgrades	Energy and Utility Savings	Repair	\$106,816
3R26XX	Wagner Hall 2275	Restroom Renovations - ADA Upgrades	Public Health, Safety, and Compliance	Renovation	\$70,000
FY26 Fee M&R Projects Total					\$734,826
<u>University of South Dakota</u>					
2R2601		Series 2007 Critical M&R Bond Payment			\$166,170
2R26XX	Campus	Mechanical Repairs and Upgrades	Energy and Utility Savings	Maintenance	\$114,201
2R26XX	Campus	Electrical Repairs and Upgrades	Energy and Utility Savings	Maintenance	\$25,000
2R26XX	Campus	IT Infrastructure Upgrades	Campus Infrastructure	Maintenance	\$85,000
2R26XX	Campus	Security Camera & Card Access Upgrades	Public Health, Safety, and Compliance	Maintenance	\$29,358
2R26XX	Campus	Academic Building Maintenance & Upgrades	Public Health, Safety, and Compliance	Maintenance	\$80,000
FY26 Fee M&R Projects Total					\$499,729
Grand Total FY26 Fee M&R Projects					\$1,697,249

Refer to BOR Policy 6:6 Maintenance & Repair

⁽¹⁾ M&R Category

- A. Public Health, Safety, and Compliance
- B. Building Integrity
- C. Programmatic Suitability
- D. Energy and Utility Savings
- E. Campus Infrastructure

⁽²⁾ M&R Class

- A. Maintenance
- B. Repair
- C. Renovation
- D. Alteration

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – P
DATE: May 19-21, 2025

SUBJECT

Revised BOR Policy 1.7.3 (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1.7.3](#) – Unmanned Aircraft Systems Policy
[FAA UAS policy](#)
[SDCL ch 50-15](#)

BACKGROUND / DISCUSSION

Since the passage of BOR Policy 1.7.3 in March 2015, and subsequent revisions in 2017 and 2018, state and federal law has evolved and clarified the extent to which local entities can regulate the presence and use of unmanned aircraft systems (“UAS”) or “drones.” A review of the existing UAS policy indicated the need for revisions to ensure alignment with Federal Aviation Administration interpretation and guidance regarding state and local regulation of UAS, specifically to ensure that BOR policy does not overlap with or conflict with FAA regulation of aviation safety and airspace efficiency. Most significantly, adjustment was needed to clarify that while the FAA maintains regulation over areas such as allowable flight altitudes or flight paths in public airspace, institutions still maintain the ability to regulate certain use of UAS to protect institutional grounds or individuals from trespass, invasion of privacy, or other inappropriate uses.

IMPACT AND RECOMMENDATIONS

The proposed revisions leave crucial components in place, such as institutional designations of officers to educate institutional personnel on relevant requirements and policies, and to oversee compliance with FAA requirements (Certificates of Operation and Part 107 compliance) and state laws regarding UAS. The most significant changes adjust expectations around UAS use in institutional airspace, by clarifying which UAS operations are prohibited (monitoring or recording private institutional spaces or information) as opposed to specifying the locations where UAS may definitively operate. Finally, the proposed revisions clarify the interface with federal authority over certain airspace by

(Continued)

DRAFT MOTION 20250519_5-P:

I move to approve the second and final reading of the proposed revisions to BOR Policy 1.7.3 (Unmanned Aircraft Systems Policy) as presented.

denoting that potential violations of applicable laws or policies will be reported to law enforcement for engagement with federal enforcement authorities.

This is the second of two readings of the proposed revisions. There have been no additional revisions since the first reading at the April 2025 BOR Meeting.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 1.7.3 (Unmanned Aircraft Systems Policy)

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Unmanned Aircraft Systems Policy

NUMBER: 1.7.3

A. PURPOSE

To provide for the requisite oversight and authority for the operation of UAS, guidance concerning the appropriate operation of and uses for UAS, and to protect them from abuse and from unlawful or other misuse.

B. DEFINITIONS

- ~~1. **Certificate of Authorization (COA):** Pursuant to Federal Aviation Administration (“FAA”) regulations, the COA is an authorization issued by the Air Traffic Organization to a public operator for a specific UAS activity.~~
- ~~2. **Civil Operations:** Any UAS operations that are not “public operations” are civil operations. All UAS operations for commercial purposes, including university business, teaching and research, unless otherwise noted herein, are civil operations.~~
- ~~3. **Contracted UAS Use:** All UAS use conducted by contractors or third parties for institutional purposes pursuant to a contract with the university.~~
- ~~4. **Institutional Airspace:** Includes that portion of the air space between the surface of the ground and 300 feet above the ground or above a building or structure erected on the university property.~~
- ~~5. **Institutional UAS Use:** Any UAS operation by university employees or students as part of their university employment or as part of a university program.~~
- ~~6. **Model Aircraft:** UAS that is (1) flown for hobby or recreational purposes, per section 336(c) of the FAA Modernization and Reform Act of 2012 and any amendments thereto; (2) capable of sustained flight in the atmosphere; and (3) flown within visual line of sight of the aircraft operator. Model aircraft must not exceed 55 pounds and require FAA registration and appropriate marking prior to any flight operation.~~
- ~~7. **Part 107:** FAA final rule on Operation and Certification of Small Unmanned Aircraft Systems, 49 CFR Part 107 and any amendments thereto. This rule governs civil operations of small UAS weighing less than 55 pounds by a Remote Pilot in Command or under the direct supervision of a certified Remote Pilot. Part 107 does not apply to model aircraft.~~
- ~~8. **Private UAS Use:** All UAS operation that is not institutional UAS use or contracted UAS use, which includes model aircraft.~~
- ~~9. **Public Operations:** Include those aircraft owned and operated by government or public entities for governmental purposes and which are not operated under Part 107.~~

~~**10. Section 333 Exemption:** FAA exemption from certain approval requirements based on Section 333 of the FAA Modernization and Reform Act of 2012 and any amendments thereto, which grants the Secretary of Transportation the authority to determine whether an airworthiness certificate is required for a UAS to operate safely in the National Airspace System.~~

~~**11. Unmanned Aircraft Systems (“UAS”):** Unmanned aircraft and their associated elements (including communication links and the components that control the unmanned aircraft) that are required for the pilot in command to safely and efficiently operate the unmanned aircraft.~~

- 1. Unmanned Aircraft System or Drone (“UAS”):** Unmanned aircraft and their associated elements (including communication links and the components that control the unmanned aircraft) that are required for the pilot in command to safely and efficiently operate the unmanned aircraft.
- 2. Institutional property:** property or facilities owned, leased, or controlled by the SDBOR or an institution under its governance.
- 3. Airspace:** the air available to aircraft to fly in. See the FAA regulations and policy for more information and airspace classifications.

C. POLICY

1. Compliance with Federal Aviation Administration Regulations

~~The FAA has jurisdiction over all navigable airspace in the United States. All aircraft, whether manned or unmanned, are subject to FAA rules and regulations. All university employees, contractors, third parties, students and visitors operating UAS governed by this policy are responsible for complying with FAA regulations, state and federal laws, and university policies.~~

~~**2. Establishment of Institutional Administration**~~

~~Each institution that intends to operate UAS shall develop, implement and administer specific policies and procedures as necessary to comply with this policy and the requirements of state and federal law and designate an institutional office to assume responsibility for overseeing UAS compliance. The designated institutional office’s responsibilities shall include, but are not limited to, providing oversight and approval of institutional UAS use under Part 107, administering requests to pursue a COA or Section 333 exemption on behalf of an institutional unit, and ensuring compliance of institutional UAS use operating under a COA or Section 333 exemption.~~

~~**3. Institutional UAS Use**~~

~~Institutional UAS use must be conducted under Part 107 or by obtaining a Section 333 exemption or COA from the FAA. Any institutional UAS use permissible under Part 107 shall be considered a Civil Operation and governed by Part 107 unless the designated institutional office determines that a COA or Section 333 exemption is necessary and appropriate. Prior to granting approval for any institutional UAS use the designated institutional office must: (1) ensure the UAS operation is authorized under Part 107, a~~

~~Section 333 exemption, or a COA; (2) obtain adequate insurance coverage; (3) ensure each person controlling the UAS has received the requisite training, certification or licensure; and (4) establish and document such additional training, maintenance, logging and control procedures as may be required under FAA policy and guidance.~~

~~4. Institutional UAS Use Pursuant to Part 107~~

~~Any institutional UAS use permissible under Part 107 may be declared a Civil Operation and conducted in accordance with Part 107. Authorization to fly may be given by the designated institutional office upon completion of the documentation necessary to demonstrate compliance with the provisions of this policy and with the Part 107 pre-flight requirements. Operators must comply with all Part 107 requirements and restrictions, except to the extent that a waiver has been granted by the FAA and approved by the designated institutional office. The FAA summary of the Part 107 parameters is set forth in Appendix A.~~

~~5. Institutional UAS Use Pursuant to a COA~~

~~The FAA may grant permission to institutions to operate UAS, so long as their use qualifies as a government function under 49 USC §40125 and any amendments thereto. If an institution intends to operate UAS for a government function that cannot be conducted under Part 107, the institution must apply for and be granted a COA from the FAA. Government uses for purposes of the COA include research in furtherance of core governmental functions, institutional security, facilities maintenance, institutional relations and activities provided to the public at no cost incidental to an institution's public service mission.~~

~~The designated institutional office shall be responsible for determining if institutional UAS use conducted outside of Part 107 is necessary and appropriate, and if so, for pursuing a COA for such activity. COAs are only available to government agencies or public entities for operations that are considered public operations. COAs cannot be granted to public institutions for education or training since these applications are considered commercial in nature. A COA is granted to the institution, not to individuals. Data acquired through the use of the UAS belongs to the institution and not to the individual.~~

~~Due to the potential legal and risk management issues involved in managing a COA, the designated institution office must conduct due diligence, considering the need, any available alternative(s) and the pros and cons associated therewith, prior seeking a COA.~~

~~6. Institutional UAS Use pursuant to a Section 333 Exemption~~

~~Any institution wishing to engage in civil operations that are not permissible under Part 107 must pursue a Section 333 exemption. The designated institutional office shall be responsible for determining if institutional UAS use conducted outside of Part 107 is necessary and appropriate, and if so, for pursuing a Section 333 exemption for such activity.~~

~~7. Private UAS Use within institutional airspace~~

~~All private UAS use in institutional airspace requires prior approval and may not interfere with the use of institutional grounds. If an institution has not designated an institutional office to oversee UAS compliance, permission for private UAS use within institutional airspace shall be requested through the institutional office that administer requests for private use of institutional facilities.~~

~~The following restrictions apply to the time, place, and manner of private UAS use:~~

~~7.1. Only with prior permission;~~

~~7.2. Only during daylight hours;~~

- ~~7.3. Within full view and control of operator;~~
- ~~7.4. Not during outdoor institutional events;~~
- ~~7.5. Not over outdoor athletic facilities or any portion of the campus grounds within a 1,320 foot radius of the facility;~~
- ~~7.6. Not within 300 feet of buildings;~~
- ~~7.7. Not within 150 feet of persons or animals; and~~
- ~~7.8. Not in a manner which interferes with ground vehicles or traffic.~~

~~8. Contracted UAS Use~~

~~All contractors or third parties conducting contracted UAS use must provide the university with proper proof of insurance evidencing insurance coverage. The default coverage limit shall be \$1,000,000 minimum coverage per occurrence, but the institution may approve a different coverage limit in writing and include such limit in the contract.~~

~~9. UAS Compliance with Other Policies~~

~~This policy is to be read in conjunction with institutional policies regarding conduct while on institutional grounds and utilizing institutional resources.~~

C.

1. UAS and their operations are regulated by the Federal Aviation Administration (“FAA”) and all UAS operations on institutional property must comply with applicable local, state, and federal laws and regulations.
2. UAS operations by institutions’ students, employees, and their agents must comply with federal and state laws, FAA regulations, and applicable policies.
 - 2.1. Institutional UAS operations will be conducted in accordance with Part 107, pursuant to a Section 333 exemption, or a Certificate of Authorization (“COA”) from the FAA.
 - 2.2. All contractors conducting contracted UAS operations for an institution must provide the institution with proper proof of insurance evidencing insurance coverage. The default coverage limit shall be \$1,000,000 minimum coverage per occurrence, but the institution may approve a different coverage limit, provided such limit is stated in the contract.
3. Institutions will comply with the requirements of organizations with which they participate. Where the organization requires UAS no-fly over a qualifying event, such as for NCAA Division I athletics events, the event will be stopped until UAS flight has ended.
4. Each institution that intends to operate UAS shall develop, implement, and administer specific policies and procedures as necessary to comply with this policy and the requirements of local, state, and federal law.
5. Institutions shall designate an official to oversee UAS compliance, including providing advice and guidance to the institution and its stakeholders on purchasing and appropriate use of UAS on and off institutional property.
 - 5.1. Designated institutional officials will manage the Institution’s UAS in conformity with property management regulations and policies and ensure appropriate insurance is maintained.

- 5.2. Designated institutional officials will maintain a process and records related to official approvals for UAS use by students, employees, and contractors on behalf of the institution.
6. Institutions may seek federal designation for temporary airspace restrictions as allowed by law.
7. To protect the safety and privacy of institutional stakeholders, unless an exception is granted by the designated institutional official, institutions will not permit the following uses of UAS:
- 7.1. Inside any institutionally owned or leased building;
- 7.2. Monitoring or recording private institutional spaces including but not limited to offices, classrooms, labs, restrooms, locker rooms, individual residential rooms, dressing rooms, campus camp facilities, daycare facilities, and health treatment rooms; or
- 7.3. Monitoring or recording sensitive institutional or personally identifiable information, which may be found, for example, on an individual's workspaces, computer or other electronic displays.
8. Noncompliant operation of a UAS in violation of applicable laws or regulations may subject the UAS Operator to civil or criminal penalties.
- 8.1. Observed third party violations of applicable laws will be reported to law enforcement for engagement with federal enforcing agencies and violations by institutional employees and contractors will be reported in accordance with applicable policies and law.
- 1.9. Operation of a UAS in violation of this Policy, or institutional implementing policies, may result in disciplinary action consistent with Board of Regents and institutional policies.

FORMS / APPENDICES:

Appendix A (FAA News—June 21, 2016)None

SOURCE:

BOR March-April 2015; BOR March 2017; BOR August 2018; October 2023 (Clerical); BOR April 2025.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – Q
DATE: May 19-21, 2025

SUBJECT

Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 5-14-1](#) – Classification of Capital Improvements

[SDCL § 5-14-2](#) – Supervision by Bureau of Administration of capital improvement projects Payment of appropriated funds

[SDCL § 5-14-3](#) – Preparation of plans and specifications for capital improvements - State building committees - Approval by board or commission in charge of institution

[BOR Policy 6.4](#) – Capital Improvements

BACKGROUND / DISCUSSION

The attached list identifies the current capital improvement projects within the Board of Regents system and each project's regental building committee representative, estimated dollar amount, the source of funds, and the current status.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. As a reminder, the review and approval steps for capital projects are as follows:

1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins the architect evaluation process and the Building Committee interviews and selects the architect.
3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).

(Continued)

INFORMATIONAL ITEM

4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten-Year Plan.
5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
6. Final Design Plan submitted for Board approval.
7. The Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
8. The Board approves bid if there are substantive changes from Program Plan.

IMPACT AND RECOMMENDATIONS

Not applicable.

ATTACHMENTS

Capital Projects List – Attach I

South Dakota Board of Regents Capital Improvement Projects - May 2025

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.	
ACADEMIC FACILITIES									
Black Hills State University									
	BHSU-RC Addition & Renovation for West River Nursing	SB43-2022	ARPA	\$8,000,000	Dec. 23 Design Plan	Construction	2025	Partridge	
		SB172-2023	HEFF	\$5,114,644					
			Private	\$2,000,000					
			General	\$1,500,000					
									\$16,614,644
Dakota State University									
DSU-ARL		SB130-2022	Private	\$62,500,000	Dec-23 Design Plan	Construction	2026	Rave	
Athletics Events Center		HB1021-2022	Private	\$40,500,000	Mar-22 Design Plan	Construction	2024	Rave	
Madison Cyber labs (MadLabs)		HB1057-2018	Private	\$18,000,596	Oct-17 Design Plan	Completed	March-2020	Rave	
Northern State University									
Regional Sports Complex		HB1037-2019	Private	\$33,000,000	Jun-19 Design Plan	Final Inspection	2021	TBD	
Lincoln Hall Replacement		SB44-2022	ARPA Capital Projects Funds	\$29,500,000	Dec-23 Design Plan	Construction	2025	Frederick	
		SB173-2023	General Funds	\$1,500,000					
			Auxiliary Plant Funds	\$450,000					
Gerber Hall Renovation		HB1049-2023	General Funds	\$2,500,000	Apr-24 Design Plan	Construction	2025	Frederick	
			HEFF/General FundsM&R Match	\$2,500,000					
				\$5,000,000					
South Dakota School of Mines and Technology									
Nucor Mineral Industries Building		SB156-2021	Private	\$12,000,000	Dec-21 Facility Design	Final Inspection	2024	Partridge	
		SB333-2023	Local State	\$6,400,000 ~~\$23,400,000~~ \$41,800,000					
Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning	TBD	Dittman	
Student Innovation Center			Private		Jun-14 Facility Stmt	A/E Selection	TBD	Lochner	
Stadium Renovation			HEFF Funds Local Private		Dec-19 Facility Stmt	A/E Selection	TBD	Lochner	
South Dakota State University									
Cottonwood Range and Livestock Field Station		SB 84 - 2022	General Funds	\$6,000,000	Aug-24 Design Plan	Construction	2025	Partridge	
			Grant Funding	\$1,500,000					
				\$7,500,000					
McFadden Northern Plains Biostress		HB 1049 - 2023	General Funds	\$6,000,000	May 2024 Program Plan/Design Plan (Revised)	Construction	2026	Roberts	
			HEFF M&R/Other	\$6,000,000					
				\$12,000,000					
Rodeo Grounds Practice Facility			Private	TBD	Apr-20 Facility Stmt	Planning		Rasmussen	
SJ Marshall Center - Addition, Phase 2		HB1022-2022	Private	\$44,000,000	Dec-21 Design Plan (Revised)	Construction	2024	Roberts	
			Local	\$4,000,000					
			HEFF M&R	\$6,000,000					
Soccer Competition Venue			Donations	TBD	Dec-23 Facility Stmt	Planning	TBD	TBD	
					Mar-22	Planning	TBD	TBD	
South Dakota Art Museum-New Construction			Donations	TBD					

South Dakota Board of Regents Capital Improvement Projects - May 2025

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
					Facility Stmt			
Swine Unit - Wean To Finish Barn Addition			Donations	TBD	Dec-24 Facility Stmt	Design	TBD	Lochner
The Barn Renovation (replaces the Visual Arts Project in the 2012 Capital Project)	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds Private	\$7,500,000 \$3,315,000 \$10,815,000	Jun-2020 Facility Stmt	Planning	TBD	Frederick
Transient Animal Facility		HB1032-2023	Insurance	\$1,400,000	Dec-23 Facility Stmt	Design	2026	Exempted
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds HEFF M&R	\$5,000,000 \$5,043,000 \$10,043,000	Mar-16 Program Plan	Phased Project Design & Construction	2029	Roberts

University of South Dakota

Health Science Building		SB40-2020	HEFF Bond M&R Bond One-Time State Funds Private Funds Local Funds	\$7,500,000 \$5,000,000 \$5,000,000 \$4,500,000 \$875,000 \$22,875,000	Oct-21 Design Plan (Revised)	Construction	2022	Partridge
South Dakota Union Renovation			One-Time State Funds M&R HEFF M&R General	\$3,430,000 \$54,631 \$4,335,369 \$7,820,000	Mar-23 Design Plan	Construction	2024	TBD
Churchill-Haines Building Renovation			One-Time FY25 M&R HEFF Funds Campus M&R Local Funds	\$9,015,027 \$1,034,973 \$350,000 \$10,400,000	Dec-24 Program Plan	Bid	2027	Rasmussen

REVENUE FACILITIES

Dakota State University

New Residence Hall & Student Life Facility			Auxiliary Bonds Private	\$12,000,000 \$500,000 \$12,500,000	Dec-19 Design Plan	Completed	Aug-21	Roberts

South Dakota School of Mines and Technology

Surbeck Center Addition			Private	\$10,206,000	Aug-24 Design Plan	Construction	2026	TBD

South Dakota State University

Larson Commons Renovation - Phased Project			Private (Food Serv Provider) Revenue Bonds Auxiliary Total	\$8,190,000 \$8,000,000 \$1,810,000 \$18,000,000	Oct-22 Facility Stmt	Construction	2025	Roberts
University Student Union Renovations & Remodeling - Phase 4			General Activity Fees	\$7,920,300	Jun-23 Program Plan	Design	2024	

University of South Dakota

Wellness Center Expansion		SB42-2022	Auxiliary Funds Auxiliary Bonds Private Funds Local Funds	\$5,000,000 \$3,900,000 \$13,989,588 \$8,360,412	Jun-22 Design Plan (Revised)	Construction	2024	Roberts

South Dakota Board of Regents Capital Improvement Projects - May 2025

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
				\$31,250,000				

- Board Action:**
- 1) Preliminary Facility Statement
 - 2) Facility Program Plan
 - 3) Design
 - 4) Bid - Board approves substantive changes from program Plan

- Project Status:**
- 1) Planning
 - 2) A/E Selection
 - 3) Design
 - 4) Bid
 - 5) Construction

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – R
DATE: May 19-21, 2025

SUBJECT

Intent to Plan Requests

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

BACKGROUND / DISCUSSION

Per BOR Policy 2.3.2, Intent to Plan requests are reviewed by the Executive Director (or designee) and if approved to the next step are then reviewed by the Academic Affairs Council for feedback, consultation, and possible collaboration. BOR academic leadership then provides a report to the Board's Committee on Academic and Student Affairs regarding submitted Intent to Plan requests with a report to the full Board placed under the Consent section of the agenda as a routine informational item. The approval of an Intent to Plan proposal does not overwrite the Full Proposal process and does not guarantee approval of the Full Proposal by the Board.

IMPACT AND RECOMMENDATION

This report will provide the intent to plans that were approved by the Executive Director and will be followed by a full proposal in a future Board meeting.

1. [NSU – BSEd in Career & Technical Education](#)

The proposed program will equip future educators with the knowledge and skills to teach in career-focused fields at the secondary level. In addition to core secondary education coursework, the program includes specialized training in career and technical education history, authentic assessment, work-based learning coordination, and curriculum development. Graduates will be prepared to design industry-aligned instruction, manage work-based learning experiences, and support workforce development through high-quality teaching. Successful completion leads to secondary education certification with a CTE specialization.

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Informational Items
Consent

REVISED
AGENDA ITEM: 5 – S
DATE: May 19-21, 2025

SUBJECT

Interim Actions of the Executive Director

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1.1.4](#) – Executive Director

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

[BOR Policy 5.4](#) – Purchasing

[BOR Policy 6.6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

Per BOR Policy, the Executive Director is granted authority to act on and/or authorize approval of various requests on behalf of the Board. In instances where these actions occur, the Executive Director shall provide the Board a summary of these requests and approvals at each regularly scheduled Board meeting.

A portion of the interim actions of the Executive Director often include authorizing maintenance and repair projects submitted by the campuses whose costs range between \$50,000 and \$250,000 using institutional funds, donations, or funds not previously approved by the Board. Other finance-related action may also be the purchase of assets between \$250,000 and \$500,000 as well as any emergency approval of maintenance and repair projects.

IMPACT AND RECOMMENDATION

The list provided in Attachment I summarizes the interim actions taken by the Executive Director, or his designee.

ATTACHMENTS

Attachment I – Interim Actions of the Executive Director

INFORMATIONAL ITEM

INTERIM ACTIONS

Maintenance and Repair Projects ((\$50,000 - \$250,000))

Northern State University

McWelsh Hall Heating System Upgrade: Northern State University (NSU) is requesting the use of \$140,000 of auxiliary funds for McWelsh Hall heating system upgrades. This project would replace existing zone pump system consisting of 6 smaller circulators with the primary and back up pump system utilizing the steam to hot water heat exchanger and compression tank. The current system caused problems last heating season and must be upgraded.

Capital Asset Purchase (greater than \$250,000)

Dakota State University

Data Center Storage Arrays: Dakota State University (DSU) is requesting the use of general funds for the purchase of two data center storage arrays for a centrally managed data center. This purchase is for storage containers that are part of the Technical Operations Strategy at DSU. This includes two containers designated for DSU, one for the primary data center in Madison and one for the secondary site in Sioux Falls. These containers have been sized and scoped to support the academic virtual cyber range (machines and data) the research environment (machines and data), production environment and associated data. NetApp is the standard storage at SDBOR. The cost is \$499,999 per storage container.

Executive Employment Approvals

Institution	Employee Name	Title	Current Salary	New Salary	% Increase
DSU	Miranda Morris	Assistant to the President	\$59,344	\$62,311	5%
SDSMT	Aaron Grimm	Budget Manager	\$65,000	\$73,656	13%
SDSMT	Srivatsan Jayaraman Sridharan	Research Scientist II	\$55,225	\$63,200	14%
SDSMT	Nathan Madden	Research Scientist III	\$69,838	\$76,822	10%
SDSMT	Amlan Kar	Research Scientist III	\$72,099	\$79,309	10%
USD	Trevor Mandernach	TRIO SSS Counselor	\$52,620.55	\$55,251.58	5%
SDSD	Sharon Jones	Outreach Consultant	\$56,510	\$59,456	5.21%

Institution	Employee Name	Title	Current Salary	New Salary	% Increase
SDSD	Denika Boomsma	Outreach Consultant	\$54,236	\$59,771	10.21%
SDSD	Angela Bechtold	Outreach Consultant	\$58,112	\$61,116	5.17%
SDSD	Erica Mortensen	Outreach Consultant	\$60,956	\$65,520	7.49%
SDSD	Shawna Goldhammer	Outreach Consultant	\$62,000	\$66,220	6.81%
SDSD	Nina Ringstmeyer	Outreach Consultant	\$64,910	\$68,320	5.25%
NSU	Salvador Villegas	Assistant Professor	\$113,083	\$128,363	13.5%
NSU	Michael Abu-Sirriya	Director of International Programs	\$56,960	\$60,873.00	6.8%
SDSMT	Annika Stephens	Women's Volleyball Coach	\$37,401	\$40,000	7%
DSU	Jason Mixon	Assistant Professor	\$82,495	\$92,525	12%

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – T
DATE: May 19-21, 2025

SUBJECT

Audit Committee Report

CONTROLLING STATUTE, RULE, OR POLICY

[BOR By-Laws](#), Section 3.1.3: Audit Committee

BACKGROUND / DISCUSSION

This is a review of the actions taken by the Audit Committee since the last Board meeting.

On May 16, 2025, the Audit Committee met to discuss the Public Service Activity Report, grant activity, clearing account reconciliations, and the FY26 Audit Plan. Audit Committee members are Regents Randy Frederick, Randy Rasmussen, and Jim Lochner.

IMPACT AND RECOMMENDATION

None

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – A

DATE: May 19-21, 2025

SUBJECT

SDSBVI Comprehensive Plan for Special Education

CONTROLLING STATUTE, RULE, OR POLICY

[ARSD § 24:05:21:01](#) – Local Education Comprehensive Plans – Contents

BACKGROUND / DISCUSSION

Each local school district and accredited school is required to annually submit a Comprehensive Plan for Special Education to the South Dakota Department of Education that details how the school will implement federal and state laws and special education regulations.

The Comprehensive Plan addresses the following major areas:

- I. Communication
- II. Child Count
- III. Timelines
- IV. Individualized Education Program (IEP)
- V. Evaluation
- VI. Individualized Education Program (IEP) Team
- VII. Parental Prior Written Notice
- VIII. Discipline Procedures
- IX. State and District Wide Assessment Procedures
- X. Procedural Safeguards
- XI. File Maintenance

In addition to this document, much of the information in the Comprehensive Plan is documented in the SDSBVI school policy handbooks.

IMPACT AND RECOMMENDATION

Each year the Board of Regents is asked to approve the Comprehensive Plan developed by SDSBVI staff. Local school boards across the state are required to approve similar plans, and since the SDBOR serves in this capacity for SDSBVI, formal Board approval is required prior to submission.

(Continued)

DRAFT MOTION 20250519_6-A:

I move to approve the South Dakota School for the Blind and Visually Impaired's Comprehensive Plan for Special Education as presented for signature by the BOR President.

Board staff recommend approval.

ATTACHMENTS

Attachment I – SDSBVI Comprehensive Plan & Signature Page

South Dakota Agency Comprehensive Plan

Free and Appropriate Public Education (FAPE) 34 C.F.R. §§ 300.101-300.108, 300.110; ARSD 24:05:13:02

The district/cooperative and all member schools/districts will make available to all children with disabilities residing in the district(s) between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 300.530(d); 24:05:26 and 24:05:26.01, ARSD.

State monitoring -- Primary focus. ARSD 24:05:20:18.01. The department shall monitor the implementation of this article, enforce this article in accordance with §§ 24:05:20:23.03 and 24:05:20:23.04 and annually report on performance under this article. The primary focus of the department's monitoring activities shall be on:

- (1) Improving educational results and functional outcomes for all children with disabilities; and
- (2) Ensuring that public agencies meet the program requirements under Part B of the IDEA, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

As a part of its responsibilities under this section, the department shall use quantifiable indicators and such qualitative indicators as are needed to adequately measure performance in the priority areas identified in § 24:05:20:18.02 and the indicators established by the U.S. Secretary of Education for the state performance plan.

The [South Dakota School for the Blind and Visually Impaired](#) (SDSBVI) has formally adopted the following policies and procedures as their comprehensive plan for special education. The intent of this document is to identify the responsibilities of the district and the SDSBVI.

CERTIFICATION- I certify that I have read and reviewed the above assurance and will comply with all provisions of applicable federal and state laws.

Signature of Authorized Official

Date

Typed Name and Title

Address/State/Zip

Telephone Number

*This page must be signed by the agency official listed above and returned to:

Department of Education Special Education Programs
800 Governor's Drive
Pierre, SD 57501

Section I.

Communication between the SDSBVI and LEA is vital to the success of the student. This includes communicating about meetings, evaluations, timelines, and etc.

The South Dakota School for the Blind and Visually Impaired (SDSBVI) Superintendent and/or designee will connect with the LEA Superintendent, Special Education Director, and/or designee on the communication and collaboration of meetings, evaluations, timelines, progress monitoring and any other coordination of services. The SDSBVI superintendent and/or designee will coordinate meetings, evaluations, and timelines, etc. for students enrolled full-time at SDSBVI. For students with partial enrollment, the coordination of meetings, evaluations, timelines, etc. will remain the LEA's responsibility.

Section II. Child Count

Child Count 34 C.F.R. §300.640; ARSD 24:05:17

- a. Child Count data is the collection of enrollment information for students with disabilities ages 3-21 that are receiving Special Education services. Accurate reporting ensures who is responsible for providing services to identified students.

SDSBVI does not report child count.

SDSBVI's Administrative Assistant or Designee will input student specific data into the statewide Student Information Management System (SIMS) for students enrolled at SDSBVI.

The Superintendent's Administrative Assistant or Designee will work with the LEA and the South Dakota Department of Education to ensure the accuracy and reliability of the data, as well as address any errors, overlaps, or corrections.

Section III. Timelines

Evaluation 34 C.F.R. §300.122; ARSD 24:05:25

Yearly Review and revision of individual educational programs 34 C.F.R. §300.324; ARSD 24:05:27:08

- a. Special Education has explicit timelines that need to be followed. Those timelines are associated with;
 - i. Annual Meetings
 - ii. Eligibility
 - iii. Evaluation – Initial and reevaluation

The SDSBVI Superintendent and/or designee will communicate with the LEA Superintendent, Special Education Director, and/or designee on the collaboration of annual IEP meetings, evaluations, timelines, etc. The SDSBVI superintendent and/or designee will initiate and coordinate annual meetings, eligibility, and re-evaluations for students who attend SDSBVI full

time. For students with partial enrollment, the initiation and coordination of annual meetings, eligibility, and re-evaluations will remain the LEA's responsibility.

Section IV. Individualized Education Program (IEP)

Development of the IEP 34 C.F.R. 300.112; ARSD 24:05:27

- a. Identify who will be responsible for writing the IEP. Some agencies have certified special education staff on-site and can develop the IEP.

Certified Special Education staff at SDSBVI will write the IEP for students who attend SDSBVI full time. For students with partial enrollment at SDSBVI, the writing of the IEP will remain the LEA's responsibility with the input from SDSBVI staff.

- b. The agency works directly with the student and has the knowledge of the strengths and needs of the student. The district and the agency must work together to develop a comprehensive IEP based on the needs of the student.

SDSBVI, the LEA, and any related service providers will collaborate to create a draft of proposed ideas prior to the IEP meeting. LEA representatives are encouraged to visit and observe students from the district within their classroom at SDSBVI to assist in keeping up-to-date with current needs. Progress reports will be provided to the LEA on a quarterly basis to assist them in overseeing the progress. SDSBVI and LEA's will continually monitor student's needs and progress to assist in determination of any changes to least restrictive environment is warranted.

- c. Every student on an IEP will have annual goals. These goals are written to be measurable and progress will be documented. Each student's progress must be reported to the parent as specified in the IEP.

Annual IEP progress monitoring reports for students who attend SDSBVI full time will be reported to student parent/guardian and LEAs quarterly each school year via postal mail or electronic notification by SDSBVI. The LEA will be responsible for collecting and disseminating progress reports for students who do not attend SDSBVI full time.

- d. The IEP identifies the individual services that each student with a disability will receive. These services identified in the IEP documents the amount of service and frequency related but not limited to, special education services, related services, transition services, etc.

The determination and implementation of special education services, related services, and transition services will be made by the IEP team. SDSBVI will implement/coordinate the special education services, related services (if a service provided by a SDSBVI staff member), and transition services as indicated by the IEP. If a service provider is needed to carry out the students' IEP, and it is not a SDSBVI staff person, the LEA is responsible for contracting with and paying for outside service providers. For South Dakota students that access the transition services of Vocational Rehabilitation Services, the team will work through the Vocational

Rehabilitation counselor assigned to SDSBVI unless otherwise directed by the Vocational Rehabilitation Office.

The LEA is responsible for any filing of Medicaid Reimbursement for students placed in the day or residential program.

Students enrolled at SDSBVI will follow the school calendar year of the SDSBVI. Extended School Year Services will be based on the SDSBVI Calendar rather than the calendar year of the LEA.

Section V. Evaluation

Completion of the evaluation 34 C.F.R. §300.122; ARSD 24:05:25

- a. Special education evaluations (initial or reevaluations) must be completed in a specific period. For students of transition age, a transition evaluation must also take place. The district and the agency will determine who will be responsible for initiating the evaluation process. Communication between the agency and the district is significantly important to complete the evaluation.

The SDSBVI serves children who have been determined eligible by their LEA prior to being accepted for placement. The SDSBVI Superintendent and/or designee will communicate with the LEA Superintendent, Special Education Director, and/or designee on the collaboration of re-evaluation timelines. The SDSBVI superintendent and/or designee will initiate and coordinate Parental Prior Written Notice for Consent and comprehensive re-evaluation meetings for students who attend SDSBVI full time. For students with partial enrollment, the initiation and coordination of re-evaluation comprehensive evaluations and meetings will remain the LEA's responsibility. SDSBVI's Superintendent, Special Education Director, and/or Designee will work with the LEA Designee on the coordination of the completion of assessments.

SDSBVI uses standardized and skill-based assessments to determine the present levels of academic achievement and functional performance to help the IEP team determine the need for special education and related services. Transition will be assessed for all students of transition age. SDSBVI will coordinate distribution of the evaluation reports completed at SDSBVI.

Section VI. IEP Team

IEP team meeting date 34 C.F.R. §300.23; ARSD 24:05:27:02

Parent Participation 34 C.F.R. §; ARSD 24:05:30:02.01

IEP team 34 C.F.R. §300.321; ARSD 24:05:27:01.01

Special Education has specific laws that govern the meetings. The IEP team is the key element in making informed decisions for the best interest of the student. Communication with the district about who will be conducting the meetings (annual, eligibility, amendment, etc.) is essential.

- a. Meeting Notice – Prior to a meeting, the notice will be sent out. Content of the meeting notice includes date, time, location, purpose, or agenda, attendees, and contact information.
- b. Conducting- SDSBVI and the LEA will co-chair and conduct the meeting with full collaboration with the parents/guardian and IEP team. For students who are enrolled full time at SDSBVI, the scheduling of the meeting and completion of the meeting notice will be the responsibility of the SDSBVI Superintendent and/or designee.

For students with partial or dual enrollment, the LEA will schedule the meeting, complete the meeting notice and send a copy of the documents to SDSBVI for the file and provide parent/guardian/adult student a copy.

- c. Location- For students who are fully enrolled at SDSBVI, unless otherwise agreed upon, the location of the meeting will be at SDSBVI. SDSBVI has various technology available to promote participation when distance and travel are obstacles for participation.
- d. Attendance - Special Education law requires, at a minimum, that the parent/guardian of the student, regular education teacher (if student is participating in the regular education environment), at least one special education provider, representative of the school district that can make decisions about the availability of resources of the district, the student (if appropriate), and transition service participants (if applicable).

SDSBVI will collaborate with the LEA, parents/guardians/surrogate parent, and any related services to determine a mutually agreeable time for the meeting. Meeting invitations will be sent to individuals outside of SDSBVI by mail, electronic correspondence, or sent home with the student per parent and district preference. The team will make reasonable effort to promote the parent/guardian participation in the IEP process. If after reasonable measures are taken to have the parent/guardian attend the meeting have been unsuccessful, the team will continue with the IEP with the LEA. SDSBVI will continue to collaborate with the parent/guardian to review the document via technology and through visits when they are on campus. Team members that must be excused from an IEP will be responsible for completion of an Excusal Form and document parent/guardian approval of their absence prior to the meeting. A copy of the excusal will be attached to the meeting notice and copy provided to the parents and the LEA.

Section VII. Parental Prior Written Notice

Content of Notice 34 C.F.R. §300.503; ARSD 24:05:30:04, 24:05:30:05

- a. Meeting Notice -Parents of students with disabilities are to be included in all IEP team meetings. These meetings are at a mutually agreed upon time and place. Parents are to be informed early enough to ensure that they will have the opportunity to attend. As for the Parental Prior Written Notice, is completed and given to the parent after a meeting has been held. This notice is provided as a recap of what was discussed in the meeting and

should include what the district proposes or refuses to initiate or change in the identification, evaluation, or educational placement of the child and should be given to the parents five days before this change.

SDSBVI Superintendent and/or designee will be responsible for sending out the meeting notice via U.S. Postal mail, electronic correspondence, or send home with student per parent preference for students who attend SDSBVI full time. For students who attend SDSBVI part time or less, it is the responsibility of the LEA to write and distribute the meeting notice to the parents/guardians/surrogate parent.

The LEA will complete the Parental Prior Written Notice Form during the meeting and coordinate its dissemination. The PPWN may be sent to SDSBVI by mail or electronic correspondence.

- b. The timelines of the notices are important and need to be provided to the parents within those timelines.

SDSBVI maintains a data base of the timelines for the Individual Education Program and Comprehensive Evaluations and coordinates with LEA's for meeting timelines. The meeting notices are distributed via U.S. Mail, electronically, or sent home with the student pending parent/guardian preference, as soon as the proposed meeting is agreed to, or the meeting is scheduled. The Parental Prior Written Notice summarizing the IEP will be distributed to SDSBVI and parent/guardian via U.S. mail or electronically by the LEA.

Section VIII. Discipline Procedures

Authority of School Personnel 34 C.F.R. §300.530; ARSD 24:05:26:02.03, 24:05:26:09.03

Change of Placement for disciplinary removals 34 C.F.R. §300.536: ARSD 24:05:26:02.01

- a. Students that are on an IEP may exhibit minor to extreme behavior issues. Existing behavior plans in the IEP may need to be addressed. Specific guidelines exist and need to be followed for the suspension and expulsion of students on an IEP.

When unexpected behavior situations arise that may or may not be addressed in the student's IEP behavior plan, SDSBVI's superintendent and/or designee will communicate with the LEA to respond the student's behavior needs as per SDSBVI, BOR, LEA, and SD DOE policy.

Section IX. State and District Wide Assessment Procedures

Participation in Assessments 34 C.F.R. §300.160; ARSD 24:05:14:14, ARSD 24:05:14:14.01

- a. Students are required to participate in state assessments at certain grade levels. Some accommodations stated on their IEP may be needed for participation in the assessment.

The South Dakota School for the Blind and Visually Impaired ensures that all students with disabilities will be included in state assessments, with appropriate accommodations and alternate assessments when necessary. SDSBVI will proctor all state assessments for students attending SDSBVI full time and may proctor to those who attend less than full time if agreed

upon with the LEA. Parent/guardian will be informed of their child's participation during the course of the IEP meeting, including any necessary accommodations or any assessment that will be based on alternate or modified achievement standards. The LEA is responsible for any and all district-wide assessment administration.

Section X. Procedural Safeguards

Availability of mediation 34 C.F.R. §300.506; ARSD 24:05:30:09

Filing of due process complaints 34 C.F.R. §300.507; 300.508, 300.509; ARSD 24:05:30:07.01

Resolution process 34 C.F.R. §300.510; ARSD 24:05:30:08.09-.12

Impartial due process hearing 34 C.F.R. §300.511; ARSD 24:05:30:09.04

Hearing rights 34 C.F.R. §300.514; ARSD 24:05:30:12

Hearing decisions 34 C.F.R. §300.513, 300.514, 300.515, 300.516, 300.517; ARSD 24:05:30:11

Status of child during due process proceedings 34 C.F.R. §300.518; ARSD 24:05:30:14

PROCEDURAL SAFEGUARDS AND DUE PROCESS COMPLAINTS

The Department of Education (DOE) and SDSBVI agree that DOE has the responsibility under the Individuals with Disabilities Education Act (IDEA) to monitor SDSBVI to ensure compliance with IDEA. As such, the DOE has the responsibility to oversee corrective actions because of compliance monitoring.

State and federal special education laws require that parents have access to due process procedures to resolve concerns about IEP plans or with the implementation of those plans. Cooperation between SDSBVI and LEAs will be essential to ensure parent/guardian's recourse to effective decision-makers who have the financial resources to provide services found to be necessary.

Each placement agreement should specify that SDSBVI and the LEA will encourage parents to address concerns about IEP plans or the implementation of those plans to the SDSBVI superintendent for informal resolution. Such procedures should not preclude the parent/guardian from requesting mediation or initiating due process complaints as permitted under ARSD 24:05:30:08.01. Due process complaints should be directed to the LEA as they have the primary responsibility to provide a FAPE.

In the event that a parent/guardian initiates a due process complaint, SDSBVI shall cooperate fully with the LEA in resolution sessions, or any meetings with parent/guardian attempt to resolve the concern, in mediation sessions, if any, and in preparing for and participating in any formal hearings.

RESOLUTION OF DISPUTES BETWEEN SPECIAL SCHOOLS AND SCHOOL DISTRICTS

From time to time, disputes may arise between SDSBVI and an LEA concerning the identification, evaluation or educational placement of a child with a disability, or the provision of FAPE to the child. When such disputes cannot be resolved through other procedures, such as those established pursuant to ARSD chapter 24:05:15 (Appeals) or 24:05:30 (Procedural Safeguards), the process described herein will be available to SDSBVI and to LEAs where IEP meetings, additional evaluations and other procedures have failed to resolve the disputes between them. As with interagency disputes, during the pendency of this dispute resolution process, the parties will ensure that services required to provide FAPE will continue. Disputed service(s) currently being provided will continue until the outcome of the dispute resolution process. The implementation of disputed service(s) not previously provided will be pursuant to a decision

reached through the following resolution process.

1. All attempts must be made to resolve disputes at the lowest possible level. Resolution attempts could include but are not limited to conferencing with the appropriate individuals involved or performing other fact-finding activities.
2. Mediation between SDSBVI and the LEA will be conducted at a mutually agreed-upon time and location. The cost of the mediator will be covered by the DOE. The cost of attending the mediation and representation by legal assistance is the responsibility of the affected institution or LEA.
3. When disputes cannot be resolved by mediation, a written explanation of the dispute will be sent to the Special Education Programs Director of DOE, the superintendent of SDSBVI, and the superintendent of the LEA. These individuals, in consultation with each other, shall review the issues and make a determination as to how the dispute should be resolved. The decision will be shared in writing with each level involved within twenty (20) calendar days of receipt of request for the determination and will include reasons for the decision.
4. If a resolution is not obtained the matter will be referred to the Secretary of the South Dakota DOE and the Executive Director of the BOR. These individuals will jointly make a final determination with 30 calendar days.

INTERAGENCY DISPUTE RESOLUTION

When disputes arise between the parties that cannot be resolved through other means, the resolution process described herein will be available. During the pendency of the dispute resolution process, the parties will ensure that services, including disputed services, required to provide FAPE will continue.

1. All attempts will be made to resolve disputes at the lowest possible level.
2. When disputes cannot be resolved by the designated department representatives, a written explanation of the dispute will be sent to the Special Education Programs Director of DOE and the superintendent of SDSBVI. These individuals, in consultation with each other, shall review the issues and make a determination as to how the dispute should be resolved. The decision will be shared in writing with each level involved within twenty (20) calendar days of receipt of request for the determination and will include reasons for the decision.
3. If a resolution is not obtained through this process, then the matter will be referred to the Secretary of the DOE and the Executive Director of the BOR. These individuals will jointly make a final determination with 30 calendar days.

Section XI. File Maintenance

Confidentiality of Information 34 C.F.R. §300.123; ARSD 24:05:29, ARSD 24:05:21:05

Records regarding migratory children with disabilities 34 C.F.R. §300.213; ARSD 24:05:21:05

Destruction of information 34 C.F.R. §300.624; ARSD 24:05:29:15

- A. District policies and procedures on confidentiality of information. The South Dakota School for the Blind and Visually Impaired ensures the compliance with all regulations regarding the confidentiality of personally identifiable information and all records according to 34 CFR 300.610 through 300.626

CONFIDENTIALITY POLICY

1. The complete privacy of school records of every enrolled student or former enrolled student from unwarranted inspection by or communication to any unauthorized individual or agency.
2. Upon request, the right of the parents or legal guardians of every student and the similar right of every eligible student to read or to have read, explained and interpreted to them each and every portion of the record in their primary language.
3. All parents, even those not having custody of their children, have access to each record kept on a child, unless barred by the court.
4. Parents have rights under the Family Education Rights and Privacy Act (FERPA) and also under the Individuals with Disabilities Education Act (IDEA) and will receive annual notification of those rights in the Student/Parent Handbook.
5. Copies of SDSBVI policies on confidentiality and retention and destruction of records are available in the main office during regular business hours.
6. The SDSBVI will not release records to any individual or agency without prior written consent of the parent/legal guardian or eligible student. Consent from either parent is sufficient, unless a court order specifies both parents must sign. Parents/legal guardians and adult students have the right to revoke consent in writing at any time.

EMPLOYEE ACCESS

Current confidentiality regulations limit access to student files to specific personnel, who have a legitimate educational interest in the individual child. If a student file is to be removed from the office area, a record consisting of the name of the person checking out the file, the student's name, the date access was given, and date returned must be entered on the form provided.

PARENT/STUDENT ACCESS

Parents, legal guardians, or eligible students have the right to inspect and review any educational records collected and maintained by the SDSBVI. The school shall comply with a written request without unnecessary delay and within forty-five (45) calendar days after a request is received. Parents, legal guardians or eligible students requesting records for use at an Individualized Educational Planning Committee meeting, a hearing, or a hearing appeal shall be given immediate access to the requested records.

- A. Items to be in the file at SDSBVI.
 - i. IEP (most current)
 - ii. Psychology Report (most current)
 - iii. Eligibility Document (most current)
 - iv. Notices (most current) Meeting Notice, Parental Prior Written Notice, Consent for Evaluation, etc.
- B. The SDSBVI Superintendent and/or designee are responsible for files of students enrolled for services on campus at SDSBVI. The most current copy of the above documents will be kept in hard copy. All documents are stored electronically in the statewide SIMS in each students' respective folders.

- C. The student files are confidential and need to be located in a locked cabinet.
Student educational records are maintained and stored in the Staff Work Area in locked file cabinets. The Superintendent and designee are the individuals who have access to the locked file cabinets in the staff work area.
- D. Transfer of records. The SDSBVI will assist the LEA in transferring student records.
- E. Destruction of information. IEPs must be retained by the SDSBVI for five years. Only the most current special education process documents will be in hard copy format and the entire collection will be in electronic format stored in the statewide SIMS in each student's respective folders.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – B

DATE: May 19-21, 2025

SUBJECT

SDSBVI School Accreditation and Improvement Plan

CONTROLLING STATUTE, RULE, OR POLICY

[SDSBVI Strategic Plan](#)

BACKGROUND / DISCUSSION

The South Dakota School for the Blind and Visually Impaired (SDSBVI) is accredited through the South Dakota Department of Education. This is a key component of all planning that occurs strategically and annually for the SDSBVI. The SDSBVI approved their last Strategic Plan in August of 2024 and annually review the plan and strategies for improving the SDSBVI.

IMPACT AND RECOMMENDATION

Updating the improvement plan and evaluating the strategic plan on an annual basis will assist SDSBVI staff, administration, and their various stakeholders develop the school's mission and further support meeting the needs of the students attending or being serviced by SDSBVI. Each year SDSBVI will bring an updated evaluation for the Board of Regents.

This is an informational item for the Board as to the accreditation and strategic planning evaluation that was conducted.

ATTACHMENTS

Attachment I – SDSBVI Accreditation and Improvement Plan

INFORMATIONAL ITEM



SD School for the Blind
and Visually Impaired

School Improvement Plan

(May 2025)

SDSBVI Mission Statement

Preparing students to step forward with confidence and a vision of lifetime success.

SDSBVI Vision Statement

All South Dakota children who are blind or visually impaired will have full access to educational resources that prepare them for life.

SDSBVI Beliefs

- We foster each child is an individual, deserving of uniquely designed learning opportunities focused on helping them achieve their highest level of independence.
- We promote families, communities, and school districts as key partners in meeting the needs of each child.
- We support knowledgeable and caring professionals who provide experiences for each child in the least restrictive environment.
- We use innovative technological tools to meet the needs of the individual child.
- We provide safety and security in a positive healthy environment.
- We commit to the highest level of independent readiness as each child embraces adulthood with a sense of opportunity.

Needs Assessment

SDSBVI students that receive on campus educational services in grades 3, 4, 5, 6, 7, 8, and 11 are given the Smarter Balanced Assessment each year. The students may be eligible to take the alternate assessment depending on their individual needs or disability. Due to the low number of students (less than 10) in each class, SDSBVI cannot generate grade level data. SDSBVI does, however, maintain individual testing results which are used internally for individual student growth monitoring. The students' home school district also maintains this data. Student growth is also monitored using special education achievement and ability scores generated during

student evaluations. Individual scores for the students are distributed to parents/guardians and home school districts when results are received.

School Profile

History

The South Dakota School for the Blind was officially opened in Gary, South Dakota, on March 1, 1900, under the South Dakota Board of Charities and Corrections. In 1945, the School for the Blind was placed under the jurisdiction of the South Dakota Board of Regents where it remains today.

In 1957-58, the idea of relocating the school surfaced. The major contentions were the inadequacy of the facilities at Gary, the lack of opportunity for city travel experiences, and the proximity to a college. In 1959, the State Legislature passed a bill authorizing relocation of the school to Aberdeen. Classes began in the new facility in Aberdeen on September 18, 1961.

In 1970, the name South Dakota School for the Visually Handicapped was adopted. This change reflected the fact that students who are visually impaired as well as blind can receive services. In 1979, serving students who were deaf-blind was added to the responsibility of the South Dakota School for the Visually Handicapped.

On the recommendation of the South Dakota School for the Visually Handicapped Advisory Council and with the support of the South Dakota Board of Regents, the South Dakota Association of the Blind, and the National Federation of the Blind of South Dakota, the school requested a name change during the 1998 legislative session. On July 1, 1998, the South Dakota School for the Visually Handicapped became the South Dakota School for the Blind and Visually Impaired.

The South Dakota Board of Regents approved the construction of the current South Dakota School for the Blind and Visually Impaired (SDSBVI) building in October 2017. The SDSBVI building was financed in collaboration with Northern State University (NSU), the Northern State University Foundation, and Governors Dugaard and Noem's State's Future Fund. NSU and SDSBVI swapped land to meet the needs of both facilities. The approximate cost of the SDSBVI building and grounds was \$13.85 million.

From the start of the new building process, Northern State University and the South Dakota School for the Blind and Visually Impaired joined together to make the project fit both organization's needs. This collaboration developed into teaching, learning, and student opportunities that dually benefit the two organizations. On January 13, 2020, the South Dakota School for the Blind and Visually Impaired started classes at its new home on the former grounds of Jerde Hall located on the east side of the Northern State Campus.

The South Dakota School for the Blind and Visually Impaired building site and architecture was selected based on the needs of the students and staff that utilize the South Dakota School for

the Blind and Visually Impaired. Special consideration was given to ensure orientation and mobility opportunities for students.

Services

The South Dakota School for the Blind and Visually Impaired has demonstrated a commitment of developing and using the best instructional practices and accommodations to educate students who are blind and visually impaired. SDSBVI offers tiered educational programming to meet student needs throughout the state of South Dakota.

Students with vision loss may receive comprehensive functional low vision, academic, cognitive, social/emotional, transition, and speech-language educational evaluations performed by expert staff at SDSBVI. After students have completed their evaluations, SDSBVI personnel can provide guidance with designing instructional materials and methods that support children who are blind or visually impaired on campus or via Outreach consultation.

SDSBVI offers a quality on campus teaching and learning environment. Classroom teachers have a South Dakota teaching certificate and a Teacher of the Visually Impaired (TVI) endorsement or master's degree. SDSBVI is recognized as an accredited K-12 school by the South Dakota Department of Education. Students who are provided services on SDSBVI's campus receive academic instruction which includes special education and the Expanded Core Curriculum (ECC). Students who attend their home schools during the academic year may attend SDSBVI during the summer to increase their utilization of the specialized skills of blindness from the school's ECC offerings.

Outreach vision consultants aid children, families, and educators throughout South Dakota. Services include staff training, technical assistance, educational material loans, and development of Individualized Family Service Plans (IFSP), Individualized Education Programs (IEP), or 504 Plans.

Selection Goals, Intervention Strategies, and Assessment

- A. **Goal:** Increase local, state, and national understanding of SDSBVI's roles and responsibilities as a resource for children in need of specialized vision services.

Intervention Strategy: Develop online and face-to-face learning opportunities for classroom teachers, parents, and community providers.

Intervention Strategy: SDSBVI staff and administration will attend state and national conferences to inform the greater community about our services and distribute informational materials.

Assessment: *Outreach Vision Consultants, Teachers, and the Superintendent attended the following conferences/conventions to present and distribute literature about the services provided by SDSBVI. Outreach services (Comprehensive and Birth-3) materials were updated in Fall 2024 and translated into Spanish Spring 2025.*

- a) *American Printing House and Council of Schools for the Blind, Louisville, KY*
- b) *Early Learner Celebration, Aberdeen, SD*
- c) *DeafBlind Symposium, Austin, TX*
- d) *Early Childhood Conference, Watertown, SD*
- e) *South Dakota Special Education Convention, Rapid City, SD*
- f) *Chamber Connections, Aberdeen, SD*
- g) *Lake Area Technical Institute, Watertown, SD*
- h) *Mayor's Advisory Committee, Aberdeen, SD*
- i) *South Dakota Special Education Advisory Committee, Pierre, SD*
- j) *Transition Services Liaison Project, Watertown, SD*

Intervention Strategy: SDSBVI will collaborate with teacher preparation programs and related services training programs throughout South Dakota to inform future teachers and service providers about our services and distribute informational materials.

Assessment: *Outreach Vision Consultants presented to teacher preparation programs and related services programs in the following Institutions during the 24-25 academic calendar year.*

- a) *Northern State University*
- b) *Lake Area Technical College*
- c) *University of South Dakota*
- d) *Dakota Wesleyan University*

Intervention Strategy: Structure, grow, and market SDSBVI's Learning to be Equipped for Adulthood Program (LEAP) to increase the awareness of customized transition services for students who are seeking work or post-secondary education after meeting graduation requirements or working towards a certificate of attendance.

Assessment: *The LEAP committee reviewed and selected the curriculum for the LEAP program, as well as outlined a course rotation schedule for students ages 18-21.*

- B. **Goal:** Expand and enhance outreach service support to assure equitable access to consultative services statewide.

Intervention Strategy: Increase collaboration with South Dakota Birth-3 Program via personal contacts and resources to increase number of infants and toddlers with vision loss being referred to SDSBVI resources.

Intervention Strategy: Create and distribute informational text and online media to inform parents and teachers of available services through SDSBVI.

Assessment: *Birth to Three informational materials were created for service providers and families, as well as translated into Spanish during the 24-25 academic calendar year.*

Intervention Strategy: Develop, distribute, and analyze survey data from parents, teachers, and school administrators about outreach service effectiveness and needs.

- C. **Goal:** Establish a statewide center of excellence in vision loss resources for families and providers of children who are blind or visually impaired in South Dakota.

Intervention Strategy: Create a physical resource library on SDSBVI's campus of materials to be loaned out by families, teachers, and other providers.

Assessment: *The SDSBVI Loan Library has been created and materials organized. As of May 2025, staff are working on putting inventory into an online database that will be accessible to others across the state Fall 2025.*

Materials have been created and distributed to all school districts who have a student(s) with a visual impairment providing information about free and accessible books for students who are blind or visually impaired as well as available books on SDSBVI's campus.

Intervention Strategy: Market the resource library through presentation and online platforms.

- D. **Goal:** Review South Dakota Smarter Balanced Assessment results on an annual basis to identify longitudinal trends for individual student growth and proficiency in the areas of math, English language arts, and science.

Intervention Strategy: Identify students' individual academic areas of need.

Assessment: *Student data is reviewed by the assessment coordinator, superintendent, and classroom teachers to determine area of need as well as areas of growth. These meetings come after SDSBA data is received and then quarterly throughout the academic calendar year.*

Intervention Strategy: Generate action plans for improving the areas of academic needs through IEP goals, accommodations, and curriculum revision.

Assessment: *After student needs are assessed by the SDSBA or other standardized or skills-based assessments, each student's team (teachers, superintendent, instructional assistants, related services professionals, residential staff- if appropriate) gather to determine areas of need. Goals for the day program as well as the residential program are created and a plan of how those goals will be addressed is determined. The goals are formally reported quarterly and provided to the student's guardian. If students are not making progress, their team may reconvene to re-evaluation instructional strategies and curriculum materials.*

Staff Development

SDSBVI has nine staff development sessions allotted in the 2025-2026 school calendar. SDSBVI administration will arrange professional development opportunities during these sessions for training and collaboration focusing on achieving the selection goals. The professional development committee will be consulted before staff development sessions are finalized.

Documentation

IEP Goal Monitoring:

Student Individualized Education Plan (IEP) goals are reviewed and addressed each year during the student's annual IEP meeting. The IEP team makes determinations on the goals to be included in the IEP based on the student's individual strengths and needs. The goal progress is reported to the parent/guardian and the Local Education Agency on a quarterly basis per the state of South Dakota and the Individuals with Disabilities Education Act.

Waivers of Administrative Rule

Not Applicable

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – A

DATE: May 19-21, 2025

SUBJECT

BOR 2025 Series Housing and Auxiliary Facilities System Revenue Bonds

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 13-51A](#) – Board of Regents Revenue Bonds

[SDCL 13-51A-4](#) – Borrowing Power of the Board

[SDCL 13-51A-13](#) – Power to Issue Bonds

BACKGROUND / DISCUSSION

Project Summary

This item relates to:

(A) the issuance of Housing and Auxiliary Facilities System Revenue Bonds, Series 2025 in one or more series (the “*Bonds*”) to

(i) renovate the Larson Commons facility of South Dakota State University (“*SDSU*”) (the “*SDSU Larson Commons Project*”);

(ii) build additional parking (the “*SDSU Parking Project*”) for SDSU; and

(iii) depending on marketing conditions, refinance all or a portion of the outstanding (a) Series 2013A Bonds (defined below) for the Institutional System for University of South Dakota (“*USD*”), (b) Series 2014B Bonds (defined below) for the Institutional System for Northern State University, the Institutional System for South Dakota School of Mines and Technology, and the Institutional System for Black Hills State University, and (c) Series 2015 Bonds (defined below) for the Institutional System for Dakota State University, USD and SDSU.

(Continued)

DRAFT MOTION 20250519_7-A:

I move to approve the Action Items 1, 2, 3, 4 and 5 set forth in the body of this Board item. (Each action should be approved on separate motion and seconded, and a roll call vote on each should be taken and recorded.)

In the current interest rate environment, the Board's outstanding Series 2013A Bonds, Series 2014B Bonds and Series 2015 Bonds can potentially be refunded in whole or in part and produce debt service savings. The timing of the sale of the Bonds and the selection of the Series 2013A Bonds, Series 2014B and Series 2015 Bonds to be refunded, to realize and optimize refunding savings benefits, is dependent upon future market conditions. The authorization provided by the Board today will provide flexibility to react to quickly changing conditions in the financial markets.

Moody's will rate the Bonds. If available, the Board will be provided with that rating at the meeting.

Piper Sandler & Co. is the underwriter (the "*Underwriter*") for the Bonds.

Bond counsel and counsel to Piper Sandler & Co. ("*Underwriter's Counsel*") have prepared the appropriate resolutions and documents to proceed with the next phases of the financing. The four action items needing approval by the Board include the following resolutions:

Board Action

The Board is requested to authorize the financing of (i) the costs of the SDSU Larson Commons Project, (ii) the costs of the SDSU Parking Project, (iii) the costs of refunding all or a portion of the Board's outstanding Housing and Auxiliary Facilities System Revenue Bonds, Series 2013A (the "*Series 2013A Bonds*" and the portion of such bonds to be refunded, the "*Series 2013A Refunded Bonds*"), the costs of refunding all or a portion of the Board's outstanding Housing and Auxiliary Facilities System Revenue Bonds, Series 2014B (the "*Series 2014B Bonds*" and the portion of such bonds to be refunded "*Series 2014B Refunded Bonds*"), the costs of refunding all or a portion of the Board's outstanding Housing and Auxiliary Facilities System Revenue Bonds, Series 2015 (the "*Series 2015 Bonds*" and the portion of such bonds to be refunded, the "*Series 2013A Refunded Bonds*" and, together with the Series 2013A Refunded Bonds and the Series 2014B Refunded Bonds, the "*Refunded Bonds*") which such Refunded Bonds to be redeemed on or within 90 days after the date of issuance of the Bonds; and (iv) the costs of issuance of the Bonds, through the issuance of the referenced Bonds.

The timing of the sale of the Bonds, in one or more series, and the selection of the Refunded Bonds to be refunded to realize and optimize refunding savings benefits is dependent upon future conditions in the financial markets. Market conditions may result in the refunding of less than all of or none of the Series 2013A Bonds, Series 2014B and Series 2015 Bonds. The authorization provided by the Board will be effective for six months from the date hereof and may be renewed at a subsequent meeting of the Board.

Bond counsel for the Bonds has prepared appropriate resolutions and documents to proceed with the next phases of the financing. The five action items needing approval by the Board include the following resolutions:

Action 1

1. Authorizing the issuance of additional series of Bonds under the Amended and Restated Bond Resolution adopted by the Board on October 21, 2004 (the “*Original Resolution*”) to finance:
 - (i) the SDSU Larson Commons Project;
 - (ii) the SDSU Parking Project;
 - (iii) the refunding of all or a portion of the Refunded Bonds, but only if (a) the net present value of the savings from the portion of Bonds attributable to the refunding shall be at least \$100,000 and (b) the aggregate debt service on the portion of the Bonds attributable to the refunding does not exceed the aggregate debt service on the Refunded Bonds; and
 - (iv) costs of issuance of the Bonds;

(Attachment I—Seventeenth Supplemental System Revenue Bond Resolution (the “*Seventeenth Supplemental Bond Resolution*”));

Action 2

2. Approving the contract with the Underwriter, Piper Sandler & Co., who will market the Bonds for the Board; provided, however, that (i) the aggregate principal amount of Bonds sold pursuant thereto shall not exceed \$29,000,000, shall mature not later than April 1, 2050, shall bear interest at a true interest cost not exceeding 5.50%, and shall be sold at an underwriter’s discount of not more than 1.00% of the principal amount of the Bonds. (Attachment II—Bond Purchase Agreement);

Action 3

3. Approving an escrow agreement with First Bank & Trust, Brookings, South Dakota, the Bond Registrar for the Refunded Bonds, to provide for the refunding of the Refunded Bonds (Attachment III—Escrow Agreement);

Action 4

4. Ratifying the distribution of the preliminary official statement and approving the distribution of the official statement to reflect the actual terms of the transaction once they are determined and the Bonds are ready for sale (Attachment IV—draft Preliminary Official Statement);

Action 5

5. Authorizing the President of the Board, the President of Dakota State University, the President of Northern State University, the President of Black Hills State University, the President of South Dakota School of Mines and Technology, the President of South Dakota State University and the President of University of South Dakota, the Executive Director of the Board and other Board officials to perform those acts and to execute those documents necessary to complete the Bond issue and the refunding of the Refunded Bonds, and the execution and delivery of the Seventeenth Supplemental Bond Resolution, the Bond Purchase Agreement and the Escrow Agreement; and
6. Making the certifications required prior to the issuance of additional Bonds under Section 14(K) of the Original Resolution based on the Actual Net Revenues of the System for each of the two most recent Fiscal Years and the Projected Net Revenues of the System for each of the specified three Fiscal Years (Attachment V).

Except for the distribution of the preliminary official statement, the documents approved under this action will not be completed and executed until the Bonds are issued; provided that the Bond Purchase Agreement and the official statement will not be completed and executed until the Bonds are sold to the Underwriter.

The contents of the documents referenced in the first four items are as follows:

The first document referenced in the resolution is the Seventeenth Supplemental Bond Resolution, under which the Bonds are to be issued in one or more series. The Seventeenth Supplemental Bond Resolution supplements the Original Resolution, as supplemented and amended to date, and describes the terms of the Bonds as additional parity bonds under the Original Resolution, and outlines the conditions under which the Bonds may be redeemed, describes the disposition that will be made of the Bond proceeds, stipulates that the Bonds will not constitute a debt chargeable to the general revenues of the State, and, when adopted, authorizes the sale of the Bonds.

The second document referenced in the resolution is the Bond Purchase Agreement between the Board and the Underwriter. This document reiterates the various assurances that the Board must give in order to establish that the issuance of the Bonds is within its legal authority and is otherwise consistent with State law; that the issuance has been effected in the manner required by law; that the statements made on the Board's behalf in the various documents prepared in furtherance of the transaction are accurate; that no proceedings are underway, by referendum, court action or otherwise, to impede the completion of the Bond issue; that the Board will cooperate with the Underwriter as needed to complete the sale of the Bonds; that the Board operates the properties of the System consistently with governing law, and that the Board will notify the Underwriter of any changed circumstances or new information that would affect the accuracy of the documents

or the marketability of the Bonds. The document also provides for termination of the agreement, identifies additional certifications and opinions of counsel required to complete the transaction, provides for mutual covenants, and stipulates that Board members will not be liable to the Underwriter.

The third document referenced in the resolution is the Escrow Agreement between the Board and the escrow agent. This document authorizes the initial deposit of certain Bond proceeds in trust with the escrow agent into an escrow fund, directs the investment of the moneys in the escrow fund, and directs the payment of the principal of and interest on certain of the Refunded Bonds from the escrow fund when due and on the redemption date.

The fourth document referenced is the Preliminary Official Statement, which is provided to prospective purchasers to assist them in determining whether to invest in the Bonds. The Preliminary Official Statement describes the Bonds to be issued, the manner of their purchase, transfer and redemption, the expected use of Bond proceeds, the source of funds for their repayment, the various financial, demographic and programmatic factors that provide assurance that there will be sufficient System revenues to retire the Bonds, the Bond rating and their federal tax treatment and the continuing disclosure obligations of the Board with respect to the Bonds. The Official Statement will be prepared in final form once the amount, interest rate and the date of sale are determined.

The Seventeenth Supplemental Bond Resolution and the Escrow Agreement were prepared by bond counsel. The Preliminary Official Statement and the Bond Purchase Agreement were prepared by Underwriter's Counsel.

IMPACT AND RECOMMENDATIONS

Approval of the bonds will provide savings on the Series 2013A Bonds, Series 2014B Bonds and Series 2015 Bonds and allow SDSU to renovate the Larson Commons facility and build additional parking.

ATTACHMENTS

Attachment I – Seventeenth Supplemental Bond Resolution

Attachment II – Bond Purchase Agreement

Attachment III – Escrow Agreement

Attachment IV – Preliminary Official Statement

SOUTH DAKOTA BOARD OF REGENTS

A RESOLUTION AUTHORIZING AND PROVIDING FOR THE ISSUANCE OF HOUSING AND AUXILIARY FACILITIES SYSTEM REVENUE BONDS BY THE SOUTH DAKOTA BOARD OF REGENTS; PRESCRIBING ALL THE DETAILS OF SAID BONDS, AND SUPPLEMENTING THE RESOLUTION AUTHORIZING THE ISSUANCE OF HOUSING AND AUXILIARY FACILITIES SYSTEM REVENUE BONDS APPROVED OCTOBER 21, 2004, AS SUPPLEMENTED AND AMENDED BY RESOLUTIONS ADOPTED BY THE BOARD ON DECEMBER 6, 2005, AS AMENDED, NOVEMBER 22, 2006, AS AMENDED, DECEMBER 13, 2007, AS AMENDED, MARCH 28, 2008, AS AMENDED, OCTOBER 22, 2008, AS AMENDED, MAY 21, 2009, AS AMENDED, OCTOBER 12, 2011, AS AMENDED, DECEMBER 12, 2012, DECEMBER 4, 2013, AS AMENDED, AUGUST 14, 2014, DECEMBER 2, 2015, DECEMBER 7, 2016, DECEMBER 6, 2017, DECEMBER 11, 2019, DECEMBER 9, 2020 AND OCTOBER 5, 2023.

SEVENTEENTH SUPPLEMENTAL SYSTEM REVENUE
BOND RESOLUTION APPROVED MAY 21, 2025

Re: Housing and Auxiliary Facilities System Revenue Bonds, Series 2025

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A RESOLUTION AUTHORIZING AND PROVIDING FOR THE ISSUANCE OF HOUSING AND AUXILIARY FACILITIES SYSTEM REVENUE BONDS BY THE SOUTH DAKOTA BOARD OF REGENTS; PRESCRIBING ALL THE DETAILS OF SAID BONDS, AND SUPPLEMENTING THE RESOLUTION AUTHORIZING THE ISSUANCE OF HOUSING AND AUXILIARY FACILITIES SYSTEM REVENUE BONDS APPROVED OCTOBER 21, 2004, AS SUPPLEMENTED AND AMENDED BY RESOLUTIONS ADOPTED BY THE BOARD ON DECEMBER 6, 2005, AS AMENDED, NOVEMBER 22, 2006, AS AMENDED, DECEMBER 13, 2007, AS AMENDED, MARCH 28, 2008, AS AMENDED, OCTOBER 22, 2008, AS AMENDED, MAY 21, 2009, AS AMENDED, OCTOBER 12, 2011, AS AMENDED, DECEMBER 12, 2012, DECEMBER 4, 2013, AS AMENDED, AUGUST 14, 2014, DECEMBER 2, 2015, DECEMBER 7, 2016, DECEMBER 6, 2017, DECEMBER 11, 2019, DECEMBER 9, 2020 AND OCTOBER 5, 2023.

* * *

WHEREAS, under the terms and provisions of South Dakota Codified Laws, Chapter 13-49, the Board of Regents (the “*Board*”) was created to, among other matters, control and have jurisdiction of six state-supported universities, including Black Hills State University (“*BHSU*”), Dakota State University (“*DSU*”), Northern State University (“*NSU*”), South Dakota School of Mines and Technology (“*SDSMT*”), South Dakota State University (“*SDSU*”) and the University of South Dakota (“*USD*”) (collectively, the “*Institutions*” and each, an “*Institution*”); and

WHEREAS, under the terms and provisions of South Dakota Codified Laws, Chapter 13-51A (the “*Act*”), the Board is authorized to issue bonds to acquire any one project, or more than one, or any combination thereof, for each Institution under its jurisdiction and to refund bonds heretofore issued; and

WHEREAS, the Board on October 21, 2004, did duly adopt a resolution (herein called the “*Original Resolution*”) amending and restating previous resolutions relating to the Series 2003 SDSMT Bonds, the Series 2003 USD Bonds, the Series 2004 BHSU Bonds and the Series 2004 SDSU Bonds (all as defined in the Original Resolution) and authorizing the issuance of \$12,965,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, Series 2004A (the “*Series 2004A Bonds*”), and establishing a combined system of housing and auxiliary facilities (the “*System*”) pursuant to which each Institution continues to operate its existing system (collectively, the “*Institutional Systems*” and each, an “*Institutional System*”) but the revenues of which are subject to being used by the Board to avoid a potential default on each series of bonds issued by the Board on behalf of any Institution in the System pursuant to the Original Resolution (as more specifically defined in the Original Resolution, the “*Bonds*”); and

WHEREAS, the Board on December 6, 2005 did authorize the issuance and delivery of its \$14,810,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue

Bonds, Series 2005A (the “*Series 2005A Bonds*”) and the \$1,000,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, Series 2005B (Taxable) (the “*Series 2005B Bonds*” and with the Series 2005A Bonds, the “*Series 2005 Bonds*”) pursuant to the Original Resolution, as supplemented by a First Supplemental System Revenue Bond Resolution (as amended on June 10, 2015, the “*First Supplemental Resolution*”), which Series 2005 Bonds were issued for projects for USD and SDSU; and

WHEREAS, the Board on November 22, 2006 did authorize the issuance and delivery of its \$9,015,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, Series 2006 (the “*Series 2006 Bonds*”) pursuant to the Original Resolution, as supplemented, and as further supplemented by a Second Supplemental System Revenue Bond Resolution (as amended on July 19, 2011, the “*Second Supplemental Resolution*”), which Series 2006 Bonds were issued for projects for SDSU and BHSU; and

WHEREAS, the Board on December 13, 2007 did authorize the issuance and delivery of its \$8,540,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, Series 2007 (the “*Series 2007 Bonds*”) pursuant to the Original Resolution, as supplemented, and as further supplemented by a Third Supplemental System Revenue Bond Resolution (as amended on July 19, 2011, the “*Third Supplemental Resolution*”), which Series 2007 Bonds were issued for projects for BHSU and DSU; and

WHEREAS, the Board on March 28, 2008 did authorize the issuance and delivery of its \$4,770,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, Series 2008A (the “*Series 2008A Bonds*”) pursuant to the Original Resolution, as supplemented, and as further supplemented by a Fourth Supplemental System Revenue Bond Resolution (as amended on July 19, 2011, the “*Fourth Supplemental Resolution*”), which Series 2008A Bonds were issued for projects for DSU; and

WHEREAS, the Board on October 22, 2008 did authorize the issuance and delivery of its \$5,230,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, Series 2008B (the “*Series 2008B Bonds*”) pursuant to the Original Resolution, as supplemented, and as further supplemented by a Fifth Supplemental System Revenue Bond Resolution (as amended on July 19, 2011, the “*Fifth Supplemental Resolution*”), which Series 2008B Bonds were issued for projects for SDSMT and NSU; and

WHEREAS, the Board on May 21, 2009 did authorize the issuance and delivery of its \$90,325,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, Series 2009 (Build America Program - Taxable) (the “*Series 2009 Bonds*”) pursuant to the Original Resolution, as supplemented, and as further supplemented by a Sixth Supplemental System Revenue Bond Resolution, as amended on June 10, 2015 (the “*Sixth Supplemental Resolution*”), which Series 2009 Bonds were issued for projects for NSU, SDSMT, SDSU and USD; and

WHEREAS, the Board on October 12, 2011 did authorize the issuance and delivery of its \$63,480,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, Series 2011 (the “*Series 2011 Bonds*”) pursuant to the Original Resolution, as supplemented, and as further supplemented by a Seventh Supplemental System Revenue Bond

Resolution (as amended on June 10, 2015, the “*Seventh Supplemental Resolution*”), which Series 2011 Bonds were issued for projects for NSU and SDSU; and

WHEREAS, the Board on December 12, 2012 did authorize the issuance and delivery of its \$11,990,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, Series 2013A (the “*Series 2013A Bonds*”) pursuant to the Original Resolution, as supplemented, and as further supplemented by an Eighth Supplemental System Revenue Bond Resolution (the “*Eighth Supplemental Resolution*”), which Series 2013A Bonds were issued for projects for USD and the refunding of the Series 2003 USD Bonds; and

WHEREAS, the Board on November 7, 2013 did adopt a Ninth Supplemental System Revenue Bond Resolution, which was amended and restated in its entirety on December 4, 2013 and further amended on June 10, 2015, pursuant to which the Board did authorize the issuance and delivery of its \$39,905,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, Series 2014A (the “*Series 2014A Bonds*”) pursuant to the Original Resolution, as supplemented, and as further supplemented by an Amended and Restated Ninth Supplemental System Revenue Bond Resolution, as amended (the “*Ninth Supplemental Resolution*”), which Series 2014A Bonds were issued for projects for SDSU, BHSU and SDSMT and the refunding of certain of the outstanding Series 2004 SDSU Bonds and all of the outstanding Series 2004 BHSU Bonds; and

WHEREAS, the Board on August 14, 2014 did authorize the issuance and delivery of its \$13,760,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, Series 2014B (the “*Series 2014B Bonds*”) pursuant to the Original Resolution, as supplemented, and as further supplemented by a Tenth Supplemental System Revenue Bond Resolution (the “*Tenth Supplemental Resolution*”), which Series 2014B Bonds were issued for projects for SDSMT and the refunding of certain of the outstanding Series 2003 SDSMT Bonds and Series 2004A Bonds, and paying the cost of certain expenses relating to the issuance of the Series 2014B Bonds; and

WHEREAS, the Board on December 2, 2015 did authorize the issuance and delivery of its \$22,525,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, Series 2015 (the “*Series 2015 Bonds*”) pursuant to the Original Resolution, as supplemented, and as further supplemented by an Eleventh Supplemental System Revenue Bond Resolution (the “*Eleventh Supplemental Resolution*”), which Series 2015 Bonds were issued for projects for DSU and USD, and the refunding of certain of the outstanding Series 2005A Bonds, and paying the cost of certain expenses relating to the issuance of the Series 2015 Bonds; and

WHEREAS, the Board on December 7, 2016 did authorize the issuance and delivery of its \$19,625,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, Series 2016 (the “*Series 2016 Bonds*”) pursuant to the Original Resolution, as supplemented, and as further supplemented by a Twelfth Supplemental System Revenue Bond Resolution (the “*Twelfth Supplemental Resolution*”), which Series 2016 Bonds were issued for projects for NSU and SDSU, and paying the cost of certain expenses relating to the issuance of the Series 2016 Bonds; and

WHEREAS, the Board on December 6, 2017 did authorize the issuance and delivery of its \$88,260,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, Series 2017 (the “*Series 2017 Bonds*”) pursuant to the Original Resolution, as supplemented, and as further supplemented by a Thirteenth Supplemental System Revenue Bond Resolution (the “*Thirteenth Supplemental Resolution*”), which Series 2017 Bonds were issued for projects for SDSMT and SDSU, refunding certain of the outstanding Series 2009 Bonds, and paying the cost of certain expenses relating to the issuance of the Series 2017 Bonds; and

WHEREAS, the Board on December 11, 2019 did authorize the issuance and delivery of its \$11,620,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, Series 2019A (the “*Series 2019A Bonds*”), and \$4,590,000 aggregate principal amount of Housing and Auxiliary Facilities System Taxable Refunding Revenue Bonds, Series 2019B (the “*Series 2019B Bonds*” and together with the Series 2019A Bonds, the “*Series 2019 Bonds*”) pursuant to the Original Resolution, as supplemented, and as further supplemented by a Fourteenth Supplemental System Revenue Bond Resolution (the “*Fourteenth Supplemental Resolution*”), which Series 2019A Bonds were issued for a project for DSU and to pay the cost of certain expenses relating to the issuance of the Series 2019A Bonds, and which Series 2019B Bonds were issued to refund the NSU portion of the Series 2011 Bonds and to pay the cost of certain expenses relating to the issuance of the Series 2019B Bonds; and

WHEREAS, the Board on December 9, 2020 did authorize the issuance and delivery of its \$38,285,000 aggregate principal amount of Housing and Auxiliary Facilities System Refunding Revenue Bonds, Series 2021 (the “*Series 2021 Bonds*”), pursuant to the Original Resolution, as supplemented, and as further supplemented by a Fifteenth Supplemental System Revenue Bond Resolution (the “*Fifteenth Supplemental Resolution*”), which Series 2021 Bonds were issued to refund the SDSU portion of the Series 2011 Bonds and to pay the cost of certain expenses relating to the issuance of the Series 2021 Bonds; and

WHEREAS, the Board on October 5, 2023 did authorize the issuance and delivery of its \$14,050,000 aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, Series 2023 (the “*Series 2023 Bonds*”), pursuant to the Original Resolution, as supplemented, and as further supplemented by a Sixteenth Supplemental System Revenue Bond Resolution (the “*Sixteenth Supplemental Resolution*”), which Series 2023 Bonds were issued for a project for USD, to refund the BHSU and SDSMT portions of the Series 2014A Bonds, and to pay the cost certain expenses relating to the issuance of the Series 2023 Bonds; and

WHEREAS, the Board, upon due consideration and investigation, does now find and determine that it is advisable and necessary to authorize (a) for the use and benefit of SDSU and its student body to pay the costs of renovating the Larson Commons facility for the SDSU Institutional System (as more particularly described in *Exhibit A-1*, the “*Series 2025 SDSU Larson Commons Project*”); (b) for the use and benefit of SDSU and its student body to pay the costs of building additional parking for the SDSU Institutional System (as more particularly described in *Exhibit A-1*, the “*Series 2025 SDSU Parking Project*” and, together with the Series 2025 Larson Commons Project, the “*Series 2025 SDSU Projects*”); (c) if determined by the Executive Director to be financially advantageous, for the use and benefit of USD and its student body, to pay the costs of refunding the outstanding Series 2013A Bonds (as further described in

Exhibit C, the “*Refunded Series 2013A Bonds*”); (d) if determined by the Executive Director to be financially advantageous, for the use and benefit of SDSMT, NSU and BHSU and their respective student bodies, to pay the costs of refunding the SDSMT, NSU and BHSU portions of the outstanding Series 2014B Bonds (as further described in *Exhibit C*, the “*Refunded Series 2014B Bonds*”); (e) if determined by the Executive Director to be financially advantageous, for the use and benefit of DSU, SDSU and USD and their respective student bodies, to pay the costs of refunding the DSU, SDSU and USD portions of the outstanding Series 2015 Bonds (as further described in *Exhibit C*, the “*Refunded Series 2015 Bonds*”); and (f) to pay certain expenses relating to the issuance of the Series 2025 Bonds (defined below), pursuant to the Original Resolution; and

WHEREAS, in order to accomplish the purposes hereinabove referred to, it is advantageous to the Board and necessary that the Board borrow money and issue and sell Bonds under the provisions of the Act and the Original Resolution; and

WHEREAS, the Board now desires to create and to authorize the issue and delivery of an additional issues of Bonds under and in accordance with the Original Resolution, as supplemented by this Seventeenth Supplemental System Revenue Bond Resolution (this “*Seventeenth Supplemental Resolution*”) thereto, which additional Bonds shall be known as “Housing and Auxiliary Facilities System Revenue Bonds, Series 2025” (the “*Series 2025 Bonds*”), which shall be issued for the purpose of financing the Series 2025 SDSU Projects, refunding the Refunded Series 2013A Bonds, the Refunded Series 2014B Bonds and the Refunded Series 2015 Bonds, if such refundings are determined by the Executive Director to be financially advantageous, and paying the cost of certain expenses relating to the issuance of the Series 2025 Bonds:

NOW, THEREFORE, Be It and It Is Hereby Resolved by the South Dakota Board of Regents, as follows:

ARTICLE I

DEFINITIONS; PLEDGE OF REVENUES

Section 1.1. Defined Terms. (a) Terms used in this Seventeenth Supplemental Resolution and not defined herein shall have the same meanings set forth in the Original Resolution, except that the following definition in the Original Resolution is hereby amended to read as follows:

(b) For purposes of this Seventeenth Supplemental Resolution, in addition to the terms defined in the WHEREAS Clauses, the following terms shall have the following meanings:

“*Bond Registrar*” for the Series 2025 Bonds means First Bank & Trust, Brookings, South Dakota, and its successors and assigns.

“*Escrow Agent*” means First Bank & Trust, Brookings, South Dakota, and its successors and assigns.

“Escrow Agreement” means the Escrow Agreement between the Board and the Escrow Agent with respect to the Refunded Series 2015 Bonds.

“Escrow Fund” means the fund of that name established in Section 3.1(a)(iv) of this Seventeenth Supplemental Resolution.

“Existing Facilities” means, for each Institution, the facilities (including equipment) of such Institution described in *Exhibit A-2*, together with all improvements, repairs, extensions or replacements, hereafter constructed or acquired that have not been converted to non-income use or abandoned for non-economic feasibility, as determined by resolution of the Board and filed with the Executive Director.

“Favorable Opinion of Bond Counsel” means, with respect to any action the occurrence of which requires such an opinion, a written opinion of legal counsel acceptable to the Board, having a national reputation in the field of municipal law whose opinions are generally accepted by purchasers of municipal obligations, to the effect that such actions will not adversely affect the exclusion of interest on the Series 2025 Bonds from federal gross income for purposes of the Code.

“Permitted Investments” for the proceeds of the Series 2025 Bonds are any investments permitted by law.

“Record Date” means the fifteenth day of the calendar month preceding the calendar month in which an interest payment date occurs.

“Refunded Bonds” collectively, means the Refunded Series 2013A Bonds, Refunded Series 2014B Bonds and Refunded Series 2015 Bonds.

“Refunded Series 2013A Bonds” means all or a portion of the outstanding Series 2013A Bonds, all of which were issued for USD.

“Refunded Series 2014B BHSU Bonds” means all or a portion of the BHSU portion of the outstanding Series 2014B Bonds maturing on and after April 1, 2026.

“Refunded Series 2014B NSU Bonds” means all or a portion of the NSU portion of the outstanding Series 2014B Bonds maturing on and after April 1, 2026 .

“Refunded Series 2014B SDSMT Bonds” means all or a portion of the SDSMT portion of the outstanding Series 2014B Bonds maturing on and after April 1, 2026.

“Refunded Series 2015 DSU Bonds” means all or a portion of the DSU portion of outstanding Series 2015 Bonds maturing on and after April 1, 2026.

“Refunded Series 2015 SDSU Bonds” means all or a portion of the SDSU portion of the outstanding Series 2015 Bonds maturing on and after April 1, 2026.

“Refunded Series 2015 USD Bonds” means all or a portion of the USD portion of the outstanding Series 2015 Bonds maturing on and after April 1, 2026.

“Series 2013A USD Bond and Interest Subaccount” means the subaccount of that name of the Bond and Interest Sinking Fund Account of the USD Institutional System for the Series 2013A Refunded Bonds.

“Series 2014B BHSU Bond and Interest Subaccount” means the subaccount of that name of the Bond and Interest Sinking Fund Account of the BHSU Institutional System for the Refunded Series 2014B BHSU Bonds.

“Series 2014B NSU Bond and Interest Subaccount” means the subaccount of that name of the Bond and Interest Sinking Fund Account of the NSU Institutional System for the Refunded Series 2014B NSU Bonds.

“Series 2014B SDSMT Bond and Interest Subaccount” means the subaccount of that name of the Bond and Interest Sinking Fund Account of the SDSMT Institutional System for the Refunded Series 2014B SDSMT Bonds.

“Series 2025 BHSU Bond and Interest Subaccount” means the subaccount of that name established in Section 3.1(a)(i) of this Seventeenth Supplemental Resolution.

“Series 2025 BHSU Proportion” is defined in *Exhibit C*.

“Series 2025 DSU Bond and Interest Subaccount” means the subaccount of that name established in Section 3.1(a)(i) of this Seventeenth Supplemental Resolution.

“Series 2025 DSU Proportion” is defined in *Exhibit C*.

“Series 2025 Expense Fund” means the fund of that name established in Section 3.1(a)(ii) of this Seventeenth Supplemental Resolution into which a part of the proceeds of the Series 2025 Bonds will be deposited and which will be used for the purpose of paying the costs of issuance of the Series 2025 Bonds.

“Series 2025 NSU Bond and Interest Subaccount” means the subaccount of that name established in Section 3.1(a)(i) of this Seventeenth Supplemental Resolution.

“Series 2025 NSU Proportion” is defined in *Exhibit C*.

“Series 2025 SDSMT Bond and Interest Subaccount” means the subaccount of that name established in Section 3.1(a)(i) of this Seventeenth Supplemental Resolution.

“Series 2025 SDSMT Proportion” is defined in *Exhibit C*.

“Series 2025 SDSU Bond and Interest Subaccount” means the subaccount of that name established in Section 3.1(a)(i) of this Seventeenth Supplemental Resolution.

“Series 2025 SDSU Project Construction Fund” means the fund of that name established in Section 3.1(a)(iii) of this Seventeenth Supplemental Resolution.

“Series 2025 SDSU Proportion” is defined in *Exhibit C*.

“*Series 2025 USD Bond and Interest Subaccount*” means the subaccount of that name established in Section 3.1(a)(i) of this Seventeenth Supplemental Resolution.

“*Series 2025 USD Proportion*” is defined in *Exhibit C*.

Section 1.2. Pledge of Revenues. The pledge of revenues and income contained in Section 10 of the Original Resolution is hereby ratified and confirmed. The Series 2025 Bonds are payable from and secured by a pledge of and lien on the following sources in the following order of priority:

SERIES 2025 BONDS:

(a) the Net Revenues of the DSU Institutional System as to the Series 2025 DSU Proportion; the Net Revenues of the NSU Institutional System as to the Series 2025 NSU Proportion; the Net Revenues of the BHSU Institutional System as to the Series 2025 BHSU Proportion; the Net Revenues of the SDSU Institutional System as to the Series 2025 SDSU Proportion; the Net Revenues of the SDSMT Institutional System as to the Series 2025 SDSMT Proportion; the Net Revenues of the USD Institutional System as to the Series 2025 USD Proportion.

(b) uncommitted funds of the Repair and Replacement Reserve Accounts of DSU, SDU, NSU, BHSU, SDSU and SDSMT, as to the Series 2025 DSU Proportion, the Series 2025 SDU Proportion, the Series 2025 NSU Proportion, the Series 2025 BHSU Proportion, the Series 2025 SDSU Proportion and the Series 2025 SDSMT Proportion, respectively;

(c) such other funds which may be pledged or used as authorized by the Act;

together with the outstanding Series 2006 Bonds, Series 2007 Bonds, Series 2008A Bonds, Series 2008B Bonds, Series 2011 Bonds, Series 2013A Bonds (to the extent not refunded by the Series 2025 Bonds), Series 2014A Bonds, Series 2014B Bonds (to the extent not refunded by the Series 2025 Bonds), Series 2015 Bonds (to the extent not refunded by the Series 2025 Bonds), Series 2016 Bonds, Series 2017 Bonds, Series 2019 Bonds and Series 2023 Bonds (collectively, the “*Prior Parity Bonds*”), and any Parity Bonds issued in the future which are secured on a parity with the Series 2025 Bonds.

The Series 2025 Bonds are not secured by a Debt Service Reserve Subaccount.

ARTICLE II

SERIES 2025 BONDS AND THE ISSUANCE THEREOF

Section 2.1. Authorization of Series 2025 Bonds. For the purpose of paying (i) the costs of the Series 2025 SDSU Projects, (ii) the costs of refunding the Refunded Bonds, and (iii) the expenses incurred in connection with the issuance of the Series 2025 Bonds, there is hereby authorized to be created an issue of Bonds in one or more series of the Board in an aggregate principal amount not exceeding \$29,000,000 as provided by the Act and the proceedings of the

Board adopted on
May 21, 2025.

Section 2.2. Findings of the Board. Pursuant to Section 14(K) of the Original Resolution, the Board hereby makes the following determinations:

(a) The Series 2025 SDSU Projects shall be a part of the System and the revenues derived from the operation of the Series 2025 SDSU Projects are pledged as additional security for the payment of all Bonds outstanding and the Series 2025 Bonds.

(b) The Board is current in all transfers and deposits to be made under the terms of the Bond Resolution.

(c) The Board is in full compliance with all of the covenants and undertakings in connection with all Bonds currently outstanding and payable from the Net Revenues of the System or any part of it, and no event of default has occurred or is continuing under the Bond Resolution.

(d) (i) *Historic Test.* As shown on *Schedule I* attached hereto, Actual Net Revenues of the System for each of the two most recent Fiscal Years equal at least 120% of Annual Debt Service on all Outstanding Bonds, there being no outstanding additional obligations issued on a parity with the Bonds; and

(ii) *Projected Test.* As shown on *Schedule I* attached hereto, Projected Net Revenues of the System for each of the three full Fiscal Years immediately succeeding the issuance of the Series 2025 Bonds are equal to at least 120% of Annual Debt Service on all Outstanding Bonds, plus the Series 2025 Bonds, there being no additional obligations. The Annual Debt Service for the Refunded Bonds has been eliminated from this calculation.

(e) (i) The amount of each semiannual deposit into the Bond and Interest Sinking Fund Account of USD is hereby modified, after taking into account the savings from the refunding of the Refunded Series 2013A Bonds and the Refunded Series 2015 USD Bonds so that such deposit shall now include a sum equal to the interest which will be payable by USD on the Series 2025 Bonds as shown in *Exhibit C* on the next succeeding interest payment date and one-half of the principal maturing as shown in *Exhibit C*, if any, within the next succeeding twelve-month period.

(ii) The amount of each semiannual deposit into the Bond and Interest Sinking Fund Account of BHSU is hereby modified, after taking into account the savings allocated to BHSU from the refunding of the Refunded Series 2014B BHSU Bonds, so that such deposit shall now include a sum equal to the interest which will be payable by BHSU on the Series 2025 Bonds as shown in *Exhibit C* on the next succeeding interest payment date and one-half of the principal maturing as shown in *Exhibit C*, if any, within the next succeeding twelve-month period.

(iii) The amount of each semiannual deposit into the Bond and Interest Sinking Fund Account of SDSMT is hereby modified, after taking into account the savings allocated to SDSMT from the refunding of the Refunded Series 2014B SDSMT Bonds, so that such deposit shall now include a sum equal to the interest which will be payable by SDSMT on the Series 2025 Bonds as shown in *Exhibit C* on the next succeeding interest payment date and one-half of the principal maturing as shown in *Exhibit C*, if any, within the next succeeding twelve-month period.

(iv) The amount of each semiannual deposit into the Bond and Interest Sinking Fund Account of NSU is hereby modified, after taking into account the savings allocated to NSU from the refunding of the Refunded Series 2014B NSU Bonds, so that such deposit shall now include a sum equal to the interest which will be payable by NSU on the Series 2025 Bonds as shown in *Exhibit C* on the next succeeding interest payment date and one-half of the principal maturing as shown in *Exhibit C*, if any, within the next succeeding twelve-month period.

(v) The amount of each semiannual deposit into the Bond and Interest Sinking Fund Account of DSU is hereby modified, after taking into account the savings allocated to DSU from the refunding of the Refunded Series 2015 DSU Bonds, so that such deposit shall now include a sum equal to the interest which will be payable by DSU on the Series 2025 Bonds as shown in *Exhibit C* on the next succeeding interest payment date and one-half of the principal maturing as shown in *Exhibit C*, if any, within the next succeeding twelve-month period.

(vi) The amount of each semiannual deposit into the Bond and Interest Sinking Fund Account of SDSU is hereby modified, after taking into account the savings allocated to SDSU from the refunding of the Refunded Series 2015 SDSU Bonds and the financing of the Series 2025 SDSU Projects, so that such deposit shall now include a sum equal to the interest which will be payable by SDSU on the Series 2025 Bonds as shown in *Exhibit C* on the next succeeding interest payment date and one-half of the principal maturing as shown in *Exhibit C*, if any, within the next succeeding twelve-month period.

(f) The Series 2025 Bonds shall not be secured by a Debt Service Reserve Subaccount.

(g) The minimum amount to be accumulated in the Renewal and Replacement Reserve Account of SDSU with respect to the Series 2025 SDSU Projects shall be an amount equal to the existing RRR Requirement for SDSU and at least an additional five percent of the cost of construction of the Series 2025 SDSU Projects plus the cost of any furnishing and moveable equipment for the Series 2025 SDSU Projects which is financed with the proceeds of the Series 2025 Bonds.

Section 2.3. Terms of the Series 2025 Bonds. (a) If issued, the Series 2025 Bonds shall be issued as fully registered Bonds in the denomination of \$5,000 and integral multiples thereof (but no single Series 2025 Bond of a series shall represent installments of principal maturing on more than one date), and shall be numbered 1 and upward. The Series 2025 Bonds shall bear interest from their date or from the most recent interest payment date to which interest has been paid, or duly provided for, until the principal amount of the Series 2025 Bonds is paid, or such

earlier date or dates as provided in the forms of Series 2025 Bonds set forth in *Exhibit B*, such interest (computed upon the basis of a 360 day year of twelve 30-day months) payable semiannually on the first days of April and October in each year until paid, commencing on the date set forth in *Exhibit C*, and shall mature on April 1 of each of the years, in the amounts, bear interest per annum and be subject to optional and mandatory redemption, all as provided in *Exhibit C*. The aggregate principal amount of the Series 2025 Bonds shall be as set forth in *Exhibit C*.

All redemptions shall be made in the manner, upon the notice, and with the effect provided in *Exhibit C* and in the form of Series 2025 Bond set forth in *Exhibit B*.

Interest on each Series 2025 Bond shall be paid by check or draft of the Bond Registrar, in lawful money of the United States of America, to the person in whose name such Series 2025 Bond is registered at the close of business on the Record Date; *provided, however*, that interest on the Series 2025 Bonds held by a registered owner of at least \$100,000 in aggregate principal amount of the Series 2025 Bonds may also be paid by wire transfer of immediately available funds to any bank in the continental United States as such registered owner shall specify in a written request to the Bond Registrar. The principal of the Series 2025 Bonds shall be payable when due upon presentation and surrender thereof in lawful money of the United States of America at the principal corporate trust office of the Bond Registrar.

Section 2.4. Execution and Authentication of Series 2025 Bonds. The Series 2025 Bonds shall be signed by the facsimile signatures of the President and Executive Director of the Board and the seal of the Board or a facsimile thereof shall be impressed or imprinted thereon and in case any officer whose signature shall appear on any Series 2025 Bond shall cease to be such officer before the delivery of such Series 2025 Bond, such signature shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery.

All Series 2025 Bonds shall have thereon a certificate of authentication substantially in the form set forth in *Exhibit B* hereto duly executed by the Bond Registrar as authenticating agent of the Board and showing the date of authentication. No Series 2025 Bond shall be valid or obligatory for any purpose or be entitled to any security or benefit under the Bond Resolution unless and until such certificate of authentication shall have been duly executed by the Bond Registrar by manual signature, and such certificate of authentication upon any such Series 2025 Bond shall be conclusive evidence that such Series 2025 Bond has been authenticated and delivered under the Bond Resolution. The certificate of authentication on any Series 2025 Bond shall be deemed to have been executed by the Bond Registrar if signed by an authorized officer of the Bond Registrar, but it shall not be necessary that the same officer sign the certificate of authentication on all of the Series 2025 Bonds issued hereunder.

Section 2.5. Form of Series 2025 Bonds. The Series 2025 Bonds shall be prepared in substantially the form attached hereto as *Exhibit B*.

ARTICLE III

PROCEEDS OF THE SERIES 2025 BONDS

Section 3.1. Creation of Funds and Accounts; Application of Series 2025 Bond Proceeds. (a) There are hereby created and designated the following funds, accounts and subaccounts:

(i) a separate subaccount of the Bond and Interest Sinking Fund Account of each of the following Institutional Systems: (A) for DSU's Institutional System, the "*Series 2025 DSU Bond and Interest Subaccount*"; (B) for NSU's Institutional System, the "*Series 2025 NSU Bond and Interest Subaccount*"; (C) for BHSU's Institutional System, the "*Series 2025 BHSU Bond and Interest Subaccount*"; (C) for SDSU's Institutional System, the "*Series 2025 SDSU Bond and Interest Subaccount*"; (E) for SDSMT's Institutional System, the "*Series 2025 SDSMT Bond and Interest Subaccount*"; and (F) for USD's Institutional System, the "*Series 2025 USD Bond and Interest Subaccount*";

(ii) a separate Expense Fund under the Bond Resolution, designated the "*Series 2025 Expense Fund*";

(iii) a separate Project Construction Fund under the Bond Resolution, designated the "*Series 2025 SDSU Project Construction Fund*"; and

(iv) a separate trust fund with the Escrow Agent designated the "*Escrow Fund*."

(b) All deposits to the funds and accounts described in clauses (a)(i), (a)(ii), (a)(iii) and a(iv) shall be made with the Depository.

(c) The proceeds of the Series 2025 Bonds shall be deposited in the amounts set forth in *Exhibit C*, as follows:

(i) the amount necessary to pay the Refunded Series 2013A Bonds on their redemption date, as set forth in *Exhibit C*, to the Series 2013A USD Bond and Interest Subaccount;

(ii) the amount necessary to pay the Refunded Series 2014B BHSU Bonds on their redemption date, as set forth in *Exhibit C*, to the Series 2014B BHSU Bond and Interest Subaccount;

(iii) the amount necessary to pay the Refunded Series 2014B SDSMT Bonds on their redemption date, as set forth in *Exhibit C*, to the Series 2014B SDSMT Bond and Interest Subaccount;

(iv) the amount necessary to pay the Refunded Series 2014B NSU Bonds on their redemption date, as set forth in *Exhibit C*, to the Series 2014B NSU Bond and Interest Subaccount;

(v) the amount necessary to pay the Refunded Series 2015 DSU Bonds on their redemption date, as set forth in *Exhibit C*, to the Escrow Fund;

(vi) the amount necessary to pay the Refunded Series 2015 SDSU Bonds on their redemption date, as set forth in *Exhibit C*, to the Escrow Fund;

(vii) the amount necessary to pay the Refunded Series 2015 USD Bonds on their redemption date, as set forth in *Exhibit C*, to the Escrow Fund;

(viii) the amount necessary to finance the Series 2025 SDSU Projects, to the Series 2025 SDSU Project Construction Fund; and

(ix) the remaining proceeds of the Series 2025 Bonds, to the Series 2025 Expense Fund.

(d) Amounts in the Series 2025 Expense Fund shall be used to pay the expenses of the issuance of the Series 2025 Bonds not paid on the date of the delivery of the Series 2025 Bonds. Any excess after payment of such expenses shall be deposited by the Executive Director in the Series 2025 SDSU Project Construction Fund or as otherwise determined by the Executive Director.

Section 3.2. Escrow Fund. The Escrow Fund will be sufficient to provide for the payment of the principal of and interest on the outstanding Refunded Series 2015 Bonds to their Redemption Date. The Escrow Fund shall be applied as set forth in the Escrow Agreement. The Executive Director of the Board is hereby authorized, empowered and directed to execute and deliver the Escrow Agreement in substantially the same form as approved by the Board, or with such changes therein as the Executive Director shall approve, the execution thereof by the Executive Director to constitute conclusive evidence of the approval by the Executive Director of such changes. When the Escrow Agreement is executed and delivered on behalf of the Board as herein provided, the Escrow Agreement will be binding on the Board and the officers, employees and agents of the Board, and the officers, employees and agents of the Board are hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Escrow Agreement as executed.

Section 3.3. Call of the Refunded Bonds . In accordance with the redemption provisions of the Refunded Bonds, the Board does hereby make provision for the payment of and does hereby call (subject only to the delivery of the Series 2025 Bonds) the Refunded Bonds for redemption on the dates set forth in *Exhibit C*.

Section 3.4. Series 2025 SDSU Project Construction Fund. Except as otherwise provided in the Bond Resolution, all moneys held in the Series 2025 SDSU Project Construction Fund shall be used or held for use solely for the payment of the cost of the Series 2025 SDSU

Projects. The moneys in the Series 2025 SDSU Project Construction Fund may be invested and reinvested in any Permitted Investments, having a maturity date, or becoming due at the option of the holder, not more than three years subsequent to the date of investment or the completion of the Series 2025 SDSU Projects, whichever is sooner, having due regard to the estimates of SDSU as to the times such moneys will be needed. Interest on, or any profit or loss realized, from such investments prior to the completion of the Series 2025 SDSU Projects shall be deposited in or charged to the Series 2025 SDSU Project Construction Fund.

Each of the description of the Series 2025 SDSU Larson Commons Project and the Series 2025 SDSU Parking Project set forth herein (each, a “*Series 2025 Project Description*”) may be supplemented or amended at any time by the Board, without the consent of any Series 2025 Bondholder as long as the facilities to be added to the a Series 2025 SDSU Project Description are authorized by the Act and upon receipt of a Favorable Opinion of Bond Counsel with respect to such supplement or amendment. Prior to the application of money in the Series 2025 SDSU Project Construction Fund for the cost of facilities to be included in an amended Series 2025 SDSU Project Description and if the facilities to be so included are not already a part of the SDSU Institutional System, the Board shall adopt a resolution which describes such new facilities in sufficient detail to allow such facilities to be included in the SDSU Institutional System and which includes such facilities in the SDSU Institutional System. The Board shall also adopt a resolution which amends a Series 2025 SDSU Project Description; *provided* that, if the Board has previously delegated authority to make expenditures consistent with such changes to such Series 2025 SDSU Project Description, such delegation shall control.

If, upon the completion of the Series 2025 SDSU Larson Commons Project and the Series 2025 SDSU Parking Projects, such proceeds received from the sale of the Series 2025 Bonds deposited in the Series 2025 SDSU Project Construction Fund or transferred therein from the Series 2025 Expense Fund, and the investment income thereon, shall exceed the cost of either or both of the Series 2025 SDSU Larson Commons Project and Series 2025 SDSU Parking Project, any surplus shall be (i) paid into the Series 2025 SDSU Bond and Interest Subaccount of the Bond and Interest Sinking Fund Account of SDSU and shall be used for the next interest payment on the Series 2025 Bonds or (ii) used for any purpose upon delivery of a Favorable Opinion of Bond Counsel.

ARTICLE IV

MISCELLANEOUS

Section 4.1. Non-Arbitrage; Tax Law Compliance. The Board further covenants that it will not make any investment or do any other act or thing during the period that any Series 2025 Bonds are outstanding which would cause the Series 2025 Bonds to become or be classified as “arbitrage bonds” within the meaning of Section 148 of the Code and the regulations thereunder now or hereafter proposed or published in the Federal Register or as promulgated in final form.

The Board also agrees and covenants with the purchasers and holders of the Series 2025 Bonds from time to time outstanding that, to the extent possible under South Dakota law, it will comply with whatever federal tax law is adopted in the future which applies to the Series 2025

Bonds and affects the exclusion of interest on the Series 2025 Bonds from federal gross income of the owners thereof.

The Board agrees to comply with all provisions of the Code, which if not complied with by the Board, would cause the interest on the Series 2025 Bonds not to be excludable from gross income of the owners thereof for federal income tax purposes. Without limiting the generality of the foregoing agreement, the Board agrees: (a) through its officers, to make such further specific covenants, representations and assurances as may be necessary or advisable; (b) to comply with all representations, covenants and assurances contained in the Tax Exemption Certificate and Agreement to be prepared by counsel approving the Series 2025 Bonds; (c) to consult with such counsel and to comply with such advice as may be given; (d) to pay to the United States, as necessary, such sums of money representing required rebates of excess arbitrage profits relating to the Series 2025 Bonds; (e) to file such forms, statements and supporting documents as may be required and in a timely manner; and (f) if deemed necessary or advisable by its officers, to employ and pay fiscal agents, financial advisors, attorneys and other persons to assist the Board in such compliance.

Section 4.2. Continuing Disclosure Undertaking. The Executive Director of the Board is hereby authorized, empowered and directed to execute and deliver a Continuing Disclosure Undertaking (the “*Continuing Disclosure Undertaking*”) in substantially the same form as approved by the Board, or with such changes therein as the individual executing the Continuing Disclosure Undertaking on behalf of the Board shall approve, his execution thereof to constitute conclusive evidence of his approval of such changes. When the Continuing Disclosure Undertaking is executed and delivered on behalf of the Board as herein provided, the Continuing Disclosure Undertaking will be binding on the Board and the officers, employees and agents of the Board, and the officers, employees and agents of the Board are hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Continuing Disclosure Undertaking as executed. Notwithstanding any other provision of this Seventeenth Supplemental Resolution, the sole remedies for failure to comply with the Continuing Disclosure Undertaking shall be the ability of the beneficial owner of any Series 2025 Bond to seek mandamus or specific performance by court order, to cause the Board to comply with its obligations under the Continuing Disclosure Undertaking.

Section 4.3. Interpretation and Construction. This Seventeenth Supplemental Resolution is supplemental to and is adopted in accordance with Section 14(K) of the Original Resolution. In all respects not inconsistent with this Seventeenth Supplemental Resolution, the Original Resolution is hereby ratified, approved and confirmed, and all of the definitions, terms, covenants and restrictions of the Original Resolution shall remain applicable except as otherwise expressly provided. All of the terms and provisions of this Seventeenth Supplemental Resolution shall be deemed to be a part of the terms and provisions of the Original Resolution and the Original Resolution and this Seventeenth Supplemental Resolution shall be read, taken and construed as one and the same instrument. In executing any Series 2025 Bond authorized by this Seventeenth Supplemental Resolution each officer, agent or employee of the Board, DSU or NSU shall be entitled to all of the privileges and immunities afforded to them under the terms of the Original Resolution.

Section 4.4. Sale of Series 2025 Bonds. As soon as may be after this Seventeenth Supplemental Resolution becomes effective, the Series 2025 Bonds may be sold with such terms and provisions as are not inconsistent herewith and within the limitations prescribed by the Board in its proceedings adopted on May 21, 2025, such officers' approval and the Board's approval of such terms and provisions to be evidenced by the execution and delivery of this Seventeenth Supplemental Resolution by the duly authorized officers of the Board executed as herein provided, shall be deposited with the Executive Director of the Board, and delivered by the Executive Director to the purchasers thereof, upon receipt of the purchase price therefor. The Executive Director is hereby authorized, empowered and directed to execute an Official Statement, a Bond Purchase Agreement, the Escrow Agreement and all other necessary closing documents and certificates in connection with the sale of the Series 2025 Bonds, in substantially the form of Official Statement, Bond Purchase Agreement and Escrow Agreement approved by the Board or with such changes therein as the Executive Director shall approve, the execution of any such document by the Executive Director to constitute conclusive evidence of the approval by the Executive Director of such changes.

Section 4.5. Completion of Exhibit C. The Executive Director is authorized to approve the terms of the Series 2025 Bonds within the parameters set forth herein. Promptly after the issuance of the Series 2025 Bonds, the Executive Director shall file with the Board Secretary the completed *Exhibit C* showing the terms of the Series 2025 Bonds.

Section 4.6. Severability Provisions. It is the intention hereof to confer upon the Board the whole of the powers provided for in the Act, and if any one or more sections, clauses, sentences and parts of this Seventeenth Supplemental Resolution shall for any reason be questioned in any court of competent jurisdiction, and shall be adjudged unconstitutional or invalid, such judgment shall not affect, impair or invalidate the remaining provisions hereof, but shall be confined to the specific section, clause, sentence and part so determined, and that all resolutions or parts thereof in conflict herewith are hereby repealed.

ARTICLE V

MUNICIPAL BOND INSURANCE

Section 5.1. Municipal Bond Insurance. Prior to the sale of the Series 2025 Bonds, the Executive Director of the Board or any other business official of the Board is hereby authorized to approve and execute a commitment for the purchase of a Municipal Bond Insurance Policy (the "*Municipal Bond Insurance Policy*"), to further secure the Series 2025 Bonds, as long as the present value of the fee to be paid for the Municipal Bond Insurance Policy (using as a discount rate the expected yield on the Series 2025 Bonds treating the fee paid as interest on the Series 2025 Bonds) is less than the present value of the interest reasonably expected to be saved on the Series 2025 Bonds over the term of the Series 2025 Bonds as a result of the Municipal Bond Insurance Policy.

In the event the payment of principal and interest on the Bonds is insured pursuant to the Municipal Bond Insurance Policy issued by a bond insurer (the "*Bond Insurer*"), and as long as

such Municipal Bond Insurance Policy shall be in full force and effect, the Board and the Bond Registrar agree to comply with such usual and reasonable provisions regarding presentment and payment of the Series 2025 Bonds, subrogation of the rights of the Series 2025 Bondholders to the Bond Insurer upon payment of the Series 2025 Bonds by the Bond Insurer, amendment hereof, or other terms, as approved by the Executive Director of the Board on advice of counsel, or his or her designee, his or her approval to constitute full and complete acceptance by the Board of such terms and provisions under authority of this Section.

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THIS SEVENTEENTH SUPPLEMENTAL RESOLUTION shall take effect upon its adoption.

Adopted this 21st day of May, 2025.

President

ATTEST:

Executive Director

(Seal)

SCHEDULE I**EVIDENCE OF COMPLIANCE WITH PARITY TEST**

(i) *Historic Test.* Actual Net Revenues of the System for FY 2023 and FY 2024 are \$_____ and \$_____, respectively, each of which is at least 120% of Annual Debt Service on all Outstanding Bonds, there being no outstanding additional obligations issued on a parity with the Bonds; and

(ii) *Projected Test.* Projected Net Revenues of the System for each of the three full Fiscal Years immediately succeeding the issuance of the Series 2025 Bonds are \$_____ (FY 2025), \$_____ (FY 2026) and \$_____ (FY 2027), each of which is at least 120% of Annual Debt Service on all Outstanding Bonds, plus the Series 2025 Bonds, there being no additional obligations. The Annual Debt Service for the Refunded Series _____ Bonds has been eliminated from this calculation.

EXHIBIT A-1

THE SERIES 2025 PROJECTS

SERIES 2025 SDSU LARSON COMMONS PROJECT

Renovations of the existing Larson Commons facility.

SERIES 2025 SDSU PARKING PROJECT

Addition of an approximately 265 stall parking lot in the southeast residential district of the main campus in Brookings.

EXHIBIT A-2**EXISTING FACILITIES****BHSU:**

Housing Facilities:

- Heidepriem Hall
- Bordeaux Hall
- Wenona Cook Hall
- Thomas Hall
- University Apartments

Student Union

Parking Facilities

Dining Services

Bookstore

DSU:

Residence Halls:

- Zimmerman Hall
- Higbie Hall
- Richardson Hall
- Emry Hall
- The Courtyard
- Residence Village
- Van Eps

Student Union

NSU:

Residence Halls:

- Briscoe Hall
- Great Plains East
- Great Plain West
- McArthur-Welsh Hall
- Steele Hall
- Kramer Hall
- Wolves Memorial Suites

Student Union

SDSMT:

Residence Halls:

- Connolly Hall
- Palmerton Hall
- Peterson Hall
- Placer Hall

Surbeck Student Center

Wellness Center

SDSU:

Housing Facilities:

- Binnewies Hall
- Brown Hall
- Caldwell Hall
- Hansen Hall
- Jackrabbit Grove (Ben Reifel, Theodore W. Schultz, Hallie Walker Hyde, and Honors Halls)
- Jackrabbit Village (Spencer, Abbott and Thorne Halls)
- Mathews Hall
- Meadows North
- Meadows South
- Pierson Hall
- Young Hall
- Skylight Apartments
- Huggins Apartments
- Garden Square Units
- Thornber Apartments
- Southeast Neighborhood Apartments

Student Wellness Center

Dining Facilities:

- Larsen Commons
- Student Union Building

Parking Facilities

USD:

Residence Halls:

- Beede Hall
- Burgess Hall
- McFadden Hall
- Mickelson Hall
- Norton Hall
- Olson Hall
- Richardson Hall

Cherry Street Rentals

Muenster University Center

Student Wellness Center, including parking lot

Coyote Village Housing, including parking lot

EXHIBIT B**FORM OF SERIES 2025 BOND**REGISTERED
No. _____REGISTERED
\$ _____UNITED STATES OF AMERICA
SOUTH DAKOTA BOARD OF REGENTS
HOUSING AND AUXILIARY FACILITIES SYSTEM REVENUE BOND,
SERIES 2025Interest _____ Maturity _____ Dated _____
Rate: _____% Date: April 1, _____ Date: _____, 2025 CUSIP: _____

Registered Owner: CEDE & CO.

Principal Amount:

The Board of Regents of the State of South Dakota (the “*Board*”), created and existing under the laws of the State of South Dakota, hereby acknowledges itself to owe and for value received promises to pay, but only from the sources herein identified, to the Registered Owner identified above, or registered assigns as hereinafter provided, on the Maturity Date identified above, unless previously called for earlier redemption, the Principal Amount identified above and to pay interest (computed on the basis of a 360-day year of twelve 30-day months) on such Principal Amount from the date of this Series 2025 Bond (as hereinafter defined) or from the most recent interest payment date to which interest has been paid or duly provided for at the Interest Rate per annum set forth above on April 1 and October 1 of each year commencing _____, 202____, until said Principal Amount is paid. The principal of this Series 2025 Bond is payable upon presentation and surrender hereof, in lawful money of the United States of America at the principal corporate trust office of First Bank & Trust, Brookings, South Dakota, as bond registrar and paying agent (the “*Bond Registrar*”). Payment of the installments of interest shall be made to the Registered Owner hereof as shown on the registration books of the Board maintained by the Bond Registrar at the close of business on the 15th day of the month next preceding each interest payment date and shall be paid by check or draft of the Bond Registrar, payable in lawful money of the United States of America, mailed to the address of such Registered Owner as it appears on such registration books or at such other address furnished in writing by such Registered Owner to the Bond Registrar; *provided, however*, that interest on the Series 2025 Bonds held by a Registered Owner of at least \$100,000 in aggregate principal amount of the Series 2025 Bonds may also be paid by wire transfer of immediately available funds to any bank in the continental United States as such Registered Owner shall specify in a written request to the Bond Registrar.

This Bond is one of a duly authorized series of \$_____,000 principal amount of the Housing and Auxiliary Facilities System Revenue Bonds, Series 2025 (the “*Series 2025 Bonds*”) of the Board pursuant to a Resolution of the Board duly adopted October 21, 2004, as supplemented (said Resolution as so supplemented being herein referred to as the “*Bond Resolution*”) for the purpose of financing (i) the costs of the Series 2025 SDSU Projects, (ii) the

costs of refunding the Refunded Bonds, and (iii) the expenses incurred in connection with the issuance of the Series 2025 Bonds, there is hereby authorized to be created an issue of Bonds of the Board in an aggregate principal amount not exceeding \$_____ as provided by the Act and the proceedings of the Board adopted on May 21, 2025, all under and pursuant to the Board of Regents Revenue Bond Act of 1971, as amended (the “*Act*”), and the Bond Resolution, to which Bond Resolution reference is hereby made for a statement of the funds and revenues from which this Series 2025 Bond and the issue of which it is a part is payable and the conditions and restrictions pursuant to which this Series 2025 Bond has been issued and pursuant to which additional bonds on a parity herewith may be issued. Capitalized terms not defined herein shall have the meanings assigned in the Bond Resolution.

The Series 2025 Bonds are of like tenor and date, except as to maturity, interest rate and redemption provisions.

This Series 2025 Bond and the series of which it is a part, together with such Bonds as have been and may hereafter be issued under the provisions of the authorizing Bond Resolution (collectively, the “*Bonds*”), are payable solely from and secured by a pledge of and lien on (i) the Net Revenues of the DSU Housing and Auxiliary Facilities System (the “*DSU Institutional System*”), as to the Series 2025 DSU Proportion, (ii) the Net Revenues of the NSU Housing and Auxiliary Facilities System (the “*NSU Institutional System*”), as to the Series 2025 NSU Proportion, (iii) the Net Revenues of the Black Hills State University (“*BHSU*”) Housing and Auxiliary Facilities System (the “*BHSU Institutional System*”), as to the Series 2025 BHSU Proportion, (iv) the Net Revenues of the SDSU Housing and Auxiliary Facilities System (the “*SDSU Institutional System*”), as to the Series 2025 SDSU Proportion, (v) the Net Revenues of the South Dakota School of Mines and Technology Housing and Auxiliary Facilities System (the “*SDSMT Institutional System*”), as to the Series 2025 SDSMT Proportion, (vi) the Net Revenues of the USD Housing and Auxiliary Facilities System (the “*USD Institutional System*”), as to the Series 2025 USD Proportion, and (vii) uncommitted funds held in the Repair and Replacement Reserve Accounts of DSU, NSU, BHSU, SDSU, SDSMT, and USD, as to the Series 2025 SDSU Proportion, the Series 2025 NSU Proportion, the Series 2025 BHSU Proportion, the Series 2025 SDSU Proportion, the Series 2025 SDSMT Proportion, and the Series 2025 USD Proportion respectively, and (viii) such other funds which may be pledged or used as authorized by the Act.

All of the Bonds are equally and ratably secured by said pledge and lien without priority or preference one over the other by reason of series designation, denomination, number, maturity, date or terms of redemption prior to maturity, date of sale or delivery or otherwise; *provided, however*, that Bonds may be issued in the future which are secured by a Debt Service Reserve Account. The Series 2025 Bonds are not secured by a Debt Service Reserve Account.

Subject to the limitations and upon payment of the charges provided in the Bond Resolution, Series 2025 Bonds may be exchanged for registered Series 2025 Bonds of other authorized denominations.

The Series 2025 Bonds maturing on or after April 1, 20____ are subject to redemption prior to maturity at the option of the Board in whole or in part (in integral multiples of \$5,000), in any order of maturity and within a single maturity as determined by the Board, on any date

occurring on or after _____ 1, 20__ at a price equal to the principal amount of Series 2025 Bonds to be redeemed plus accrued interest to the date of redemption.

The Series 2025 Bonds maturing April 1, 20__ are subject to mandatory sinking fund redemption prior to maturity, in integral multiples of \$5,000 selected by the Bond Registrar, through the operation of the related Bond and Interest Sinking Fund Account as provided in the Bond Resolution, on April 1 of each of the years and in the principal amounts shown below, at a price equal to the principal amount of Series 2025 Bonds to be redeemed plus accrued interest thereon to the redemption date but without premium.

Series 2025 Bonds Maturing April 1, 20__

YEAR	AMOUNT
20__	\$ _____
20__*	\$ _____

* Final Maturity

The Board shall receive a credit against its obligation to have amounts on deposit in the related Bond and Interest Sinking Fund Account in respect of the principal of the Series 2025 Bonds required to be redeemed or paid on any date listed above (i) to the extent that the Board delivers to the Bond Registrar for cancellation on or prior to any such date one or more Series 2025 Bonds or (ii) to the extent Series 2025 Bonds are called for optional redemption. In addition, the principal amount of any such Series 2025 Bonds which have been redeemed pursuant to any partial optional redemption shall be credited against the obligation of the Board to have the amounts listed above with respect to the principal of such Series 2025 Bonds on deposit in such Institution's Bond and Interest Sinking Fund as determined by the Board.

In the event a Series 2025 Bond is in a denomination larger than \$5,000, a portion of such Series 2025 Bond may be redeemed but only in a principal amount equal to \$5,000 or any integral multiple thereof. Notice of each redemption shall be given as described in the Bond Resolution; *provided, however*, that failure to give such notice or any defect therein, as to any Series 2025 Bond shall not affect the validity of the proceedings for the redemption of any other Series 2025 Bonds. All Series 2025 Bonds, or portions thereof, so called for redemption will cease to bear interest on the specified redemption date, provided funds for such redemption are on deposit at the place of payment at that time, and shall no longer be protected by the Bond Resolution and shall not be deemed to be Outstanding under the provisions of the Bond Resolution.

The Board shall have the option of calling Bonds, when subject to redemption according to their terms, of any one or more series, at its discretion.

With respect to any optional redemption of the Series 2025 Bonds, unless moneys sufficient to pay the principal of and interest on, the Series 2025 Bonds to be redeemed shall have been received by the Bond Registrar prior to the giving of such notice of redemption, such

notice shall state that said redemption shall be conditional upon the receipt of such moneys by the Bond Registrar on or prior to the date fixed for redemption.

The Board hereby covenants with the Owner of this Series 2025 Bond that it will keep and perform all the covenants and agreements in the Bond Resolution adopted by it authorizing the issuance of this Series 2025 Bond and the series of which it forms a part.

The Bond Resolution provides that the Board may prepay or provide for the payment of the entire indebtedness of all Outstanding Bonds, any series thereof or any portion thereof, by depositing with the Bond Registrar moneys and/or Government Securities in an amount, together with the income or increment to accrue thereon, sufficient to pay or redeem all such Bonds. In such case, the liability of the Board in respect of such Bonds shall continue but the Owners thereof shall thereafter be entitled to payment only from the moneys and/or Government Securities deposited with the Bond Registrar. Upon such deposit, such Bonds of such series or any such portion thereof shall cease to be entitled to any lien, benefit or security under the Bond Resolution. The Board shall remain the obligor on such Bonds of such series, or any such portion thereof, but the Owners thereof shall be entitled to payment (to the exclusion of all other owners of Bonds) solely out of such cash and funds received from such Government Securities.

Reference is hereby made to the Bond Resolution for a more complete description of the nature and extent of the security, the rights of the Owners of the Bonds and the terms and conditions upon which the Bonds are to be issued and secured, to all the provisions of which Bond Resolution, each holder by the acceptance hereof assents.

This Series 2025 Bond is transferable by the registered Owner hereof in person or by his attorney duly authorized in writing at the principal corporate trust office of the Bond Registrar, but only in the manner, subject to the limitations and upon payment of the charges provided in the Bond Resolution and upon surrender and cancellation of this Series 2025 Bond. Upon such transfer a new registered Series 2025 Bond or Series 2025 Bonds of the same tenor, maturity and rate of interest, of an authorized denomination or denominations, for the same aggregate principal amount will be issued to the transferee in exchange therefor. The Board and the Bond Registrar may deem and treat the registered Owner hereof as the absolute owner hereof for the purpose of receiving payment of or on account of principal hereof and interest due hereon and for all other purposes and neither the Board nor the Bond Registrar nor any paying agent shall be affected by any notice to the contrary. The Bond Registrar shall not be required to transfer or exchange any Series 2025 Bond (i) during the period after the fifteenth day of the month next preceding any interest payment date with respect to such Series 2025 Bond and ending on such interest payment date, (ii) after notice calling a Series 2025 Bond for redemption has been given, or (iii) during a period of fifteen days next preceding the giving of a notice of redemption of any Series 2025 Bond.

With the consent of the Board and to the extent permitted by and as provided in the Bond Resolution, the terms and provisions of the Bond Resolution, or of any instrument supplemental thereto, may be modified or altered.

This Series 2025 Bond does not constitute an obligation of the State of South Dakota within the meaning or application of any Constitutional or statutory limitation or provision, and

the Owner thereof shall never have the right to demand payment of this Series 2025 Bond or interest hereon out of any funds other than the revenues and income pledged for payment thereof.

It is hereby certified and recited that all conditions, acts and things required by law to exist or to be done precedent to and in the issuance of this Series 2025 Bond did exist, have happened, been done and performed in regular and due form and time as required by law; and that the amount of this Series 2025 Bond, and the series of which it is one, and the total authorized issue of Series 2025 Bonds of which this series is a part, do not exceed any limit prescribed by the Constitution or statutes of the State of South Dakota.

This Series 2025 Bond shall not be valid or become obligatory for any purpose until the certificate of authentication hereon shall have been signed by the Bond Registrar.

IN WITNESS WHEREOF, the South Dakota Board of Regents has caused this Series 2025 Bond to be signed by the duly authorized facsimile signature of the President of the Board, a facsimile of its corporate seal to be imprinted hereon, and attested by the facsimile signature of the Executive Director of the Board, all as of the Dated Date identified above.

SOUTH DAKOTA BOARD OF REGENTS

(Facsimile Signature)

President

(FACSIMILE SEAL)

(Facsimile Signature)

Executive Director

CERTIFICATE
OF
AUTHENTICATION

Date of Authentication: _____, 2025

This Series 2025 Bond is one of the
Series 2025 Bonds described in the within
mentioned Resolution.

FIRST BANK & TRUST,
Brookings, South Dakota,
as Bond Registrar

By _____
Authorized Officer

(FORM OF ASSIGNMENT)

ASSIGNMENT

FOR VALUE RECEIVED, the undersigned sells, assigns, and transfers unto

(Please Print or Typewrite Name and Address of Assignee)

the within Series 2025 Bond and does hereby irrevocably constitute and appoint, _____, attorney-in-fact, to transfer the said Series 2025 Bond on the Bond Register with full power of substitution in the premises.

Dated: _____

Signature guaranteed: _____

NOTICE: The signature to this assignment must correspond with the name of the registered Owner as it appears upon the face of the within Series 2025 Bond in every particular, without alteration or enlargement or any change whatever.

EXHIBIT C**SERIES 2025 BOND TERMS****SERIES 2025 BONDS:**

The Series 2025 Bonds shall be issued in the aggregate principal amount of \$_____, shall be dated _____, 2025, shall be numbered 1 and upward, shall mature on April 1 of each of the years and shall bear interest (calculated on the basis of a 360-day year comprising 12 months of 30 days each) at the rates per annum as follows:

YEAR	PRINCIPAL AMOUNT (\$)	INTEREST RATE (%)

20__		

The first interest payment date for the Series 2025 Bonds is _____, 2025.

The redemption date for the Refunded Series 2013 Bonds is _____, 2025 (the “Series 2013 Redemption Date”).

The redemption date for the Refunded Series 2014B Bonds is _____, 2025 (the “Series 2014B Redemption Date”).

The redemption date for the Refunded Series 2015 Bonds is _____, 2025 (the “Series 2015 Redemption Date”).

The purchase price of the Series 2025 Bonds is \$_____, which represents the par amount of \$_____ plus [net] original issue premium of \$_____ and less an underwriter’s discount of \$_____.

DEPOSIT OF SERIES 2025 BOND PROCEEDS:

1. \$_____ to the Series 2013A USD Bond and Interest Subaccount, for payment of the Refunded Series 2013A Bonds on the Series 2013A Redemption Date.
2. \$_____ to the Series 2014B SDSMT Bond and Interest Subaccount, for payment of the Refunded Series 2014B SDSMT Bonds on the Series 2014B Redemption Date.
3. \$_____ to the Series 2014B NSU Bond and Interest Subaccount for payment of the Refunded Series 2014B NSU Bonds on the Series 2014B Redemption Date.

4. \$_____ to the Series 2014B BHSU Bond and Interest Subaccount for payment of the Refunded Series 2014B BHSU Bonds on the Series 2014B Redemption Date.
5. \$_____ to the Escrow Account for payment of the Refunded Series 2015 DSU Bonds on the Series 2015 Redemption Date.
6. \$_____ to the Escrow Account for payment of the Refunded Series 2015 SDSU Bonds on the Series 2015 Redemption Date.
7. \$_____ to the Escrow Account for payment of the Refunded Series 2015 USD Bonds on the Series 2015 Redemption Date.
8. \$_____ to the Series 2025 SDSU Project Construction Fund.
9. \$_____ to the Series 2025 Expense Fund¹.

OPTIONAL REDEMPTION:

The Series 2025 Bonds maturing on or after April 1, 20__ are subject to redemption prior to maturity at the option of the Board in whole or in part (in integral multiples of \$5,000), in any order of maturity as determined by the Board, on any date occurring on or after April 1, 20__, at a price equal to the principal amount of the Series 2025 Bonds to be redeemed plus accrued interest to the date of redemption.

At least 45 days prior to the redemption date, the Board shall designate in writing to the Bond Registrar the principal amount of Series 2025 Bonds to be redeemed. If less than all of the Series 2025 Bonds shall be called for redemption, the particular Series 2025 Bonds to be redeemed shall be selected by the Bond Registrar, in such a manner as the Bond Registrar in its discretion may deem fair and appropriate, in the principal amount designated to the Bond Registrar by the Board; *provided, however*, that the portion of any Series 2025 Bonds to be redeemed shall be in integral multiples of \$5,000.

MANDATORY REDEMPTION:

The Series 2025 Bonds maturing on April 1, 20__ and April 1, 20__ are subject to mandatory sinking fund redemption prior to maturity, in integral multiples of \$5,000 selected by the Bond Registrar, on April 1 of each the years and in the principal amounts shown below, at a redemption price equal to the principal amount to be redeemed plus accrued interest to the redemption date, but without premium.

¹ Costs of issuance in the total amount of \$_____ will be paid by the Underwriter from bond proceeds. \$_____ in Additional Proceeds will be deposited by the Board in the applicable Bond and Interest Funds for the Series 2025 Bonds.

Series 2025 Bonds Maturing April 1, 20__

YEAR	AMOUNT
20__	\$
20__	\$
20__*	\$

* Final Maturity

Series 2025 Bonds Maturing April 1, 20__

YEAR	AMOUNT
20__	\$
20__	\$
20__*	\$

* Final Maturity

The Board shall receive a credit against its obligation to have amounts on deposit in the related Bond and Interest Sinking Fund Account in respect of the principal of the Series 2025 Bonds required to be redeemed or paid on any date listed above (i) to the extent that the Board delivers to the Bond Registrar for cancellation on or prior to any such date one or more Series 2025 Bonds maturing on such date or (ii) to the extent Series 2025 Bonds maturing on such dates are called for optional redemption. In addition, the principal amount of any such Series 2025 Bonds which have been redeemed pursuant to any partial optional redemption shall be credited against future sinking fund requirements, as determined by the Board.

REDEMPTION PROCEDURES:

The Bond Registrar shall give notice of redemption of the Series 2025 Bonds in accordance with the following provisions:

Notice of the redemption of Series 2025 Bonds will be given by mailing a copy of the redemption notice by first class mail or by electronic notice at least 30 days prior to the date fixed for such redemption to The Depository Trust Company, as the securities depository or any successor securities depository, as the registered owner of the Series 2025 Bonds, so long as the global book-entry system is used for recording ownership of the Series 2025 Bonds.

In the event that the global book-entry system is no longer used for recording ownership of the Series 2025 Bonds, notice of each redemption shall be given by mailing a copy of the redemption notice by first class mail (postage prepaid) not less than 30 days nor more than 60 days prior to the date fixed for such redemption to the registered owners of the Series 2025 Bonds, or portions thereof, to be redeemed at the address shown on the registration books; *provided, however*, that failure to give such notice or any defect therein, as to any Series 2025

Bond shall not affect the proceedings for the redemption of any other Series 2025 Bonds.

With respect to any optional redemption of the Series 2025 Bonds, unless moneys sufficient to pay the principal of and interest on the Series 2025 Bonds to be redeemed shall have been received by the Bond Registrar prior to the giving of such notice of redemption, such notice shall state that said redemption shall be conditional upon the receipt of such moneys by the Bond Registrar on or prior to the date fixed for redemption.

For purposes of any redemption of less than all of the Series 2025 Bonds of a single series and maturity, the particular Series 2025 Bonds or portions of Series 2025 Bonds to be redeemed shall be selected by lot by the Bond Registrar by such method as the Bond Registrar shall deem fair and appropriate (except when the Series 2025 Bonds are held in a book-entry system, in which case the selection of Series 2025 Bonds to be redeemed will be made in accordance with procedures established by The Depository Trust Company or any other securities depository); *provided* that such method shall provide for the selection of redemption of Series 2025 Bonds or portions thereof so that any \$5,000 Series 2025 Bond or \$5,000 portion of a Series 2025 Bond shall be as likely to be called for redemption as any other such \$5,000 Series 2025 Bond or \$5,000 portion of a Series 2025 Bond of the same series.

Notice of redemption having been given as described above and in the Bond Resolution, and notwithstanding failure to receive such notice, the Series 2025 Bonds or portions of Series 2025 Bonds so to be redeemed will, on the redemption date, become due and payable at the redemption price therein specified, and from and after such date (unless the Board shall default in the payment of the redemption price) such Series 2025 Bonds or portions of Series 2025 Bonds shall cease to bear interest. Upon surrender of such Series 2025 Bonds or redemption in accordance with said notice, such Series 2025 Bonds will be paid by the Bond Registrar at the redemption price.

REFUNDED SERIES 2013 BONDS

\$_____ Housing and Auxiliary Facilities System Revenue Bonds, Series 2013, dated February 28, 2013, being [all][a portion] of the bonds outstanding from an issue in the principal amount of \$_____, fully registered and without coupons, due on April 1 of the years, in the principal amounts and bearing interest at the interest rates as follows:

YEAR OF MATURITY	PRINCIPAL AMOUNT (\$)	INTEREST RATE (%)
20__		

REFUNDED SERIES 2014B BONDS

\$_____ Housing and Auxiliary Facilities System Revenue Bonds, Series 2014B, dated September 16, 2014, being [all][a portion] of the bonds outstanding from an issue in the principal amount of \$_____, fully registered and without coupons, due on April 1 of the years, in the principal amounts and bearing interest at the interest rates as follows:

YEAR OF MATURITY	PRINCIPAL AMOUNT (\$) ¹	INTEREST RATE (%)
20__		

REFUNDED SERIES 2015 BONDS

\$_____ Housing and Auxiliary Facilities System Revenue Bonds, Series 2015, dated December 22, 2015, being [all][a portion] of the bonds outstanding from an issue in the principal amount of \$_____, fully registered and without coupons, due on April 1 of the years, in the principal amounts and bearing interest at the interest rates as follows:

YEAR OF MATURITY	PRINCIPAL AMOUNT (\$) ¹	INTEREST RATE (%)
20__		

SERIES 2025 DSU PROPORTION:

Amount of Series 2025 Bond proceeds deposited in the Escrow Account (the amount allocated to DSU in the Series 2025 Expense Fund and the amount of Underwriter's discount allocated to DSU, the "*Series 2025 DSU Proportion*"): \$_____

Amount of Series 2025 Bond proceeds allocated to DSU deposited in the Series 2025 Expense Fund: \$_____

Amount of Underwriter's discount allocated to DSU: \$_____

Series 2025 DSU Debt Service See Schedule C-1
attached hereto

SERIES 2025 NSU PROPORTION:

Amount of Series 2025 Bond proceeds allocated to NSU deposited in the Escrow Account (with the amount of Series 2025 Bond proceeds allocated to NSU in the Series 2025 Expense Fund and the amount of Underwriter's discount allocated to NSU, the "*Series 2025 NSU Proportion*");

\$_____

Amount of Series 2025 Bond proceeds allocated to NSU deposited in the Series 2025 Expense Fund:

\$_____

Amount of Underwriter's discount allocated to NSU:

\$_____

Series 2025 NSU Debt Service: See Schedule C-2
attached hereto

SERIES 2025 BHSU PROPORTION:

Amount of Series 2025 Bond proceeds allocated to BHSU deposited in the Series 2014B BHSU Bond and Interest Subaccount (with the amount of Series 2025 Bond proceeds allocated to BHSU in the Series 2025 Expense Fund and the amount of Underwriter's discount allocated to BHSU, the "*Series 2025 BHSU Proportion*");

\$_____

Amount of Series 2025 Bond proceeds allocated to BHSU deposited in the Series 2025 Expense Fund:

\$_____

Amount of Underwriter's discount allocated to BHSU:

\$_____

Series 2025 BHSU Debt Service: See Schedule C-3
attached hereto

SERIES 2025 SDSU PROPORTION:

Amount of Series 2025 Bond proceeds deposited in the Series 2025 SDSU Project Construction Fund and the Escrow Account (with the amount allocated to SDSU in the Series 2025 Expense Fund and the amount of Underwriter's discount allocated to SDSU, the "*Series 2025 SDSU Proportion*");

\$_____

Amount of Series 2025 Bond proceeds allocated to SDSU deposited in the Series 2025 Expense Fund:

\$_____

Amount of Underwriter's discount allocated to SDSU:

\$_____

Series 2025 SDSU Debt Service: See Schedule C-4
attached hereto

SERIES 2025 SDSMT PROPORTION:

Amount of Series 2025 Bond proceeds allocated to SDSMT deposited in the Series 2014B SDSMT Bond and Interest Subaccount (with the amount of Series 2025 Bond proceeds allocated to SDSMT in the Series 2025 Expense Fund and the amount of Underwriter's discount

\$_____

allocated to SDSMT, the “*Series 2025 SDSMT Proportion*”):

Amount of Series 2025 Bond proceeds allocated to SDSMT deposited in the Series 2025 Expense Fund: \$_____

Amount of Underwriter’s discount allocated to SDSMT: \$_____

Series 2025 SDSMT Debt Service: See Schedule C-5
attached hereto

SERIES 2025 USD PROPORTION:

Amount of Series 2025 Bond proceeds allocated to USD deposited in the Series 2013A USD Bond and Interest Subaccount and the Escrow Account (with the amount of Series 2025 Bond proceeds allocated to USD in the Series 2025 Expense Fund and the amount of Underwriter’s discount allocated to USD, the “*Series 2025 USD Proportion*”): \$_____

Amount of Series 2025 Bond proceeds allocated to USD deposited in the Series 2025 Expense Fund: \$_____

Amount of Underwriter’s discount allocated to USD: \$_____

Series 2025 USD Debt Service: See Schedule C-6
attached hereto

SCHEDULE C-1

DEBT SERVICE

South Dakota Board of Regents
Dakota State University - Housing and Auxiliary Facilities System Revenue Bonds, Series 2025

SCHEDULE C-2

DEBT SERVICE

South Dakota Board of Regents

Northern State University- Housing and Auxiliary Facilities System Revenue Bonds, Series 2025

SCHEDULE C-3

DEBT SERVICE

South Dakota Board of Regents

Black Hills State University- Housing and Auxiliary Facilities System Revenue Bonds, Series 2025

SCHEDULE C-4

DEBT SERVICE

South Dakota Board of Regents

South Dakota State University- Housing and Auxiliary Facilities System Revenue Bonds, Series 2025

SCHEDULE C-5

DEBT SERVICE

South Dakota Board of Regents
South Dakota School of Mines and Technology -
Housing and Auxiliary Facilities System Revenue Bonds, Series 2025

SCHEDULE C-6

DEBT SERVICE

South Dakota Board of Regents

University of South Dakota - Housing and Auxiliary Facilities System Revenue Bonds, Series 2025

[\$Par Amount]
SOUTH DAKOTA BOARD OF REGENTS
HOUSING AND AUXILIARY FACILITIES SYSTEM REVENUE BONDS, SERIES 2025

BOND PURCHASE AGREEMENT

[], 2025

South Dakota Board of Regents
 306 East Capitol Avenue
 Pierre, South Dakota 57501

Ladies and Gentlemen:

Piper Sandler & Co. (the “**Underwriter**”) offers to enter into the following agreement (this “**Purchase Agreement**”) with the South Dakota Board of Regents (the “**Issuer**”), which, upon your acceptance will be binding upon you and upon the Underwriter. This offer is made subject to your acceptance on or before 5:00 P.M., Chicago time, on the date hereof (the “**Acceptance Deadline**”), and is also subject to the following provisions:

1. PARTIES AND RELEVANT DATES

- (a) Issuer: South Dakota Board of Regents
- (b) Underwriter: Piper Sandler & Co.
- (c) Securities: \$[,000] aggregate principal amount of the South Dakota Board of Regents Housing and Auxiliary Facilities System Revenue Bonds, Series 2025
- (d) Closing Date: July [], 2025 (the “**Closing Date**”)

2. DEFINED TERMS

All capitalized terms used in this Purchase Agreement and not otherwise defined are used as defined in Preliminary Official Statement:

3. PURCHASE AND SALE OF THE SERIES 2025 BONDS; EXECUTION OF TERMS AND ACCEPTANCE

Upon the terms and conditions and upon the basis of the respective representations, warranties and covenants herein, the Underwriter agrees to purchase from the Issuer, and the Issuer hereby agrees to sell to the Underwriter, \$[Par Amount] aggregate principal amount of the South Dakota Board of Regents Housing and Auxiliary Facilities System Revenue Bonds, Series 2025 (the “**Series 2025 Bonds**”) at the Purchase Price (as defined in Section 5 below). The obligations of the Issuer to sell, and of the Underwriter to purchase, hereunder are with respect to all (but not less than all) of the Series 2025 Bonds. This offer is subject to acceptance by the Issuer by the Acceptance Deadline and, if not so accepted, will be subject to withdrawal by the Underwriter by written notice delivered to the Issuer at any time prior to acceptance. The Issuer shall accept this Purchase Agreement by its execution hereof. Upon such execution, the Agreement will be binding upon the Underwriter and the Issuer. This Purchase Agreement is effective as of the date and time set forth on the signature page hereto (the “**Effective Date and Time**”).

The Series 2025 Bonds shall have such terms as are set forth in **Schedule I** hereto and as otherwise are described in the Preliminary Official Statement and in the Amended and Restated Bond Resolution of the

Issuer adopted on October 21, 2004 (as amended and supplemented from time to time thereafter, including a Seventeenth Supplemental System Revenue Bond Resolution adopted by the Board on May [], 2025, the “**Bond Resolution**”), authorizing the issuance of the Series 2025 Bonds. The Series 2025 Bonds shall be issued under and secured by the Bond Resolution.

The proceeds from the sale of the Series 2025 Bonds will be used for the purposes described under the caption “PLAN OF FINANCING” in the Preliminary Official Statement.

In connection with the issuance of the Series 2025 Bonds, the Issuer will execute and deliver a Tax Exemption Certificate and Agreement dated the date of issuance of the Series 2025 Bonds (the “**Tax Exemption Agreement**”).

In connection with the Refunding of the Refunded Series 2015 Bonds, the Issuer will enter into an Escrow Agreement (the “**Escrow Agreement**”) with First Bank & Trust, Brookings, South Dakota, as escrow agent thereunder (the “**Escrow Agent**”).

In order to provide certain financial information and operating data with respect to the Issuer for the benefit of the owners of the Series 2025 Bonds in accordance with Rule 15c2-12 (“**Rule 15c2-12**”) of the United States Securities and Exchange Commission under the Securities Exchange Act of 1934, as amended (the “**Exchange Act**”), as the same may be amended from time to time, the Issuer will enter into a continuing disclosure undertaking dated the date of issuance of the Series 2025 Bonds (the “**Continuing Disclosure Agreement**”) and collectively with the Bond Resolution, the Tax Exemption Agreement and the Escrow Agreement, the “**Issuer Documents**”).

4. PUBLIC OFFERING OF THE SERIES 2025 BONDS

The Underwriter agrees to make a bona fide offering of the Series 2025 Bonds to the public at the respective initial offering prices (or with yields not below the yields) as set forth in the Official Statement (as hereinafter defined). The Underwriter reserves the right to change such initial offering price or prices as the Underwriter shall deem necessary or desirable, in its discretion, in connection with the marketing of the Series 2025 Bonds, and may offer and sell the Series 2025 Bonds to certain dealers, unit investment trusts and money market funds, certain of which may be sponsored or managed by the Underwriter, at prices lower than the public offering prices or with yields greater than the yields set forth herein. The Underwriter also reserves the right (a) to over-allot or effect transactions that stabilize or maintain the market prices of the Series 2025 Bonds at levels above those that might otherwise prevail in the open market and (b) to discontinue such stabilizing, if commenced, at any time; provided, however, that the Underwriter acknowledges that such activities shall not result in the issuance of more than the initial stated principal amount of the Series 2025 Bonds.

5. NO ADVISORY OR FIDUCIARY ROLE

The Issuer acknowledges and agrees that: (i) the primary role of Piper Sandler & Co., as an underwriter, is to purchase securities for resale to investors in an arms-length commercial transaction between the Issuer and Piper Sandler and that Piper Sandler & Co. has financial and other interests that differ from those of the Issuer (ii) Piper Sandler & Co. is not acting as a municipal advisor, financial advisor or fiduciary to the Issuer or any other person or entity and has not assumed any advisory or fiduciary responsibility to the Issuer with respect to the transaction contemplated hereby and the discussions, undertakings and proceedings leading thereto (irrespective of whether Piper Sandler has provided other services or is currently providing other services to the Issuer on other matters) (iii) the only obligations Piper Sandler & Co. has to the Issuer with respect to the transaction contemplated hereby expressly are set forth in this Purchase Agreement and (iv) the Issuer has consulted its own legal, accounting, tax, financial

and other advisors, as applicable, to the extent it has deemed appropriate in connection with the transaction contemplated herein. The Issuer acknowledges that it has engaged Blue Rose Capital Advisors LLC to serve as a financial advisor in this transaction with a legal fiduciary duty to the Issuer.

6. PURCHASE PRICE

The Purchase Price of the Series 2025 Bonds is \$[] (representing the principal amount of the Series 2025 Bonds, less an Underwriter's discount of \$[], and less/plus net original issue discount/premium of \$[]), plus accrued interest, if any, to the Closing Date (the "**Purchase Price**"). The Purchase Price shall be payable on the Closing Date by the Underwriter from proceeds of the Series 2025 Bonds. In accordance with Section 15 hereof, the Underwriter also will be reimbursed for those out-of-pocket expenses described therein.

7. APPROVAL OF PRELIMINARY OFFICIAL STATEMENT AND OTHER DOCUMENTS

The Issuer hereby consents to and ratifies the use and distribution by the Underwriter of the Preliminary Official Statement in connection with the public offering of the Series 2025 Bonds by the Underwriter, and further confirms the authority of the Underwriter to use, and consents to the use of, the final Official Statement with respect to the Series 2025 Bonds in connection with the public offering and sale of the Series 2025 Bonds. The Issuer hereby represents and warrants that the Preliminary Official Statement previously furnished to the Underwriter was "deemed final" by the Issuer as of its date for purposes of Rule 15c2-12, except for permitted omissions.

- (a) As soon as practicable after the date hereof, and in any event not later than the earlier of: (a) seven (7) business days from the date hereof or (b) the date that is one day prior to the Closing Date, the Issuer, at its cost, shall provide, or cause to be provided, to the Underwriter such number of copies of a final Official Statement executed by or on behalf of the Issuer by a duly authorized officer, dated the date hereof, relating to the Series 2025 Bonds, in substantially the form of the Preliminary Official Statement, with only such changes therein as shall have been approved by the Issuer and the Underwriter (which Official Statement, including the front cover page and all exhibits, appendices, reports and statements included with or attached to it and any amendments and supplements that may be authorized by the Issuer and to which the Underwriter does not reasonably object, and any amendments and supplements which may be reasonably required by the Underwriter, for use with respect to the Series 2025 Bonds, is hereinafter called the "**Official Statement**"). The Official Statement shall be furnished in such quantities as reasonably requested by the Underwriter, but in sufficient quantity to permit the Underwriter to comply with paragraph (b)(4) of Rule 15c2-12, and Rule G-32 and any other applicable rules of the SEC and the MSRB. Until the Official Statement has been prepared and is ready for distribution, the Issuer shall provide or cause to be provided to the Underwriter sufficient quantities of the Preliminary Official Statement as the Underwriter deems necessary to satisfy their requirements pursuant to Rule 15c2-12.
- (b) The Issuer authorizes the Underwriter to file, to the extent required by any applicable SEC or MSRB rule, and the Underwriter agrees to so file, the Official Statement with the MSRB or its designee. If an amended Official Statement is prepared during the "primary offering disclosure period," and if required by any applicable SEC or MSRB rule, the Underwriter also shall make the required filings of the amended Official Statement. The Issuer shall provide the Underwriter with the information necessary to complete MSRB Form G-32 for all filings to be made under this Section 7.

- (c) The Preliminary Official Statement and the Official Statement may be delivered in printed and a “designated electronic format” as defined in the MSRB’s Rule G-32 and as may be agreed by the Issuer and the Underwriter. If the Official Statement has been prepared in electronic form, the Issuer hereby confirms that it does not object to distribution of the Official Statement in electronic form.
- (d) The Issuer shall not supplement or amend the Official Statement or cause the Official Statement to be supplemented or amended without the prior written consent of the Underwriter. The Issuer covenants to notify the Underwriter promptly if, on or prior to the 25th day after the later of (i) the Closing Date or (ii) when the Underwriter no longer retains an unsold balance of the Series 2025 Bonds (such period being referred to as the “end of the underwriting period”) (or such other period as may be agreed to by the Issuer and the Underwriter) any event shall occur, or information comes to the attention of the Issuer, that is reasonably likely to cause the Official Statement (whether or not previously supplemented or amended) to contain any untrue statement of a material fact or to omit to state a material fact necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading, and if in the opinion of the Underwriter such event requires the preparation and distribution of a supplement or amendment to the Official Statement, to prepare and furnish to the Underwriter, at the Issuer’s expense, such number of copies of the supplement or amendment to the Official Statement, in (i) a “designated electronic format” consistent with the requirements of the MSRB’s Rule G-32 and (ii) a printed format form in substance mutually agreed upon by the Issuer and the Underwriter, as the Underwriter may reasonably request. If such notification shall be given subsequent to the Closing Date, the Issuer also shall furnish, or cause to be furnished, such additional legal opinions, certificates, instruments and other documents as the Underwriter may reasonably deem necessary to evidence the truth and accuracy of any such supplement or amendment to the Official Statement. If the Official Statement is so supplemented or amended prior to the Closing, such approval by the Underwriter and the Issuer of a supplement or amendment to the Official Statement shall not preclude the Underwriter from thereafter terminating this Purchase Agreement if, in the reasonable judgment of the Underwriter such amendment or supplement has or will have a material adverse effect on the marketability of the Series 2025 Bonds.
- (e) The Issuer hereby certifies that the Preliminary Official Statement was deemed final as of its date as described in Rule 15c2-12, except for the omission of such information permitted to be omitted therefrom under Rule 15c2-12, the Official Statement as of the date hereof is deemed final by the Issuer for purposes of Rule 15c2-12 and has authorized or approved or will authorize or approve the Bond Resolution, the Tax Exemption Agreement, the Escrow Agreement and the Continuing Disclosure Agreement, each with such subsequent changes as may be approved by the Issuer and the Underwriter, as appropriate. The Issuer hereby approves the form of and authorizes the Underwriter to prepare, use and distribute the Official Statement in final form in connection with the public offering and sale of the Series 2025 Bonds. The Issuer ratifies and consents (subject to the right of the Issuer to withdraw such consent for cause by written notice to the Underwriter) to the use by the Underwriter of the Preliminary Official Statement in connection with the proposed offering of the Series 2025 Bonds prior to the date upon which the Official Statement is executed and available for distribution.

8. REPRESENTATIONS, WARRANTIES AND COVENANTS

- (a) Representations and Warranties of the Issuer. In order to induce the Underwriter to enter into this Purchase Agreement, the Issuer represents and warrants to and covenants with the Underwriter that:
- (i) The Issuer is duly created and existing under the constitution and laws of the State of South Dakota (the “**State**”) and has full legal right, power and authority under the constitution and laws of the State, including the Act, to adopt the Bond Resolution, to execute and deliver the Issuer Documents and the Official Statement, to issue, sell and deliver the Series 2025 Bonds as provided herein, and to carry out and to consummate the transactions contemplated by the Bond Resolution, the other Issuer Documents and the Official Statement.
 - (ii) By all necessary official action of the Issuer prior to or concurrently with the acceptance hereof, the Issuer has duly authorized and approved (A) the distribution of the Preliminary Official Statement and the execution, delivery and distribution of the Official Statement for use by the Underwriter in connection with the public offering of the Series 2025 Bonds, (B) the issuance and sale of the Series 2025 Bonds upon the terms set forth herein and as contemplated by the Bond Resolution, the other Issuer Documents and the Official Statement and (C) the execution and delivery of, and the performance by the Issuer of the obligations on its part contained in, the Series 2025 Bonds, the Bond Resolution and the other Issuer Documents.
 - (iii) The Series 2025 Bonds will be issued in conformity with and entitled to the benefit and security of the Bond Resolution, including the pledge or application thereunder of the Pledged Revenues and Income.
 - (iv) This Purchase Agreement constitutes a legal, valid and binding obligation of the Issuer enforceable in accordance with its terms; the other Issuer Documents, when duly executed and delivered, will constitute the legal, valid and binding obligations of the Issuer enforceable in accordance with their respective terms; and the Series 2025 Bonds, when issued, authenticated and delivered in accordance with the Bond Resolution and sold to the Underwriter as provided herein, will be the legal, valid and binding obligations of the Issuer enforceable in accordance with their terms (subject in each instance to any applicable bankruptcy, reorganization, insolvency, moratorium or other similar law or laws affecting the enforcement of creditors’ rights generally or relating to a public body such as the Issuer, as from time to time in effect, and further subject to the availability of applicable equitable principles).
 - (v) Except as may be set forth in the Preliminary Official Statement or the Official Statement, the Issuer is not in breach of or default in any material respect under (if applicable) its charter documents, its articles of incorporation or its bylaws or under any applicable constitutional provision, law or administrative regulation of the State or the United States or any applicable judgment or decree or any loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the Issuer is a party or to which the Issuer is or any of its property or assets are otherwise subject, and no event has occurred and is continuing which constitutes or with the passage of time or the giving of notice, or both, would

constitute a material default or event of default by the Issuer under any of the foregoing.

- (vi) The adoption, execution and delivery of the Series 2025 Bonds, the Bond Resolution and the other Issuer Documents, and compliance with the provisions on the Issuer's part contained therein, will not, in any material respect, conflict with or constitute a breach of or default under any constitutional provision, existing law, administrative regulation, judgment, decree, loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the Issuer is a party or to which the Issuer or any of its property or assets are otherwise subject, and such adoption, execution, delivery or compliance will not result in the creation or imposition of any lien, charge or other security interest or encumbrance of any nature upon the Pledged Revenues and Income, if any, of the Issuer to be pledged to secure the Series 2025 Bonds or under the terms of any such law, regulation or instrument, except as provided by the Series 2025 Bonds, the Bond Resolution and the Issuer Documents; *provided* no such representation is made with respect to federal or State securities laws, rules or regulations.
- (vii) All authorizations, approvals, consents and orders of any governmental authority, legislative body, board, agency or commission having jurisdiction which are required for the due authorization of, which would constitute a condition precedent to, or the absence of which would materially adversely affect, the issuance of the Series 2025 Bonds or the due performance by the Issuer of its obligations under the Bond Resolution, the other Issuer Documents and the Series 2025 Bonds have been duly obtained or will be obtained prior to the Closing.
- (viii) The Preliminary Official Statement did not, as of its date, and the Official Statement will not, as of its date and as of the Closing Date, contain any untrue statement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements made therein, in light of the circumstances under which they are made, not misleading; provided, however, that the Issuer makes no representation or warranty as to the statements and information contained in the Preliminary Official Statement or the Official Statement under the captions "BOOK-ENTRY ONLY SYSTEM," "TAX MATTERS," "RATING," and "UNDERWRITING" and the statements and information contained in Appendix D to the Preliminary Official Statement or the Official Statement. The Issuer hereby consents to the use of the Official Statement in connection with the solicitation of purchases of the Series 2025 Bonds by the Underwriter and confirms that it has consented to the use the Preliminary Official Statement for such purpose prior to the availability of the Official Statement.
- (ix) The historical financial information included in the Official Statement under the captions "HISTORICAL AND PROJECTED CASH FLOWS" and in Appendix B - "FINANCIAL STATEMENTS OF THE HOUSING AND AUXILIARY FACILITIES SYSTEM REVENUE BOND FUNDS FOR THE FISCAL YEARS ENDED June 30, 2024 and 2023 (Unaudited)" present fairly the financial condition and results of operations for the System at the dates and for the periods specified. For the period June 30, 2024, to the date hereof, there has been no material adverse change in the financial position of the Board, any Institution or the System, (ii) no increase in the long-term debt of the Board or any Institution with respect to the System, (iii) no material loss or interference with the operation

of the System from fire, explosion, flood or other calamity, whether or not covered by insurance, or from any labor dispute or court or governmental action, order or decree, and (iv) no development involving a prospective material adverse change, in or affecting the general affairs, management, financial position or results of operations of any Institution and the System, except in all cases as the Official Statement discloses has occurred or may occur.

- (x) Any certificate signed by an authorized officer of the Issuer and delivered to the Underwriter shall be deemed a representation and warranty by the Issuer to the Underwriter as to the statements made in any such certificate.
- (xi) There is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, agency, public board or body, pending or, to the knowledge of the Issuer, threatened against the Issuer: (A) affecting the existence of the Issuer or the titles of its officers to their respective offices, (B) seeking to prohibit, restrain or enjoin the issuance, sale or delivery of the Series 2025 Bonds or the pledge or collection by the Issuer of the Pledged Revenues and Income or the making of any other required deposits with respect to the Series 2025 Bonds, (C) in any way contesting or affecting the validity or enforceability of, or the power or authority of the Issuer to issue, adopt or to enter into (as applicable), the Series 2025 Bonds, the Bond Resolution or the other Issuer Documents, (D) contesting in any way the completeness or accuracy of the Preliminary Official Statement or the Official Statement, or any amendment or supplement thereto, (E) except as disclosed in the Official Statement, wherein an unfavorable decision, ruling or finding would materially adversely affect the financial position or condition of the Issuer or would result in any material adverse change in the ability of the Issuer to pledge or apply the Pledged Revenues and Income or to pay debt service on the Series 2025 Bonds, or (F) contesting the status of the interest on the Series 2025 Bonds as excludable from gross income for federal income tax purposes, in each case as described in the Official Statement.
- (xii) The Issuer has received all licenses, permits or other regulatory approvals required, if any, for the pledge, collection and/or application by the Issuer of the Pledged Revenues and Income and the Issuer is not in material default, and no event has occurred which would constitute or result in a material default, under any such licenses, permits or approvals.
- (xiii) Other than as disclosed in the Preliminary Official Statement, there have been no instances in the past five years in which the Issuer failed to comply, in all material respects, with any of its prior continuing disclosure agreements.
- (xiv) The Issuer has the legal authority to apply proceeds of the Series 2025 Bonds for the purposes contemplated by the Bond Resolution and the other Issuer Documents, including for the payment or reimbursement of incidental expenses in connection with the marketing, issuance and delivery of the Series 2025 Bonds to the extent required by this Purchase Agreement and in compliance with applicable law.
- (xv) Prior to the Closing Date, except as otherwise contemplated by the Official Statement, the Issuer shall not create, assume or guarantee any indebtedness payable from, or pledge or otherwise encumber, the Pledged Revenues and Income

or other assets, properties, funds or interests that will be pledged as security for the Series 2025 Bonds pursuant to the Bond Resolution.

- (xvi) The Issuer agrees to cooperate reasonably with the Underwriter and its counsel in any endeavor to qualify the Series 2025 Bonds for offering and sale under the securities or “blue sky” laws of such jurisdictions of the United States as the Underwriter may request provided that the Issuer shall not be required to qualify to do business in any jurisdiction where it is not now so qualified, or to take any action which would subject it to general service of process in any jurisdiction where it is not now so subject. The Issuer ratifies and consents to the use of the Preliminary Official Statement and drafts of the Official Statement prior to the availability of the Official Statement by the Underwriter in obtaining such qualification. The Issuer shall pay all reasonable expenses and costs (including reasonable legal fees) incurred in connection with such qualification.
- (xvii) The Issuer shall not knowingly take or omit to take any action that, under existing law, may adversely affect the exclusion from gross income for federal income tax purposes, of the interest on the Series 2025 Bonds.
- (xviii) On the Closing Date, no liens, encumbrances, covenants, conditions and restrictions, if any, will be then-existing (except as described in the Preliminary Official Statement or created on the date thereof pursuant to the Issuer Documents or the Official Statement) that would materially interfere with or materially impair the operation, or materially adversely affect the value (given the purposes for which the same are being used), of the Issuer’s assets.
- (xix) The Issuer will not take or omit to take any action which will in any way cause or result in the proceeds of the sale of the Series 2025 Bonds being applied in a manner other than as provided in the Bond Resolution or the Tax Exemption Agreement or as described in the Official Statement.
- (b) Representations and Warranties of the Underwriter. The Underwriter represents, warrants and covenants to the Issuer that the Series 2025 Bonds will be offered in accordance with all applicable State and federal laws. The Underwriter further represents, warrants and covenants that it has been duly authorized to execute this Purchase Agreement, and that when executed by the Underwriter and the Issuer, this Purchase Agreement will be a valid and binding obligation of the Underwriter, except as the enforceability of this Purchase Agreement may be limited by any applicable bankruptcy, reorganization, insolvency, moratorium or other similar law or laws affecting the enforcement of creditors’ rights generally, as from time to time in effect, and further subject to the availability of applicable equitable remedies.

9. CLOSING

- (a) At 10:00 a.m., Chicago time, on the Closing Date (or such other date to be mutually agreed upon by the Issuer and the Underwriter), the Issuer will cause to be delivered to The Depository Trust Company (“DTC”), the Series 2025 Bonds in fully registered book-entry form, duly executed and registered in the name of Cede & Co. as nominee of DTC, and, subject to the terms and conditions hereof, the Underwriter will accept delivery of the Series 2025 Bonds and pay the Purchase Price in federal funds payable to the order of the

Issuer. The Series 2025 Bonds shall be made available for inspection by the Underwriter at least one business day before the Closing Date.

- (b) It is anticipated that CUSIP identification numbers will be printed on the Series 2025 Bonds, but neither the failure to print such numbers on any Series 2025 Bond nor any error in the printing of such numbers shall constitute cause for a failure or refusal by the Underwriter to accept delivery of or to pay for any Series 2025 Bonds.

10. CONDITIONS TO THE UNDERWRITER' OBLIGATIONS

The obligations of the Underwriter under this Purchase Agreement shall be subject to the performance by the Issuer of its obligations to be performed under this Purchase Agreement at and prior to the Closing Date, to the accuracy in all material respects, in the reasonable judgment of the Underwriter, of the representations and warranties of the Issuer in this Purchase Agreement, as of the date of this Purchase Agreement and as of the Closing Date, and, in the reasonable discretion of the Underwriter, to the following conditions, and the delivery by the Issuer of such documents as are enumerated herein, in form and substance reasonably satisfactory to Chapman and Cutler LLP, Bond Counsel, and Nixon Peabody LLP, counsel to the Underwriter, on the Closing Date:

- (a) (i) the Official Statement, the Bond Resolution, the Tax Exemption Agreement, the Escrow Agreement and the Continuing Disclosure Agreement shall all be in full force and effect in the forms previously approved by the Issuer and the Underwriter and shall not have been amended, modified or supplemented from the forms thereof as of the date hereof, except as may have been approved by the Underwriter, the delivery of the Series 2025 Bonds on the Closing Date in all events, however, to be deemed such approval; and (ii) the Issuer shall have duly adopted and there shall be in full force and effect such resolutions as, in the opinion of Bond Counsel or counsel to the Underwriter, are necessary in connection with the transactions contemplated in this Purchase Agreement and in the Official Statement.
- (b) The Issuer shall have executed and delivered the Issuer Documents and the Official Statement.
- (c) The Issuer shall have executed and delivered, and the Bond Registrar shall have authenticated, the Series 2025 Bonds.
- (d) The Underwriter shall receive the following documents:
 - (1) The unqualified approving opinion of Bond Counsel, dated the Closing Date, addressed to the Issuer, the Bond Registrar and the Underwriter, in substantially the form set forth in Appendix D to the Preliminary Official Statement; and the supplemental opinion and negative assurance letter of Bond Counsel, dated the Closing Date, addressed to the Issuer and the Underwriter, in substantially the forms set forth in **Appendix A** hereto;
 - (2) The opinion of Holly Farris, general counsel to the Issuer, dated the Closing Date, addressed to the Issuer, the Bond Registrar and the Underwriter, in substantially the form set forth in **Appendix B** hereto;

(3) The opinion of Nixon Peabody LLP, counsel to the Underwriter, dated the Closing Date, addressed to the Underwriter, in substantially the form set forth in **Appendix C** hereto;

(4) A certificate executed by the Issuer, addressed to the Underwriter and the Bond Registrar, dated the Closing Date, signed by an authorized officer, in form and substance satisfactory to the Underwriter, to the effect that (i) the representations and warranties of the Issuer contained in this Agreement are true and correct in all material respects on and as of the Closing Date with the same effect as if made on the Closing Date; (ii) the Issuer has complied with all of the agreements and satisfied all of the conditions on its part to be performed or satisfied at or prior to the Closing; (iii) no event affecting the Issuer has occurred since the date of the Official Statement which either makes untrue or incorrect in any material respect as of the Closing Date any statement or information contained in the Preliminary Official Statement or the Official Statement or is not reflected in the Official Statement but should be reflected therein in order to make the statements and information therein not misleading in any material respect; (iv) there is no action, suit, proceeding or investigation before or by any court or public board or body pending or threatened against the Issuer to restrain or enjoin the issuance, execution or delivery of the Series 2025 Bonds or in any manner questioning the proceedings or authority for the issuance of the Series 2025 Bonds or affecting directly or indirectly the validity of the Series 2025 Bonds or of any provisions made or authorized for their payment or contesting the existence of the Issuer or the title of any of its officers to their respective offices

(5) The Preliminary Official Statement and the Official Statement;

(6) The Issuer Documents, each duly executed by the respective parties thereto;

(7) Evidence that Moody's has issued a rating for the Series 2025 Bonds of "[]" [with a [] outlook], which is not lower than the rating set forth in the Official Statement;

(8) Specimen Bonds;

(9) A copy of the Blanket Letter of Representations to DTC from the Board;

(10) A certificate of the Bond Registrar in form and substance acceptable to the Underwriter and its counsel;

(11) Information Return for Tax-Exempt Private Activity Bond Issues, Form 8038-G, executed by the Issuer; and

(12) Such additional legal opinions, certificates, proceedings, instruments and other documents listed on the Closing Agenda as counsel to the Underwriter, Bond Counsel or counsel to the Issuer may reasonably request to evidence compliance by the Issuer with legal requirements, the truth and accuracy, as of the Closing Date, of the respective representations and warranties of the Issuer in the Issuer Documents and herein and the

due performance or satisfaction by the Issuer and the University at or prior to such time of all agreements then to be performed and all conditions then to be satisfied by the Issuer.

If the Issuer shall be unable to satisfy the conditions to the obligations of the Underwriter contained in this Purchase Agreement, or if the obligations of the Underwriter contained in this Purchase Agreement (including the obligations of the Underwriter to purchase and accept delivery of the Series 2025 Bonds), shall be terminated for any reason permitted by this Purchase Agreement, this Purchase Agreement shall terminate and neither the Underwriter or the Issuer shall be under any further obligations hereunder; except that the respective obligations to pay expenses, as provided in Section 14 of this Purchase Agreement shall continue in full force and effect.

11. ESTABLISHMENT OF ISSUE PRICE

- (a) The Underwriter agrees to assist the Issuer in establishing the issue price of the Series 2025 Bonds and shall execute and deliver to the Issuer at Closing one or more “issue price” or similar certificates, together with the supporting pricing wires or equivalent communications, substantially in the form attached hereto as **Appendix D**, with such modifications as may be appropriate or necessary, in the reasonable judgment of the Underwriter, the Issuer and Bond Counsel, to accurately reflect, as applicable, the sales price or prices or the initial offering price or prices to the public of the Series 2025 Bonds.
- (b) Except as otherwise set forth in **Appendix F** attached hereto, the Issuer will treat the first price at which 10% of each maturity of the Series 2025 Bonds (the “10% test”) is sold to the public as the issue price of that maturity (if different interest rates apply within a maturity, each separate CUSIP number within that maturity will be subject to the 10% test). At or promptly after the execution of this Purchase Agreement, the Underwriter shall report to the Issuer the price or prices at which the Underwriter has sold to the public each maturity of the Series 2025 Bonds. If at that time the 10% test has not been satisfied as to any maturity of the Series 2025 Bonds, the Underwriter agrees to promptly report to the Issuer the prices at which the Underwriter sells the unsold Bonds of that maturity to the public. That reporting obligation shall continue, whether or not the Closing Date has occurred, until the 10% test has been satisfied as to the Series 2025 Bonds of that maturity or until all Bonds of that maturity have been sold to the public.
- (c) The Underwriter confirms that it has offered the Series 2025 Bonds to the public on or before the date of this Bond Purchase Agreement at the offering price or prices (the “initial offering price”), or at the corresponding yield or yields, set forth in **Appendix F** attached hereto, except as otherwise set forth therein. **Appendix F** also sets forth, as of the date of this Bond Purchase Agreement, the maturities, if any, of the Bonds for which the 10% test has not been satisfied and for which the Issuer and the Underwriter, agree that the restrictions set forth in the next sentence shall apply, which will allow the Issuer to treat the initial offering price to the public of each such maturity as of the sale date as the issue price of that maturity (the “hold-the-offering-price rule”). So long as the hold-the-offering-price rule remains applicable to any maturity of the Series 2025 Bonds, the Underwriter will neither offer nor sell unsold Series 2025 Bonds of that maturity to any person at a price that is higher than the initial offering price to the public during the period starting on the sale date and ending on the earlier of the following:

- (1) the close of the fifth business day after the sale date; or

(2) the date on which the Underwriter has sold at least 10% of that maturity of the Series 2025 Bonds to the public at a price that is no higher than the initial offering price to the public.

(d) The Underwriter, if applicable, will advise the Issuer promptly after the close of the fifth (5th) business day after the sale date whether it has sold 10% of that maturity of the Series 2025 Bonds to the public at a price that is no higher than the initial offering price to the public.

(e) The Underwriter confirms that:

(i) any agreement among underwriters, any selling group agreement and each third-party distribution agreement (to which the Underwriter is a party) relating to the initial sale of the Series 2025 Bonds to the public, together with the related pricing wires, contains or will contain language obligating the Underwriter, each dealer who is a member of the selling group and each broker-dealer that is a party to such third-party distribution agreement, as applicable:

(A) (x) to report the prices at which it sells to the public the unsold Bonds of each maturity allocated to it, whether or not the Closing Date has occurred, until either all Bonds of that maturity allocated to it have been sold or it is notified by the Underwriter that the 10% test has been satisfied as to the Series 2025 Bonds of that maturity, provided that, the reporting obligation after the Closing Date may be at reasonable periodic intervals or otherwise upon request of the Underwriter, and (y) to comply with the hold-the-offering-price rule, if applicable, if and for so long as directed by the Underwriter and as set forth in the related pricing wires,

(B) to promptly notify the Underwriter of any sales of Bonds that, to its knowledge, are made to a purchaser who is a related party to an underwriter participating in the initial sale of the Series 2025 Bonds to the public (each such term being used as defined below), and

(C) to acknowledge that, unless otherwise advised by any of the Underwriter, dealer or broker-dealer, the Underwriter shall assume that each order submitted by the dealer or broker-dealer is a sale to the public.

(ii) any selling group agreement relating to the initial sale of the Series 2025 Bonds to the public, together with the related pricing wires, contains or will contain language obligating each underwriter or dealer that is a party to a third-party distribution agreement to be employed in connection with the initial sale of the Series 2025 Bonds to the public to require each broker-dealer that is a party to such third-party distribution agreement to (A) report the prices at which it sells to the public the unsold Bonds of each maturity allocated to it, whether or not the Closing Date has occurred, until either all Bonds of that maturity allocated to it have been sold or it is notified by the Underwriter or such underwriter or dealer that the 10% test has been satisfied as to the Series 2025 Bonds of that maturity, provided that, the reporting obligation after the Closing Date may be at reasonable periodic intervals or otherwise upon request of the Underwriter or such underwriter or dealer, and (B) comply with the hold-the-offering-price rule, if applicable, if and

for so long as directed by the Underwriter or the underwriter or the dealer and as set forth in the related pricing wire.

- (f) The Issuer acknowledges that, in making the representations set forth in this Section 16, the Underwriter will rely on (i) in the event a selling group has been created in connection with the initial sale of the Series 2025 Bonds to the public, the agreement of each dealer who is a member of the selling group to comply with the requirements for establishing issue price of the Series 2025 Bonds, including, but not limited to, its agreement to comply with the hold-the-offering-price rule, if applicable to the Series 2025 Bonds, as set forth in a selling group agreement and the related pricing wires, (ii) in the event a selling group has been created in connection with the initial sale of the Series 2025 Bonds to the public, the agreement of each dealer who is a member of the selling group to comply with the requirements for establishing issue price of the Series 2025 Bonds, including, but not limited to, its agreement to comply with the hold-the-offering-price rule, if applicable to the Series 2025 Bonds, as set forth in a selling group agreement and the related pricing wires, and (iii) in the event that an underwriter or dealer who is a member of the selling group is a party to a third-party distribution agreement that was employed in connection with the initial sale of the Series 2025 Bonds to the public, the agreement of each broker-dealer that is a party to such agreement to comply with the requirements for establishing issue price of the Series 2025 Bonds, including, but not limited to, its agreement to comply with the hold-the-offering-price rule, if applicable to the Series 2025 Bonds, as set forth in the third-party distribution agreement and the related pricing wires. The Issuer further acknowledges that the Underwriter shall not be liable for the failure of any other underwriter, or of any dealer who is a member of the selling group, or of any broker-dealer that is a party to a third-party distribution agreement, to comply with its corresponding agreement to comply with the requirements for establishing issue price of the Series 2025 Bonds, including, but not limited to, its agreement to comply with the hold-the-offering-price rule, if applicable to the Series 2025 Bonds.
- (g) The Underwriter acknowledges that sales of any Bonds to any person that is a related party to an underwriter participating in the initial sale of the Series 2025 Bonds to the public (each such term being used as defined below) shall not constitute sales to the public for purposes of this Section. Further, for purposes of this Section:

“public” means any person other than an underwriter or a related party;

“underwriter” means (i) any person that agrees pursuant to a written contract with the Issuer (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Series 2025 Bonds to the public, and (ii) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (i) of this paragraph to participate in the initial sale of the Series 2025 Bonds to the public (including a member of a selling group or a party to a third-party distribution agreement participating in the initial sale of the Series 2025 Bonds to the public);

a purchaser of any of the Series 2025 Bonds is a “related party” to an underwriter if the underwriter and the purchaser are subject, directly or indirectly, to (A) more than 50% common ownership of the voting power or the total value of their stock, if both entities are corporations (including direct ownership by one corporation of another), (B) more than 50% common ownership of their capital interests or profits interests, if both entities are partnerships (including direct ownership by one partnership of another), or (C) more than 50% common ownership of the value of the outstanding stock of the corporation or the capital interests or profit interests of the

partnership, as applicable, if one entity is a corporation and the other entity is a partnership (including direct ownership of the applicable stock or interests by one entity of the other); and

“sale date” means the date of execution of this Purchase Agreement by all parties.

12. NO INDEMNIFICATION; LIMITATION OF LIABILITY

It is understood and agreed that the Issuer is a constituent agency of the State and that it has not been authorized to enter into a contract of indemnity for the benefit of a third party or parties. It is understood and agreed further that no member of the Issuer and no officer, agent or employee thereof, shall be charged personally by the Underwriter with any liability, or held liable to the Underwriter under any term or provision of this Purchase Agreement, or because of its execution or attempted execution, or because of any breach, or attempted or alleged breach, thereof.

13. TERMINATION OF THIS PURCHASE AGREEMENT

The Underwriter shall have the right to cancel its obligation to purchase the Series 2025 Bonds if, between the date hereof and the Closing Date, in the Underwriter’s sole and reasonable judgment any of the following events shall occur (each a “**Termination Event**”):

- (a) the market price or marketability of the Series 2025 Bonds, or the ability of the Underwriter to enforce contracts for the sale of the Series 2025 Bonds, shall be materially adversely affected by any of the following events:
 - (i) legislation shall have been enacted by the Congress of the United States or the legislature of the State or shall have been favorably reported out of committee of either body or be pending in committee of either body, or shall have been recommended to the Congress for passage by the President of the United States or a member of the President’s Cabinet, or a decision shall have been rendered by a court of the United States or the State or the Tax Court of the United States, or a ruling, resolution, regulation or temporary regulation, release or announcement shall have been made or shall have been proposed to be made by the Treasury Department of the United States or the Internal Revenue Service, or other federal or state authority with appropriate jurisdiction, with respect to federal or state taxation upon interest received on obligations of the general character of the Series 2025 Bonds; or
 - (ii) there shall have occurred (1) an outbreak of hostilities, escalation of current hostilities, act of terrorism or any national or international calamity or crisis (or any escalation thereof after the date hereof, including relating to infectious disease) or (2) any other calamity or crisis in the financial markets of the United States or elsewhere or (3) or the sovereign debt rating of the United States is downgraded by any major credit rating agency or a payment default occurs on United States Treasury obligations, or a default with respect to the debt obligations of, or the institution of proceedings under any federal bankruptcy laws by or against any state of the United States or any city, county or other political subdivision located in the United States having a population of over 1,000,000; or
 - (iii) a general suspension of trading on the New York Stock Exchange or other major exchange shall be in force, or minimum or maximum prices for trading shall have been fixed and be in force, or maximum ranges for prices for securities shall have

been required and be in force on any such exchange, whether by virtue of determination by that exchange or by order of the SEC or any other governmental authority having jurisdiction; or

- (iv) legislation shall have been enacted by the Congress of the United States or shall have been favorably reported out of committee or be pending in committee, or shall have been recommended to the Congress for passage by the President of the United States or a member of the President's Cabinet, or a decision by a court of the United States shall be rendered, or a ruling, regulation, proposed regulation or statement by or on behalf of the SEC or other governmental agency having jurisdiction of the subject matter shall be made, to the effect that any obligations of the general character of the Series 2025 Bonds, the Bond Legislation or the Issuer Documents, or any comparable securities of the Issuer, are not exempt from the registration, qualification or other requirements of the Series 2025 Bonds Act or the Trust Indenture Act or otherwise, or would be in violation of any provision of the federal securities laws; or
- (v) except as disclosed in or contemplated by the Official Statement, any material adverse change in the affairs of the Issuer shall have occurred; or
- (b) any event or circumstance shall exist that either makes untrue or incorrect in any material respect any statement or information in the Official Statement (other than any statement provided by the Underwriter) or is not reflected in the Official Statement but should be reflected therein in order to make the statements therein, in the light of the circumstances under which they were made, not misleading and, in either such event, the Issuer refuses to permit the Official Statement to be supplemented to supply such statement or information, or the effect of the Official Statement as so supplemented is to materially adversely affect the market price or marketability of the Series 2025 Bonds or the ability of the Underwriter to enforce contracts for the sale of the Series 2025 Bonds; or
- (c) a general banking moratorium shall have been declared by federal or State authorities having jurisdiction and be in force; or
- (d) a material disruption in securities settlement, payment or clearance services affecting the Series 2025 Bonds shall have occurred; or
- (e) there occurs any material adverse change in the affairs, operations or financial conditions of the University, except as set forth in the Official Statement; or
- (f) the Official Statement is not executed, approved and delivered in accordance hereof;
- (g) any rating of the Series 2025 Bonds by a national rating agency shall be withdrawn, downgraded, placed on credit watch, moved to negative outlook or otherwise subject to review; or
- (h) any new restriction on transactions in securities materially affecting the market for securities (including the imposition of any limitation on interest rates) or the extension of credit by, or a charge to the net capital requirements of, underwriters shall have been established by

the New York Stock Exchange, the SEC, any other federal or State agency or the Congress of the United States, or by Executive Order; or

- (i) a decision by a court of the United States shall be rendered, or a stop order, release, regulation or no-action letter by or on behalf of the SEC or any other governmental agency having jurisdiction of the subject matter shall have been issued or made, to the effect that the issuance, offering or sale of the Series 2025 Bonds, including the underlying obligations as contemplated by this Purchase Agreement or by the Official Statement, or any document relating to the issuance, offering or sale of the Series 2025 Bonds, is or would be in violation of any provision of the federal securities laws at the Closing Date, including the Series 2025 Bonds Act, the Exchange Act and the Trust Indenture Act.

Upon the occurrence of a Termination Event and the termination of this Purchase Agreement by the Underwriter, all obligations of the Issuer and the Underwriter under this Purchase Agreement shall terminate, without further liability, except that the Issuer and the Underwriter shall pay their respective expenses as set forth in Section 14 hereof.

14. PAYMENT OF EXPENSES

- (a) All reasonable and substantiated fees, costs and expenses of the Issuer incident to the performance of its obligations in connection with the authorization, issuance and sale of the Series 2025 Bonds, including without limitation the fees and disbursements of the Issuer, the Bond Registrar, the Municipal Advisor, Bond Counsel, Underwriter's Counsel, the Underwriter, any rating agency rating the Series 2025 Bonds and any accountants, consultants and financial advisors retained by the Issuer, the costs and expenses of printing and distributing the Preliminary Official Statement and the Official Statement and of DAC (if any) shall be paid by the Issuer. All such fees, costs and expenses to be paid by the Issuer pursuant to this Purchase Agreement may be paid from Series 2025 Bonds proceeds to the extent permitted by the Code and as provided in the Tax Agreement. The agreements contained in this Section shall survive any termination of this Purchase Agreement.

15. NOTICES

Any notice or other communication to be given to the Issuer under this Purchase Agreement may be given by certified mail or by delivering the same in writing to the Issuer at the address shown above, Attention: Heather Forney, Vice President of Finance and Administration, and any notice or other communication to be given to the Underwriter under this Purchase Agreement may be given by delivering the same in writing to the Underwriter, 800 Nicollet Mall, Minneapolis, Minnesota 55402, Attention: Melanie Johnson, or to such other addresses as one party shall furnish the other in writing for receipt of notice.

16. GOVERNING LAW

This Purchase Agreement shall be governed by the laws of the State.

17. MISCELLANEOUS

- (a) This Purchase Agreement is made solely for the benefit of the signatories hereto (including the Underwriter and its successors or assigns) and no other person shall acquire or have any right hereunder or by virtue hereof. Neither the Issuer nor the Underwriter may assign this Purchase Agreement. The term "successor" shall not include any holder of any Series

2025 Bonds merely by virtue of such holding. All representations, warranties, agreements and indemnities contained in this Purchase Agreement shall remain operative and in full force and effect, regardless of any investigation made by or on behalf of the Underwriter and shall survive the delivery of and payment for the Series 2025 Bonds and any termination of this Purchase Agreement.

- (b) Section headings have been included in this Purchase Agreement as a matter of convenience of reference only and are not to be used in the interpretation of any provisions of this Purchase Agreement.
- (c) If any provision of this Purchase Agreement is, or is held or deemed to be, invalid, inoperative or unenforceable as applied in any particular case in any jurisdiction or jurisdictions, because it conflicts with any provisions of any constitution, statute, rule of public policy or for any other reason, such circumstances shall not make the provision in question invalid, inoperative or unenforceable in any other case or circumstance, or make any other provision or provisions of this Purchase Agreement invalid, inoperative or unenforceable to any extent whatever.
- (d) This Purchase Agreement shall constitute the entire agreement with respect to the subject matter hereof.
- (e) The Issuer may not assign this Purchase Agreement.
- (f) All of the Issuer's representations, warranties and agreements contained in this Purchase Agreement shall remain operative and in full force and effect, regardless of (i) any investigations made by or on behalf of the Underwriter; and (ii) any termination of this Purchase Agreement.

18. COUNTERPARTS

This Purchase Agreement may be executed in one or more counterparts with the same force and effect as if all signatures appeared on a single instrument. Delivery of executed counterparts of this Purchase Agreement by e-mail or other electronic transmission shall be effective as an original.

[signatures follow]

19. SIGNATURES

Upon execution by the Issuer and the Underwriter, this Purchase Agreement shall be binding upon the Issuer and the Underwriter as of the Effective Date and Time.

Very truly yours,

PIPER SANDLER & CO., as Underwriter

By: _____
 Name: _____
 Title: _____

Accepted and Agreed to as of the Effective Date and Time set forth below:

SOUTH DAKOTA BOARD OF REGENTS

By: _____
 Its: _____

EFFECTIVE DATE AND TIME: [], 2025, :] a.m./p.m. (Chicago time).

[SIGNATURE PAGE TO BOND PURCHASE AGREEMENT]

SCHEDULE I

\$[Par Amount]

SOUTH DAKOTA BOARD OF REGENTS
HOUSING AND AUXILIARY FACILITIES SYSTEM REVENUE BONDS,
SERIES 2025

MATURITIES, PRINCIPAL AMOUNTS, INTEREST RATES, YIELDS, PRICES AND CUSIP
NUMBERS

<u>Maturity (April 1)</u>	<u>Principal Amount (\$)</u>	<u>Interest Rate (%)</u>	<u>Yield (%)</u>	<u>Price (\$)</u>	<u>CUSIP No.</u>

APPENDIX A

**FORMS OF SUPPLEMENTAL OPINION AND NEGATIVE
ASSURANCE LETTER OF BOND COUNSEL**

[TO BE INSERTED]

DRAFT

APPENDIX B

[TO BE INSERTED]

FORM OF ISSUER COUNSEL OPINION

DRAFT

APPENDIX C

FORM OF UNDERWRITER COUNSEL OPINION

[TO COME]

DRAFT

APPENDIX D

FORM OF ISSUE PRICE CERTIFICATE

[\$Par Amount]

**SOUTH DAKOTA BOARD OF REGENTS
HOUSING AND AUXILIARY FACILITIES SYSTEM
REVENUE BONDS, SERIES 2025**

The undersigned, on behalf of Piper Sandler & Co., Minneapolis, Minnesota (the “*Purchaser*”), hereby certifies as set forth below with respect to the sale and issuance of the above referenced bonds (the “*Bonds*”), of the South Dakota Board of Regents (the “*Issuer*”).

I. General

The Purchaser, as underwriter of the Bonds, and the Issuer have executed a bond purchase agreement in connection with the Bonds on the Sale Date (the “*Agreement*”). The Purchaser has not modified the Agreement since its execution on the Sale Date.

II. Price

A. General Rule Only, At Least 10% of Each Maturity Sold by Closing

As of the date of this certificate, for each Maturity of the Bonds, the first price at which at least 10% of such Maturity of the Bonds was sold to the Public is the respective price listed in *Schedule A* (the “*First Sale Price*”).

B. All Maturities use Hold the Offering Price

1. The Purchaser offered the Bonds to the Public for purchase at the respective initial offering prices listed in *Schedule A* (the “*Initial Offering Prices*”) on or before the Sale Date. A copy of the pricing wire or equivalent communication for the Bonds is attached to this certificate as *Schedule B*.

2. As set forth in the Agreement, the Purchaser agreed in writing that, (i) for each Maturity, it would neither offer nor sell any of the Bonds of such Maturity to any person at a price that is higher than the Initial Offering Price for such Maturity during the Holding Period for such Maturity (the “*Hold-the-Offering-Price Rule*”), and (ii) any selling group agreement would contain the agreement of each dealer who is a member of the selling group, and any third-party distribution agreement would contain the agreement of each broker-dealer who is a party to the third-party distribution agreement, to comply with the Hold-the-Offering-Price Rule.

3. No Underwriter (as defined below) has offered or sold any Bonds of any Maturity at a price that is higher than the respective Initial Offering Price for that Maturity during the Holding Period.

C. Some Maturities Use Hold the Offering Price

1. As of the date of this certificate, for each Maturity of the General Rule Maturities, the first price at which at least 10% of such Maturity of the Bonds was sold to the Public is the respective price listed in *Schedule A* (the “*First Sale Price*”).

2. A. The Purchaser offered the Hold-the-Offering-Price Maturities to the Public for purchase at the respective initial offering prices listed in *Schedule A* (the “*Initial Offering Prices*”) on or before the Sale Date. A copy of the pricing wire or equivalent communication for the Bonds is attached to this certificate as *Schedule B*.

B. As set forth in the Agreement, the Purchaser has agreed in writing that, (i) for each Maturity of the Hold-the-Offering-Price Maturities, it would neither offer nor sell any of the Bonds of such Maturity to any person at a price that is higher than the Initial Offering Price for such Maturity during the Holding Period for such Maturity (the “*Hold-the-Offering-Price Rule*”), and (ii) any selling group agreement would contain the agreement of each dealer who is a member of the selling group, and any third-party distribution agreement would contain the agreement of each broker-dealer who is a party to the third-party distribution agreement, to comply with the Hold-the-Offering-Price Rule.

C. No Underwriter (as defined below) has offered or sold any Bonds of any Maturity of the Hold-the-Offering-Price Maturities at a price that is higher than the respective Initial Offering Price for that Maturity during the Holding Period.

III. Defined Terms

[1. *General Rule Maturities* means those Maturities of the Bonds not listed in *Schedule A* hereto as the “Hold-the-Offering-Price Maturities.”]

[2. *Hold-the-Offering-Price Maturities* means those Maturities of the Bonds listed in *Schedule A* hereto as the “Hold-the-Offering-Price Maturities.”]

[3. *Holding Period* means, with respect to a Hold-the-Offering-Price Maturity, the period starting on the Sale Date and ending on the earlier of (i) the close of the fifth business day after the Sale Date (_____, 2025), or (ii) the date on which the Purchaser has sold at least 10% of such Hold-the-Offering-Price Maturity to the Public at prices that are no higher than the Initial Offering Price for such Hold-the-Offering-Price Maturity.]

4. *Maturity* means Bonds with the same credit and payment terms. Bonds with different maturity dates, or Bonds with the same maturity date but different stated interest rates, are treated as separate maturities.

5. *Public* means any person (including an individual, trust, estate, partnership, association, company, or corporation) other than an Underwriter or a related party to an Underwriter.

6. A person is a “*Related Party*” to an Underwriter if the Underwriter and the person are subject, directly or indirectly, to (i) more than 50% common ownership of the voting power or the total value of

their stock, if both entities are corporations (including direct ownership by one corporation of another), (ii) more than 50% common ownership of their capital interests or profits interests, if both entities are partnerships (including direct ownership by one partnership of another), or (iii) more than 50% common ownership of the value of the outstanding stock of the corporation or the capital interests or profit interests of the partnership, as applicable, if one entity is a corporation and the other entity is a partnership (including direct ownership of the applicable stock or interests by one entity of the other).

7. *Sale Date* means the first day on which there is a binding contract in writing for the sale of a Maturity of the Bonds. The Sale Date of the Bonds is _____, 2025.

8. *Underwriter* means (i) any person that agrees pursuant to a written contract with the Issuer (or with the Underwriter to form an underwriting syndicate) to participate in the initial sale of the Bonds to the Public, including, specifically, the Purchaser, and (ii) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (i) of this paragraph to participate in the initial sale of the Bonds to the Public (including a member of a selling group or a party to a third-party distribution agreement participating in the initial sale of the Bonds to the Public).

IV. Use of Representations

The representations set forth in this certificate are limited to factual matters only. Nothing in this certificate represents the Purchaser's interpretation of any laws, including specifically Sections 103 and 148 of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations thereunder. The undersigned understands that the foregoing information will be relied upon by the Issuer with respect to certain of the representations set forth in its documents and with respect to compliance with the federal income tax rules affecting the Bonds, and by Chapman and Cutler LLP in connection with rendering its opinion that the interest on the Bonds is excluded from gross income for federal income tax purposes, the preparation of Internal Revenue Service Form 8038-G, and other federal income tax advice it may give to the Issuer from time to time relating to the Bonds.

IN WITNESS WHEREOF, I hereunto affix my signature, this ____ day of July, 2025.

PIPER SANDLER & CO., Minneapolis, Minnesota

By: _____

Title: _____

ESCROW AGREEMENT

dated _____, 2025

between

SOUTH DAKOTA BOARD OF REGENTS

and

FIRST BANK & TRUST, as Escrow Agent

SOUTH DAKOTA BOARD OF REGENTS
HOUSING AND AUXILIARY FACILITIES SYSTEM REVENUE BONDS,
SERIES 2025

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ESCROW AGREEMENT

This Escrow Agreement is dated _____, 2025 (this “*Agreement*”), between the South Dakota Board of Regents (the “*Board*”), and First Bank & Trust, Brookings, South Dakota (the “*Escrow Agent*”), not individually, but in the capacity as hereinafter described, in consideration of the mutual promises and agreements herein set forth:

WITNESSETH:

ARTICLE I

DEFINITIONS

The following words and terms used in this Agreement shall have the following meanings unless the context or use clearly indicates another or different meaning:

“*Bond Registrar*” means First Bank & Trust, Brookings, South Dakota, as bond registrar and paying agent for the Series 2015 Bonds, or any successor thereto.

“*Bond Resolution*” means the Amended and Restated Bond Resolution adopted by the Board on October 21, 2004, as amended and supplemented, providing for the issuance of the Series 2015 Bonds and the Series 2025 Bonds.

“*Code*” means Section 148 of the Internal Revenue Code of 1986, as amended, and all lawful regulations promulgated thereunder.

“*Escrow Fund*” means the trust fund created under the terms of this Agreement and held by the Escrow Agent pursuant to this Agreement.

“*Seventeenth Supplemental Bond Resolution*” means the Seventeenth Supplemental System Revenue Bond Resolution System Revenue Bond Resolution adopted by the Board on May __, 2025.

“*Government Securities*” means the non-callable direct obligations guaranteed by the full faith and credit of the United States of America as to principal and interest deposited hereunder as more particularly described in *Exhibit A* to this Agreement.

“*Redemption Date*” means _____, 2025.

“*Redemption Price*” means the principal and accrued interest due on the Refunded Bonds on the Redemption Date.

“*Refunded Bonds*” means the outstanding bonds of the Board as follows:

\$_____ Housing and Auxiliary Facilities System Revenue Bonds, Series 2015, dated December 22, 2015, [a portion][all] of the bonds outstanding from an issue in the principal amount of \$22,525,000, fully registered and without coupons, due on April 1 of the years, in the principal amounts and bearing interest at the interest rates as follows:

YEAR OF MATURITY	PRINCIPAL AMOUNT (\$)	INTEREST RATE (%)
20__	\$	

“*Series 2015 Bonds*” means the Housing and Auxiliary Facilities System Revenue Bonds, Series 2015 of the Board.

“*Series 2025 Bonds*” means the \$_____ Housing and Auxiliary Facilities System Revenue Bonds, Series 2025, of the Board.

ARTICLE II

CREATION OF ESCROW

Section 2.01. The Board by the Bond Resolution has authorized the issuance and delivery of the Series 2025 Bonds, certain proceeds of which, together with funds of the Board on hand and legally available for such purpose, are to be used to refund the Refunded Bonds by the deposit with the Escrow Agent of moneys sufficient to provide for all moneys necessary to pay the Redemption Price on the Redemption Date.

Section 2.02. The Board hereby deposits \$_____ from the proceeds of the Series 2025 Bonds (the “*Deposit*”) for the payment of for the payment of the principal and interest of the Refunded Bonds upon redemption thereof. The Deposit will be used to purchase the Government Securities and fund an on-demand, cash escrow deposit (the “*Cash Deposit*”). To the extent that any Government Securities are not held in the Escrow Fund at Closing, the Escrow Agent acknowledges receipt of the total cost of such Government Securities and is directed to take delivery of such Government Securities on the date or dates indicated on *Exhibit A* in exchange for the total cost of such Government Securities listed on *Exhibit A*, all as described in Section 3.02. The Cash Deposit and the Government Securities are held in an irrevocable trust fund account for the primary benefit of the registered owners of the Refunded Bonds to pay the Redemption Price on the Redemption Date, and, following the redemption of and payment in full of the Refunded Bonds, to be dispersed as provided in Article VIII.

ARTICLE III

COVENANTS OF ESCROW AGENT

The Escrow Agent covenants and agrees with the Board as follows:

Section 3.01. The Escrow Agent will hold the Deposit and any interest, income or profit derived therefrom in an irrevocable segregated and separate trust fund account for the sole and exclusive benefit of the holders of the Refunded Bonds until final payment thereof.

Section 3.02 On the date of this agreement, _____, 2025, the Escrow Agent will enter into trades to purchase the United States Treasury obligations described in Exhibit A in the maximum amount that can be purchased for more than \$ _____. Settlement and payment for such purchases will be on the business day following the date hereof, _____, 2025.

Section 3.03. The beginning cash escrow deposit shall not be invested by the Escrow Agent.

Section 3.04. The Escrow Agent, as Bond Registrar, will promptly apply the Deposit to the payment of the Redemption Price on the Redemption Date, and such payment shall fully release and discharge the Escrow Agent from any further duty or obligation thereto under this Agreement.

Section 3.05. The Escrow Agent will make no payment of fees, charges or expenses due or to become due of the Bond Registrar or the bond registrar and paying agent on the Bonds, and the Board either paid such fees, charges and expenses in advance as set forth in Section 3.06 hereof or covenants to pay the same as they become due.

Section 3.06. The charges, fees and expenses of the Escrow Agent have been paid in advance, and all charges, fees or expenses of the Escrow Agent in carrying out any of the duties, terms or provisions of this Agreement shall be paid solely therefrom. The Escrow Agent is also providing bond registrar and paying agent services for the Series 2025 Bonds, and the acceptance fee and first annual fee of the Escrow Agent for such bond registrar and paying agent services have been paid in advance, and all remaining charges, fees or expenses of the Escrow Agent for such services shall be paid by the Board upon receipt of invoices therefor. The amounts in the Escrow Fund shall be used solely for the payment of the Redemption Price. Any amounts remaining in the Escrow Fund after the payment of the Redemption Price shall be transferred as set forth in Article VIII hereof.

Section 3.07. The Escrow Agent has all the powers and duties herein set forth with no liability in connection with any act or omission to act hereunder, except for its own negligence or willful breach of trust, and shall be under no obligation to institute any suit or action or other proceeding under this Agreement or to enter any appearance in any suit, action or proceeding in which it may be defendant or to take any steps in the enforcement of its, or any, rights and powers hereunder, nor shall be deemed to have failed to take any such action, unless and until it shall have been indemnified by the Board to its satisfaction against any and all costs and expenses, outlays, counsel fees and other disbursements, including its own reasonable fees, and if any judgment,

decree or recovery be obtained by the Escrow Agent, payment of all sums due it, as aforesaid, shall be a first charge against the amount of any such judgment, decree or recovery.

Section 3.08. The Escrow Agent may in good faith buy, sell or hold and deal in any of the Series 2021 Bonds or the Refunded Bonds.

Section 3.09. If at any time it shall appear to the Escrow Agent that the available proceeds of the Deposit in the Escrow Fund will not be sufficient to pay the Redemption Price, the Escrow Agent shall notify the Board, not less than five days prior to such date, and the Board agrees that it will from any funds legally available for such purpose make up the anticipated deficit so that no default in the making of any such payment will occur.

Section 3.10. Upon the execution and delivery of this Agreement, the Refunded Bonds shall cease to be entitled to any lien, benefit or security under the Bond Resolution. The liability of the Board in respect to the Refunded Bonds shall continue, but the owners thereof shall thereafter be entitled to payment only out of the moneys deposited with the Escrow Agent hereunder.

ARTICLE IV

COVENANTS OF THE BOARD

The Board covenants and agrees with the Escrow Agent as follows:

Section 4.01. The Escrow Agent shall have no responsibility or liability whatsoever for (a) any of the recitals of the Board herein, (b) the performance of or compliance with any covenant, condition, term or provision of the Bond Resolution, and (c) any undertaking or statement of the Board hereunder or under the Bond Resolution.

Section 4.02. All payments to be made by, and all acts and duties required to be done by, the Escrow Agent under the terms and provisions of this Agreement, shall be made and done by the Escrow Agent without any further direction or authority of the Board.

Section 4.03. The Board will take no action regarding the proceeds of the Series 2025 Bonds which would cause the Series 2025 Bonds to be classified as “arbitrage bonds” under the Code, and the Board will take any and all further action necessary to ensure that adequate provision is made for the payment of the Refunded Bonds and that neither the Refunded Bonds nor the Series 2025 Bonds are classified as “arbitrage bonds” under the Code.

ARTICLE V

AMENDMENTS, REINVESTMENT OF FUNDS, IRREVOCABILITY OF AGREEMENT

Section 5.01. Except as provided in Section 5.03 hereof, all of the rights, powers, duties and obligations of the Escrow Agent hereunder shall be irrevocable and shall not be subject to amendment by the Escrow Agent and shall be binding on any successor to the Escrow Agent during the term of this Agreement.

Section 5.02. Except as provided in Section 5.03 hereof, all of the rights, powers, duties and obligations of the Board hereunder shall be irrevocable and shall not be subject to amendment by the Board and shall be binding on any successor to the officials now comprising the Board during the term of this Agreement.

Section 5.03. This Agreement may be amended or supplemented, and the Government Securities or any portion thereof may be sold, redeemed, invested or reinvested, in any manner provided (any such amendment, supplement, or direction to sell, redeem, invest or reinvest to be referred to as a “*Subsequent Action*”), upon submission to the Escrow Agent of each of the following:

(1) Certified copy of proceedings of the Board authorizing the Subsequent Action and copy of the document effecting the Subsequent Action signed by duly designated officers of the Board.

(2) An opinion of nationally recognized bond counsel or tax counsel nationally recognized as having an expertise in the area of tax-exempt municipal bonds that the Subsequent Action has been duly authorized by the Board and will not adversely affect the tax-exempt status of the interest on the Refunded Bonds nor violate the covenants of the Board not to cause the Refunded Bonds to become “arbitrage bonds” under the Code, and that the Subsequent Action does not materially adversely affect the legal rights of the holders of the Series 2015 Bonds or the Refunded Bonds.

(3) An opinion of a firm of nationally recognized independent certified public accountants or consultants nationally recognized as having an expertise in the area of refunding escrows that the amounts (which will consist of cash or deposits on demand held in trust or receipts from non-callable direct obligations of or non-callable obligations guaranteed by the full faith and credit of the United States of America, all of which shall be held hereunder) available or to be available for payment of the principal of and interest on the Refunded Bonds will remain sufficient to pay when due all principal of and interest on the Refunded Bonds after the taking of the Subsequent Action.

ARTICLE VI

MERGER, CONSOLIDATION, RESIGNATION OR REMOVAL OF ESCROW AGENT

Any banking association or corporation into which the Escrow Agent may be merged, converted or with which the Escrow Agent may be consolidated, or any corporation resulting from any merger, conversion or consolidation to which the Escrow Agent shall be a party, or any banking association or corporation to which all or substantially all of the corporate trust business of the Escrow Agent shall be transferred, shall succeed to all the Escrow Agent's rights, obligations and immunities hereunder without the execution or filing of any paper or any further act on the part of any of the parties hereto, anything herein to the contrary notwithstanding. The Escrow Agent may at any time resign as Escrow Agent under this Agreement by giving 30 days' written notice to the Board, and such resignation shall take effect upon the appointment of a successor escrow agent by the Board. The Board may select as successor escrow agent any financial institution with capital, surplus and undivided profits of at least \$75,000,000 and having a corporate trust office within the State of South Dakota, and which is authorized to maintain trust accounts for municipal corporations in the State of South Dakota under applicable law.

The Escrow Agent may be removed upon 30 days' written notice, with or without cause, and a new escrow agent may be appointed by the Board. In that event, the Board shall deliver written notice to the Escrow Agent of removal together with written instructions authorizing delivery of this Agreement together with the funds in the Escrow Fund and any and all related instruments or documents to a successor escrow agent in accordance with the provisions of this Article, and such removal shall take effect upon the appointment of such successor escrow agent by the Board.

ARTICLE VII

NOTICES TO THE BOARD AND THE ESCROW AGENT

Section 7.01. All notices and communications to the Board shall be addressed in writing to: South Dakota Board of Regents, 306 East Capitol Avenue, Suite 200, Pierre, South Dakota 57501.

Section 7.02. All notices and communications to the Escrow Agent shall be addressed in writing to: First Bank & Trust, 520 6th Street, Brookings, South Dakota 57006, Attention: Corporate Trust.

ARTICLE VIII

TERMINATION OF AGREEMENT

Upon final disbursement of funds sufficient to pay the Redemption Price as hereinabove provided for, the Escrow Agent will transfer any balance remaining in the Escrow Fund to the

Board pursuant to instructions provided by them or as on Exhibit A, and thereupon this Agreement shall terminate.

ARTICLE IX

ADDITIONAL REPRESENTATIONS

Section 9.01. The Escrow Agent is using its corporate trust department to hold the Government Securities; the Government Securities are irrevocably deposited with the escrow agent; the Government Securities are free and clear of all claims and liens; the Government Securities are pledged to the holders of the Refunded Bonds (with respect to the principal and interest thereon); the Government Securities are segregated from other assets held by the Escrow Agent; and the Escrow Agent is prohibited from asserting any claim on the Government Securities for the nonpayment of fees.

ARTICLE X

EXECUTION IN COUNTERPARTS

This Agreement may be executed in several counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

IN WITNESS WHEREOF, the South Dakota Board of Regents has caused this Agreement to be signed in its name by its President and to be attested by its Executive Director under its corporate seal hereunto affixed; and First Bank & Trust, not individually, but in the capacity as hereinabove described, has caused this Agreement to be signed in its corporate name by one of its officers, all this ____ day of _____, 2025.

SOUTH DAKOTA BOARD OF REGENTS

By _____
President

ATTEST:

Executive Director

[SEAL]

FIRST BANK & TRUST, BROOKINGS, SOUTH
DAKOTA

By _____
Its _____

[SIGNATURE PAGE TO ESCROW AGREEMENT]

EXHIBIT A**GOVERNMENT SECURITIES**

TYPE	MATURITY

The _____ will be the maximum amount that can be purchased for not more than \$_____. The Cash Deposit will be the remaining amount.

The amount remaining after the redemption of the Refunded Bonds shall be applied, absent of instructions from the Board, as follows:

- ____ Percent to DSU to the Series 2025 DSU Bond and Interest Subaccount
- ____ Percent for SDSU to the Series 2025 SDSU Bond and Interest Subaccount
- ____ Percent for USD to the Series 2025 USD Bond and Interest Subaccount

PRELIMINARY OFFICIAL STATEMENT DATED , 2025**NEW ISSUE – BOOK-ENTRY ONLY****MOODY’S RATING: “ ”**
See “RATING” herein

Subject to compliance by the South Dakota Board of Regents with certain covenants, in the opinion of Chapman and Cutler LLP, Bond Counsel, under present law, interest on the Series 2025 Bonds (as hereinafter defined) is excludible from gross income of the owners thereof for federal income tax purposes and is not included as an item of tax preference in computing the federal alternative minimum tax for individuals. Interest on the Series 2025 Bonds may affect the corporate alternative minimum tax for certain corporations. See the caption “TAX MATTERS” herein for a more complete discussion.

[Insert SDBOR Logo]

\$(Par Amount)*
SOUTH DAKOTA BOARD OF REGENTS
HOUSING AND AUXILIARY FACILITIES SYSTEM
REVENUE BONDS, SERIES 2025

Dated: Date of Delivery**Due:** April 1, as shown on the inside cover

The South Dakota Board of Regents (the “Board”) is issuing its \$(Par Amount)* South Dakota Board of Regents Housing and Auxiliary Facilities System Revenue Bonds, Series 2025 (the “Series 2025 Bonds”), under the authority of the Board of Regents Revenue Bond Act of 1971, as amended (the “Act”), and an Amended and Restated Bond Resolution dated October 21, 2004, as amended and supplemented from time to time thereafter, including a Seventeenth Supplemental System Revenue Bond Resolution adopted by the Board on May [], 2025 (collectively, the “Bond Resolution”). Interest on the Series 2025 Bonds will be payable on April 1 and October 1 of each year, commencing on October 1, 2025.

The Series 2025 Bonds are initially issuable as fully registered bonds without coupons. The Series 2025 Bonds will be registered in the name of Cede & Co., as nominee of The Depository Trust Company (“DTC”). DTC will act as the securities depository for the Series 2025 Bonds. Purchases of beneficial interests in the Series 2025 Bonds will be made in book-entry form in denominations of \$5,000 or any integral multiple thereof. Purchasers will not receive certificates representing their ownership interests in the Series 2025 Bonds. The principal of and interest on the Series 2025 Bonds is payable by First Bank & Trust, Brookings, South Dakota, as bond registrar and paying agent (the “Bond Registrar”), to DTC, which is to remit such principal and interest to its Participants (as defined herein). In turn, the Participants are to remit such principal and interest to the Beneficial Owners (as defined herein) of the Series 2025 Bonds, as described herein. All notices given by the Bond Registrar pursuant to the Bond Resolution, including any notice of redemption, shall be given only to Cede & Co. See “BOOK-ENTRY ONLY SYSTEM.”

The Series 2025 Bonds are subject to redemption prior to maturity as described herein. See “THE SERIES 2025 BONDS—Redemption of the Series 2025 Bonds.”

The Series 2025 Bonds are being issued for the purpose of (i) financing the (a) renovation of the Larson Commons facility and (b) building of additional parking, each for South Dakota State University (“SDSU”), (ii) refunding all of the Board’s outstanding South Dakota Board of Regents Housing and Auxiliary Facilities System Revenue Bonds, Series 2013A, and South Dakota Board of Regents Housing and Auxiliary Facilities System Revenue Bonds, Series 2014B, (iii) refunding all of the Board’s outstanding South Dakota Board of Regents Housing and Auxiliary Facilities System Revenue Bonds, Series 2015, and (iv) paying certain costs relating thereto. See “PLAN OF FINANCING.”

The Series 2025 Bonds are payable solely from and secured by a pledge of the Net Revenues (as defined herein) of the Institutional Systems (as defined herein) of SDSU, South Dakota School of Mines & Technology, Northern State University, Black Hills State University, Dakota State University and the University of South Dakota and other Net Revenues and funds of the System (as defined herein) which have been authorized or pledged by the Board for payment of the Series 2025 Bonds under the Act and the Bond Resolution. See “SECURITY FOR THE SERIES 2025 BONDS – Net Revenues and Funds.”

THE SERIES 2025 BONDS ARE OBLIGATIONS OF THE BOARD PAYABLE ONLY IN ACCORDANCE WITH THE TERMS THEREOF AND ARE NOT OBLIGATIONS GENERAL, SPECIAL, OR OTHERWISE, OF THE STATE OF SOUTH DAKOTA. THE SERIES 2025 BONDS DO NOT CONSTITUTE A DEBT, LEGAL OR MORAL, OF THE STATE OF SOUTH DAKOTA, AND ARE NOT ENFORCEABLE AGAINST THE STATE, NOR WILL PAYMENT THEREOF BE ENFORCEABLE OUT OF ANY FUNDS OF THE BOARD, OR OF ANY INSTITUTION (AS DEFINED HEREIN), OTHER THAN THE INCOME AND REVENUES PLEDGED AND ASSIGNED TO, OR IN TRUST FOR THE BENEFIT OF, THE SERIES 2025 BONDHOLDERS.

* Preliminary, subject to change

The Series 2025 Bonds are being offered by the Underwriter, when, as and if issued by the Board and accepted by the Underwriter, subject to prior sale, withdrawal, or modification of the offer without any notice, and subject to the delivery of an approving opinion by Chapman and Cutler LLP, Chicago, Illinois, Bond Counsel. Certain legal matters will be passed upon for the Board by its general counsel, Holly Farris, and for the Underwriter by its counsel, Nixon Peabody LLP. Blue Rose Capital Advisors LLC, Minneapolis, Minnesota, is serving as Municipal Advisor to the Board. It is expected that the Series 2025 Bonds will be available for delivery through the book-entry procedures of DTC on or about July , 2025.

[Insert Piper Sandler logo]

Dated: _____, 2025

DRAFT

MATURITIES, PRINCIPAL AMOUNTS, INTEREST RATES, YIELDS, PRICES AND CUSIP NUMBERS**South Dakota Board of Regents Housing and Auxiliary Facilities System Revenue Bonds, Series 2025**

Maturity (April 1)*	Principal Amount* (\$)	Interest Rate (%)	Yield (%)	Price (\$)	CUSIP No.†

* Preliminary, subject to change.

† CUSIP data herein is provided by the CUSIP Global Services (“CGS”). CGS is managed on behalf of the American Bankers Association by FactSet Research Systems Inc. Neither the Board nor the Underwriter (as defined herein) or their agents or counsel is responsible for the selection, use or accuracy of the CUSIP numbers nor is any representation made as to their correctness with respect to the Series 2025 Bonds as included herein or at any time in the future. The CUSIP number for a specific maturity is subject to being changed after the issuance of the Series 2025 Bonds as a result of various subsequent actions including, but not limited to, a refunding in whole or in part, or as a result of the procurement of secondary market portfolio insurance or other similar enhancement by investors that is applicable to all or a portion of certain maturities of the Series 2025 Bonds.

REGARDING USE OF THIS OFFICIAL STATEMENT

No dealer, broker, salesperson, or other person has been authorized by the Board or the Underwriter to give any information or to make any representations with respect to the Series 2025 Bonds, other than those contained in this Official Statement, and, if given or made, such other information or representations must not be relied upon as having been authorized by any of the foregoing. *This Official Statement does not constitute an offer to sell or a solicitation of an offer to buy, nor shall there be any sale of the Series 2025 Bonds by any persons in any jurisdiction in which it is unlawful to make such offer, solicitation or sale prior to registration or qualification under the securities laws of any such jurisdiction. This Official Statement is not to be construed as a contract with the purchasers of the Series 2025 Bonds.*

All information herein has been obtained by the Underwriter from the Board and other sources deemed by the Underwriter to be reliable, and is not to be construed as a representation by the Underwriter. The Underwriter has reviewed the information in this Official Statement in accordance with, and as part of its responsibilities to investors under federal securities laws as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information. The information herein is subject to change without notice, and neither the delivery of this Official Statement nor any sale made hereunder shall under any circumstances create any implication that there has been no change in the affairs of the Board since the date hereof.

References in this Official Statement to any legislation or documents do not purport to be complete. Refer to such legislation and documents for full and complete details of their provisions. Following issuance of the Series 2025 Bonds, a copy of the Bond Resolution is expected to be on file with the Bond Registrar. The order and placement of materials in this Official Statement, including the appendices, are not to be deemed a determination of relevance, materiality or importance, and this Official Statement, including the appendices, must be considered in its entirety. The captions and headings in this Official Statement are for convenience only and in no way define, limit, or describe the scope or intent, or affect the meaning or construction, of any provisions or sections of this Official Statement. The offering of the Series 2025 Bonds is made only by means of this entire Official Statement.

The Underwriter has provided the following sentence for inclusion in this Official Statement. The Underwriter has reviewed the information in this Official Statement in accordance with, and as part of, its responsibility to investors under the federal securities laws as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.

IN CONNECTION WITH THE OFFERING OF THE SERIES 2025 BONDS, THE UNDERWRITER MAY OVER ALLOT OR EFFECT TRANSACTIONS WHICH STABILIZE OR MAINTAIN THE MARKET PRICE OF THE SERIES 2025 BONDS AT LEVELS ABOVE THOSE THAT MIGHT OTHERWISE PREVAIL IN THE OPEN MARKET. SUCH STABILIZING, IF COMMENCED, MAY BE DISCONTINUED AT ANY TIME. THE UNDERWRITER MAY OFFER AND SELL THE SERIES 2025 BONDS TO CERTAIN DEALERS AND DEALER BANKS AND OTHERS AT PRICES LOWER (OR YIELDS HIGHER) THAN THE PUBLIC OFFERING PRICES (OR YIELDS) STATED ON THE INSIDE COVER PAGE HEREOF AND SAID OFFERING PRICES (OR YIELDS) MAY BE CHANGED FROM TIME TO TIME BY THE UNDERWRITER.

THE SERIES 2025 BONDS HAVE NOT BEEN REGISTERED WITH THE UNITED STATES SECURITIES AND EXCHANGE COMMISSION UNDER THE SECURITIES ACT OF 1933, AS AMENDED, NOR HAS THE RESOLUTION BEEN QUALIFIED UNDER THE TRUST INDENTURE ACT OF 1939, AS AMENDED, IN RELIANCE UPON EXEMPTIONS CONTAINED IN SUCH ACTS. IN MAKING AN INVESTMENT DECISION INVESTORS MUST RELY ON THEIR OWN EXAMINATION OF THE BOARD AND THE TERMS OF THE OFFERING, INCLUDING THE MERITS AND RISKS INVOLVED. THE SERIES 2025 BONDS HAVE NOT BEEN RECOMMENDED BY ANY FEDERAL OR STATE SECURITIES COMMISSION OR REGULATORY AUTHORITY. FURTHERMORE, THE FOREGOING AUTHORITIES HAVE NOT CONFIRMED THE ACCURACY OR DETERMINED THE ADEQUACY OF THIS DOCUMENT. ANY REPRESENTATION TO THE CONTRARY IS A CRIMINAL OFFENSE.

If and when included in this Official Statement, the words “expects,” “forecasts,” “projects,” “intends,” “anticipates,” “estimates,” “will” and analogous expressions are intended to identify forward-looking statements. Any such statements inherently are subject to a variety of risks and uncertainties that could cause actual results to differ materially from those projected. Such risks and uncertainties include, among others, general economic and business conditions, changes in political, social and economic conditions, regulatory initiatives and compliance with governmental regulations, litigation and various other events, conditions and circumstances, many of which are beyond the control of the Board. These forward-looking statements speak only as of the date of this Official Statement. The Board disclaims any obligation or agreement to release publicly any updates or revisions to any forward-looking statement contained herein to reflect any change in the Board’s expectations with regard thereto or any change in events, conditions or circumstances on which any such statement is based.

THIS PRELIMINARY OFFICIAL STATEMENT IS IN A FORM DEEMED FINAL BY THE BOARD FOR PURPOSES OF RULE 15c2-12 (“*RULE 15c-2-12*”) OF THE SECURITIES EXCHANGE ACT OF 1934, AS AMENDED, EXCEPT FOR CERTAIN INFORMATION PERMITTED TO BE OMITTED PURSUANT TO RULE 15c2-12(b)(1).

Members of the South Dakota Board of Regents

Miles Beacom, Sioux Falls
 Judy Dittman, Madison
 Randy Frederick, Hayti
 James Lochner, Dakota Dunes
 Griffin Petersen, Onida
 Jeff Partridge, Rapid City
 Randy Rasmussen, Vermilion
 Tim Rave, Baltic
 Pam Roberts, Pierre (Hughes County)

Officers of the South Dakota Board of Regents

Tim Rave, President
 Jeff Partridge, Vice President
 Randy Frederick, Secretary
 Nathan D. Lukkes, Executive Director & CEO
 Heather Forney, Vice-President of Finance and Administration

Principal Administrative Officers of the System Institutions

Dr. Tom Jackson, Jr., President, Black Hills State University
 Dr. Jose-Marie Griffiths, President, Dakota State University
 Dr. Neal Schnoor, President, Northern State University
 Dr. James Rankin, President, South Dakota School of Mines & Technology
 Dr. Barry H. Dunn, President, South Dakota State University
 Sheila K. Gestring, President, University of South Dakota

Counsel to the South Dakota Board of Regents

Holly Farris

Municipal Advisor to the South Dakota Board of Regents

Blue Rose Capital Advisors LLC

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OFFICIAL STATEMENT

Relating to

\$[Par Amount]*

SOUTH DAKOTA BOARD OF REGENTS HOUSING AND AUXILIARY FACILITIES SYSTEM REVENUE BONDS, SERIES 2025

The following introductory statement is subject in all respects to more complete information contained elsewhere in this Official Statement. The order and placement of materials in this Official Statement, including the Appendices, are not to be deemed to be a determination of relevance, materiality or relative importance, and this Official Statement, including the cover page, the inside cover page, and Appendices, must be considered in its entirety. All capitalized terms used in this Official Statement that are not otherwise defined herein shall have the meanings assigned to them in APPENDIX C hereto.

INTRODUCTION

The purpose of this Official Statement, including the cover page, this Introduction and the Appendices hereto, is to set forth information in connection with the offering by the South Dakota Board of Regents (the “Board”) of \$[Par Amount]* in aggregate principal amount of its South Dakota Board of Regents Housing and Auxiliary Facilities System Revenue Bonds, Series 2025 (the “Series 2025 Bonds”). The Series 2025 Bonds will be issued pursuant to the Board of Regents Revenue Bond Act of 1971, as amended (the “Act”), and the amended and restated bond resolution of the Board adopted on October 21, 2004, as supplemented from time to time thereafter, including a Seventeenth Supplemental System Revenue Bond Resolution adopted by the Board on May [], 2025, and as hereafter supplemented and amended (collectively, the “Bond Resolution”).

The Board is a body corporate and politic of the State of South Dakota (the “State”), responsible for the governance of six state-supported universities (each an “Institution” and, collectively, the “Institutions”), consisting of Black Hills State University (“BHSU”), Dakota State University (“DSU”), Northern State University (“NSU”), South Dakota School of Mines & Technology (“SDSMT”), South Dakota State University (“SDSU”), and the University of South Dakota (“USD”). The Board has the authority to, among other things, manage the housing and auxiliary facilities system of each Institution (each system being referred to herein as an “Institutional System” and, collectively, the “System”).

The proceeds of the Series 2025 Bonds will be used for the purpose of (i) financing the (a) renovation of the Larson Commons facility and (b) building of additional parking, each for SDSU (collectively, the “SDSU Project”), (ii) refunding all of the Board’s outstanding (a) South Dakota Board of Regents Housing and Auxiliary Facilities System Revenue Bonds, Series 2013A (the “Series 2013A Bonds” and those Series 2013A Bonds being refunded being referred to herein as the “Refunded Series 2013A Bonds”), issued on behalf of USD, (b) South Dakota Board of Regents Housing and Auxiliary Facilities System Revenue Bonds, Series 2014B (the “Series 2014B Bonds” and those Series 2014B Bonds being refunded being referred to herein as the “Refunded Series 2014B Bonds”), issued on behalf of SDSMT, NSU and BHSU, and (c) South Dakota Board of Regents Housing and Auxiliary Facilities System Revenue Bonds, Series 2015 (the “Series 2015 Bonds” and those Series 2015 Bonds being refunded being referred to herein as the “Refunded Series 2015 Bonds”), issued on behalf of DSU, SDSU and USD, and (iii) paying certain costs relating thereto, all as permitted under the Act. The Refunded Series 2013A Bonds,

* Preliminary, subject to change

Refunded Series 2014B Bonds and Refunded Series 2015 Bonds are collectively referred to herein as the “Refunded Bonds.” For additional information regarding the SDSU Project, the Refunded Bonds and the refunding of the Refunded Bonds (the “Refunding”), see “PLAN OF FINANCING.”

The Series 2025 Bonds are payable solely from and secured by a pledge of the Net Revenues of the Institutional Systems of SDSU, SDSMT, NSU, BHSU, DSU and USD and other Net Revenues and funds of the System which have been authorized or pledged by the Board for payment of the Series 2025 Bonds under the Act and the Bond Resolution. See “SECURITY FOR THE SERIES 2025 BONDS—Net Revenues and Funds.”

Prior to the issuance of the Series 2025 Bonds, the Board has outstanding \$[, ,000] in aggregate principal amount of Housing and Auxiliary Facilities System Revenue Bonds, issued pursuant to the Bond Resolution (the “Prior Parity Bonds”). See “THE HOUSING AND AUXILIARY SYSTEM—Outstanding Bonds.” The Bond Resolution also allows the Board to issue additional Housing and Auxiliary Facilities System Revenue Bonds upon the satisfaction of certain conditions set forth therein (the “Additional Bonds”). See “SECURITY FOR THE SERIES 2025 BONDS – Additional Bonds.” All Housing and Auxiliary Facilities System Revenue Bonds issued or authorized to be issued under the Bond Resolution are collectively referred to herein as the “Bonds.”

A description of the Board, the Series 2025 Bonds, the Net Revenues, the SDSU Project, the Refunded Bonds and the Refunding, and a summary of the Bond Resolution are included in this Official Statement, including the Appendices attached hereto. Such information, summaries and descriptions do not purport to be comprehensive or definitive.

All references in this Official Statement, including the Appendices attached hereto, to the specified documents are qualified in their entirety by reference to each such document, and all references to the Series 2025 Bonds are qualified in their entirety by reference to the definitive forms thereof and the information with respect thereto included in the aforesaid documents. Prior to the delivery of the Series 2025 Bonds, copies of the proposed forms of such documents may be obtained from the Underwriter. Following the delivery of the Series 2025 Bonds, copies of such documents will be available from First Bank & Trust, Brookings, South Dakota, bond registrar and paying agent for the Series 2025 Bonds (the “Bond Registrar”).

For more a more complete description of the Board and the Institutions, see APPENDIX A. The unaudited financial statements of the Housing and Auxiliary Facilities System Revenue Bond Funds for the fiscal years ended June 30, 2024 and 2023 are included in APPENDIX B hereto. A summary of certain provisions of the Bond Resolution is included in APPENDIX C hereto. The proposed form of opinion of Bond Counsel is included in APPENDIX D hereto. The proposed form of continuing disclosure agreement to be entered into by the Board in connection with the Series 2025 Bonds is included in APPENDIX E hereto.

Estimated Sources and Uses of Funds

The sources and uses of funds in connection with the issuance of the Series 2025 Bonds are estimated as follows:

Sources of Funds

Principal Amount of Bonds	\$
[Net] Original Issue Premium/Discount	

Total Sources:	_____

Uses of Funds

SDSU Project	
Refunding – Series 2013A Bonds	
Refunding – Series 2014B Bonds	
Refunding – Series 2015 Bonds	
Costs of Issuance ⁽¹⁾	_____
Total Uses:	=====

(1) Includes underwriter's discount, legal fees, advisor fees, Bond Registrar fees, rating agency fees and other miscellaneous costs incurred in connection with the issuance of the Series 2025 Bonds and the Refunding.

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PLAN OF FINANCING

The proceeds from the sale of the Series 2025 Bonds will be used to (i) pay the costs of the SDSU Project, (ii) refund the Refunded Bonds, and (iii) pay certain related costs.

SDSU Project

The SDSU Project consists of (i) renovations of the existing Larson Commons dining facility and (ii) the addition of an approximately 265-stall parking lot in the southeast residential district of SDSU's main campus.

Refunded Series 2013A Bonds

The Series 2013A Bonds were issued by the Board to (i) pay the costs of financing the acquisition of and improvements to the student housing facilities for USD, (ii) provide a portion of the funds to refund certain of the Board's then-outstanding bonds, and (iii) pay certain costs of issuance. The Refunded Series 2013A Bonds are allocated to USD, and are further described as follows:

Maturity (April 1)	Principal Amount Outstanding (\$)	Principal Amount to be Refunded (\$)*	Redemption Price	Redemption Date
2026	965,000		100.0	July , 2025
2028	2,040,000 [†]		100.0	July , 2025

* Preliminary, subject to change.

[†]Term Bond.

The Refunded Series 2013A Bonds will be redeemed by the Board on the date of issuance of the Series 2025 Bonds, at a price of par plus accrued interest thereto.

Refunded Series 2014B Bonds

The Series 2014B Bonds were issued by the Board to (i) pay the costs of financing the renovation and improvement to certain residence halls for SDSMT, (ii) provide a portion of the funds to refund certain of the Board's then-outstanding bonds, and (iii) pay certain costs of issuance. The Refunded Series 2014B Bonds are allocated to SDSMT, NSU and BHSU, and are further described as follows:

Maturity (April 1)	Principal Amount Outstanding (\$)	Principal Amount to be Refunded (\$)*	Redemption Price	Redemption Date
2026	835,000		100.0	July , 2025
2029	2,140,000 [†]		100.0	July , 2025
2033	1,845,000 [†]		100.0	July , 2025

* Preliminary, subject to change.

[†]Term Bond.

The Refunded Series 2014B Bonds will be redeemed by the Board on the date of issuance of the Series 2025 Bonds, at a price of par plus accrued interest thereto.

Refunded Series 2015 Bonds

The Series 2015 Bonds were issued by the Board to (i) pay the costs of financing the renovation and improvement of a residence hall and the student union for DSU, (ii) pay the costs of financing the renovation and improvement of certain residence halls for USD, (iii) provide a portion of the funds to refund certain of the Board's then-outstanding bonds, (iv) finance capitalized interest and (v) pay certain costs of issuance. The Refunded Series 2015 Bonds are allocated to DSU, USD and SDSU, and are further described as follows:

Maturity (April 1)	Principal Amount Outstanding (\$)	Principal Amount to be Refunded (\$)*	Redemption Price	Redemption Date
2026	1,280,000		100.0	October 1, 2025
2027	1,340,000		100.0	October 1, 2025
2028	1,405,000		100.0	October 1, 2025
2029	1,475,000		100.0	October 1, 2025
2030	1,530,000		100.0	October 1, 2025
2035	2,700,000 [†]		100.0	October 1, 2025
2040	3,445,000 [†]		100.0	October 1, 2025

* Preliminary, subject to change.

[†]Term Bond.

Certain proceeds received from the sale of the Series 2025 Bonds will be deposited in an escrow account to be held by First Bank & Trust, Brookings, South Dakota, as escrow agent (the "Escrow Agent"), under the terms of an escrow agreement to be dated as of the date of issuance of the Series 2025 Bonds. Said deposit will be held in cash or applied by the Escrow Agent to purchase direct non-callable obligations of, or obligations guaranteed by the full faith and credit of, the United States of America, which proceeds will be sufficient to redeem the Refunded Series 2015 Bonds on their earliest redemption date at a price of par plus accrued interest thereto.

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THE SERIES 2025 BONDS

The following is a summary of certain provisions of the Series 2025 Bonds while such Bonds are registered in the name of a nominee of The Depository Trust Company (“DTC”). Reference is made to the Series 2025 Bonds for the complete text thereof and to the Bond Resolution for a more detailed description of such provisions. Reference is made hereby to APPENDIX C attached hereto for the definitions of certain capitalized terms used under this caption and for a brief description of certain provisions of the Bond Resolution. The discussion herein is qualified by such reference.

General

The Series 2025 Bonds will be dated the date of issuance, will bear interest at the rates set forth on the inside cover page hereof, and will mature, subject to prior redemption, on April 1 of each of the years and in the principal amounts set forth on the inside cover page hereof. Interest on the Series 2025 Bonds will be payable semiannually on April 1 and October 1 of each year, with the first interest payment date being October 1, 2025. Interest on the Series 2025 Bonds will be calculated on the basis of a 360-day year consisting of twelve 30-day months. Payment of interest on the Series 2025 Bonds on any interest payment date will be made to the person in whose name such Series 2025 Bonds is registered at the close of business on the 15th day of the month next preceding each interest payment date (each, a “Record Date”). So long as the Series 2025 Bonds are registered in the name of Cede & Co. as nominee of DTC, the initial securities depository for the Series 2025 Bonds, principal of and interest on the Series 2025 Bonds will be paid as described in this Official Statement under “BOOK-ENTRY ONLY SYSTEM.” The Series 2025 Bonds will be available only in fully registered form in Authorized Denominations. Authorized Denominations for any Series 2025 Bonds means the denomination of \$5,000 or any integral multiple thereof.

As to any Series 2025 Bond, the person in whose name the ownership of such Series 2025 Bond shall be registered on the registration books maintained by the Bond Registrar shall be deemed and regarded as the absolute owner of such Series 2025 Bond for all purposes, and payment of the principal of and interest on any such Series 2025 Bond shall be made only to or upon the order of the owner of such Series 2025 Bond or such owner’s legal representative. All such payments shall be valid and effectual to satisfy and discharge the liability upon such Series 2025 Bond and interest on such Series 2025 Bond, to the extent of the sum or sums so paid.

The Bond Registrar shall keep the registration books for the Series 2025 Bonds at its designated office, located at First Bank & Trust, 520 6th Street, Brookings, South Dakota 57006. Subject to the conditions contained in the Bond Resolution, Series 2025 Bonds may be transferred or exchanged for a like aggregate amount of Series 2025 Bonds of other Authorized Denominations. While the Series 2025 Bonds are held in a book-entry only system, transfers and exchanges of beneficial interests in the Series 2025 Bonds shall be made in accordance with the customary procedures of DTC. In the event that the Series 2025 Bonds are not held in a book-entry only system, transfers and exchanges shall be made in accordance with terms set forth in the Bond Resolution.

Redemption of the Series 2025 Bonds

Optional Redemption. The Series 2025 Bonds maturing on and after April, 20__, are subject to redemption prior to maturity at the option of the Board, in whole or in part (if in part, in Authorized Denominations), in any order of maturity within a series as determined by the Board, on any date on or after _____, 20__, at a redemption price of 100% of the principal amount of such Series 2025 Bonds to be redeemed plus accrued interest thereon to the redemption date. For purposes of any redemption of less than all of the Series 2025 Bonds of a single maturity, the particular Series 2025 Bonds or portions of Series 2025 Bonds to be redeemed shall be selected in accordance with procedures established by DTC; provided,

that such method shall provide for the selection of redemption of Series 2025 Bonds or portions thereof so that any \$5,000 Series 2025 Bond or \$5,000 portion of a Series 2025 Bond shall be as likely to be called for redemption as any other such \$5,000 Series 2025 Bond or \$5,000 portion of a Series 2025 Bond.

Mandatory Redemption. The Series 2025 Bonds maturing on April 1, 20__ and April 1, 20__, are subject to mandatory sinking fund redemption prior to maturity, in Authorized Denominations to be selected by the Bond Registrar, on April 1 of the years and in the principal amounts set forth below, at a redemption price of 100% of the principal amount of such Series 2025 Bonds to be redeemed plus accrued interest thereon to the redemption date.

SERIES 2025 BONDS MATURING ON APRIL 1, 20__

<u>Year</u>	<u>Principal Amount (\$)</u>
20	
20	
20 *	

*Stated Maturity.

SERIES 2025 BONDS MATURING ON APRIL 1, 20__

<u>Year</u>	<u>Principal Amount (\$)</u>
20	
20	
20 *	

*Stated Maturity.

The Board shall receive a credit against its obligation to have amounts on deposit in the related Bond and Interest Sinking Fund Account in respect of the principal of the Series 2025 Bonds required to be redeemed or paid on any date listed above (i) to the extent that the Board delivers to the Bond Registrar for cancellation on or prior to any such date any maturing Series 2025 Bonds of the same maturity, or (ii) to the extent such Series 2025 Bonds are called for optional redemption. In addition, the principal amount of any such Series 2025 Bonds that have been redeemed pursuant to any partial optional redemption shall be credited against future sinking fund requirements, as determined by the Board.

Notice of Redemption; Effect. Unless waived by any Owner of the Series 2025 Bonds, or portions thereof, to be redeemed pursuant to the Bond Resolution, notice of any redemption identifying the Series 2025 Bonds or portions thereof to be redeemed shall be given by the Bond Registrar to DTC at least 30 days prior to the date fixed for redemption by e-mail, facsimile transmission or other electronic delivery method authorized under the Blanket Letter of Representations from the Board to DTC (as the same may be supplemented or amended). The failure of the Bond Registrar to give notice to a Series 2025 Bondholder, or any defect in such notice, shall not affect the validity of the redemption of any other Series 2025 Bonds as to which proper notice was given.

With respect to any optional redemption, unless moneys sufficient to pay the redemption price of the Series 2025 Bonds to be redeemed has been received by the Bond Registrar prior to the giving of the notice of redemption, such notice will state that said optional redemption is conditioned upon the receipt by the Bond Registrar of sufficient moneys on or prior to the date fixed for redemption.

If notice of redemption has been given and all conditions described in such notice, if any, have been satisfied, the Series 2025 Bonds or portions of Series 2025 Bonds so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified and, from and after the redemption date (unless the Board shall default in the payment of the redemption price), such Series 2025 Bonds (or portions of such Series 2025 Bonds) so called for redemption will cease to bear interest, will no longer be protected by the Bond Resolution and will not be deemed to be outstanding under the provisions of the Bond Resolution, and the owners of such Series 2025 Bonds will have the right only to receive the redemption price of such Series 2025 Bond.

BOOK-ENTRY ONLY SYSTEM

DTC will act as securities depository for the Series 2025 Bonds. The Series 2025 Bonds will be issued as fully-registered securities registered in the name of Cede & Co. (DTC's partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered certificate will be issued for each maturity of the Series 2025 Bonds, in the principal amount of such maturity, and will be deposited with the Trustee as custodian for DTC. SO LONG AS CEDE & CO. IS THE REGISTERED OWNER OF THE SERIES 2025 BONDS, AS NOMINEE FOR DTC, REFERENCES HEREIN TO SERIES 2025 BONDHOLDERS, HOLDERS OR OWNERS OF THE SERIES 2025 BONDS (OTHER THAN UNDER THE CAPTIONS "TAX MATTERS" AND "CONTINUING DISCLOSURE" HEREIN) SHALL MEAN CEDE & CO. AND SHALL NOT MEAN THE BENEFICIAL OWNERS OF THE SERIES 2025 BONDS.

The information contained in the following paragraphs of this section has been extracted from a schedule prepared by DTC entitled "SAMPLE OFFERING DOCUMENT LANGUAGE DESCRIBING BOOK-ENTRY ONLY ISSUANCE." The Board and the Underwriter make no representation as to the completeness or the accuracy of such information subsequent to the date hereof.

DTC, the world's largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a "banking organization" within the meaning of the New York Banking Law, a member of the Federal Reserve System, a "clearing corporation" within the meaning of the New York Uniform Commercial Code, and a "clearing agency" registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934 (the "Exchange Act"). DTC holds and provides asset servicing for over 3.5 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments from over 100 countries that DTC's participants ("Direct Participants") deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants' accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation ("DTCC"). DTCC is the holding company for DTC, National Securities Clearing Corporation, and Fixed Income Clearing Corporation all of which are registered clearing agencies. DTC is owned by users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly ("Indirect Participants"). DTC has Standard & Poor's rating of AA+. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission ("SEC"). More information about DTC can be found at www.dtcc.com.

Purchases of certificates under the DTC system must be made by or through Direct Participants, which will receive a credit for the Series 2025 Bonds on DTC's records. The ownership interest of each actual purchaser of each certificate ("Beneficial Owner") is in turn to be recorded on the Direct and Indirect

Participants' records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Series 2025 Bonds are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates representing their ownership interests in the Series 2025 Bonds, except in the event that use of the book-entry system for the Series 2025 Bonds is discontinued.

To facilitate subsequent transfers, all certificates deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co. or such other name as may be requested by an authorized representative of DTC. The deposit of certificates with DTC and their registration in the name of Cede & Co., or such other DTC nominee, do not affect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Series 2025 Bonds; DTC's records reflect only the identity of the Direct Participants to whose accounts such certificates are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. Beneficial Owners of Series 2025 Bonds may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Series 2025 Bonds, such as redemptions, defaults and proposed amendments to bond documents. For example, Beneficial Owners of Series 2025 Bonds may wish to ascertain that the nominee holding the Series 2025 Bonds for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the Trustee and request that copies of notices be provided directly to them.

Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to Series 2025 Bonds unless authorized by a Direct Participant in accordance with DTC's Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to the Board as soon as possible after the record date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts the Series 2025 Bonds are credited on the record date (identified in a listing attached to the Omnibus Proxy).

Principal and interest payments on the Series 2025 Bonds will be made to Cede & Co. or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from the Board or the Bond Registrar, on the payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, the Board or the Bond Registrar, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of principal and interest to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of the Board or the Bond Registrar, disbursement of such payments to Direct Participants shall be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners shall be the responsibility of Direct and Indirect Participants.

DTC may discontinue providing its services as securities depository with respect to the Series 2025 Bonds at any time by giving reasonable notice to the Board or the Bond Registrar. Under such

circumstances, in the event that a successor securities depository is not obtained, Series 2025 Bonds are required to be printed and delivered.

The Board, with the consent of the Bond Registrar, or the Bond Registrar, with the consent of the Board may decide to discontinue use of the system of book-entry transfers through DTC (or a successor securities depository). In that event, Series 2025 Bonds will be printed and delivered.

THE ABOVE INFORMATION CONCERNING DTC AND DTC'S BOOK-ENTRY ONLY SYSTEM HAS BEEN OBTAINED FROM SOURCES THAT THE BOARD BELIEVES TO BE RELIABLE, BUT THE UNDERWRITER, THE BOARD AND THE BOND REGISTRAR TAKE NO RESPONSIBILITY FOR THE ACCURACY THEREOF. NEITHER THE BOARD NOR THE BOND REGISTRAR WILL HAVE ANY RESPONSIBILITY OR OBLIGATION TO DIRECT PARTICIPANTS, TO INDIRECT PARTICIPANTS OR TO ANY BENEFICIAL OWNERS WITH RESPECT TO (I) THE ACCURACY OF ANY RECORDS MAINTAINED BY DTC ANY DIRECT PARTICIPANT OR INDIRECT PARTICIPANT; (II) THE PAYMENT BY DTC OR ANY DIRECT PARTICIPANT OR INDIRECT PARTICIPANT OF ANY AMOUNT WITH RESPECT TO THE PRINCIPAL OF OR INTEREST ON THE SERIES 2025 BONDS; (III) ANY NOTICE WHICH IS PERMITTED OR REQUIRED TO BE GIVEN TO OWNERS OF THE SERIES 2025 BONDS; OR (IV) ANY CONSENT GIVEN BY DTC OR OTHER ACTION TAKEN BY DTC AS A SERIES 2025 BONDHOLDER.

SECURITY FOR THE SERIES 2025 BONDS

The following is a summary of certain provisions of the Bond Resolution. Reference is made to the Bond Resolution for the complete text thereof. Reference is made hereby to APPENDIX C attached hereto for the definitions of certain capitalized terms used under this caption and for a brief description of certain provisions of the Bond Resolution. The discussion herein is qualified by such reference.

THE SERIES 2025 BONDS WILL BE OBLIGATIONS OF THE BOARD, PAYABLE ONLY IN ACCORDANCE WITH THE TERMS THEREOF, AND WILL NOT BE OBLIGATIONS GENERAL, SPECIAL, OR OTHERWISE, OF THE STATE. THE SERIES 2025 BONDS WILL NOT CONSTITUTE A DEBT, LEGAL OR MORAL, OF THE STATE, AND WILL NOT BE ENFORCEABLE AGAINST THE STATE, NOR WILL PAYMENT THEREOF BE ENFORCEABLE OUT OF ANY FUNDS OF THE BOARD OR OF ANY INSTITUTION, OTHER THAN THE INCOME AND REVENUES PLEDGED AND ASSIGNED TO, OR IN TRUST FOR THE BENEFIT OF, THE SERIES 2025 BONDHOLDERS, AS DESCRIBED THEREIN.

NO BUILDINGS OR PROPERTY IS MORTGAGED OR PLEDGED AS SECURITY FOR THE SERIES 2025 BONDS. THERE IS NO DEBT SERVICE RESERVE FUND SECURING THE SERIES 2025 BONDS.

Net Revenues and Funds

The Series 2025 Bonds will be payable from and secured by a pledge of and lien on the following sources in the following order of priority:

- (a) Net Revenues of
 - (i) the SDSU Institutional System, as to the proportion of the proceeds of the Series 2025 Bonds allocable to SDSU (the "Series 2025 SDSU Proportion");

- (ii) the USD Institutional System, as to the proportion of the proceeds of the Series 2025 Bonds allocable to USD (the “Series 2025 USD Proportion”)
 - (iii) the SDSMT Institutional System, as to the proportion of the proceeds of the Series 2025 Bonds allocable to SDSMT (the “Series 2025 SDSMT Proportion”);
 - (iv) the NSU Institutional System, as to the proportion of the proceeds of the Series 2025 Bonds allocable to NSU (the “Series 2025 NSU Proportion”);
 - (v) the BHSU Institutional System, as to the proportion of the proceeds of the Series 2025 Bonds allocable to BHSU (the “Series 2025 BHSU Proportion”); and
 - (vi) the DSU Institutional System, as to the proportion of the proceeds of the Series 2025 Bonds allocable to DSU (the “Series 2025 DSU Proportion”)
- (b) uncommitted funds of the Repair and Replacement Reserve Account of SDSU, USD, SDSMT, NSU, BHSU and DSU, as to the Series 2025 SDSU Proportion, the Series 2025 USD Proportion, the Series 2025 SDSMT Proportion, the Series 2025 NSU Proportion, the Series 2025 BHSU Proportion and the Series 2025 DSU Proportion, respectively;
- (c) such other funds which may be pledged or used as authorized by Act.

Flow of Funds. Gross Revenues with respect to each Institution will be paid to the State Treasurer of the State (or such other custodian bank or banks as permitted by the Bond Resolution, the “Depository”), to the credit of a special account for each Institution, created and designated as the “Housing and Auxiliary Facilities Revenue Fund” of the respective Institution (each, a “Revenue Fund”), and all operation and maintenance expenses of an Institutional System shall be payable from the respective Revenue Fund.

The Board covenants and agrees in the Bond Resolution that, on a date on or before each March 25 and September 25 (or such other date as is provided for a series of Bonds in the supplemental resolution authorizing such Bonds) before each interest payment date and each principal payment date with respect to the Series 2025 Bonds, and after retaining in the Revenue Fund the current Operating Reserve and paying current operating and maintenance expenses of each Institutional System then due, the Chief Financial Officer of the Institution will transfer from the Revenue Fund to the credit of the Bond and Interest Sinking Fund Account for each Institution (to be held by the Depository) such amounts which, when added to the balance therein, will be sufficient to equal the interest then due on the Series 2025 Bonds of such Institution on such interest payment date and one-half of the principal due on such Bonds within the next 12 months. Such funds as are necessary to pay the principal of and interest on the Series 2025 Bonds of such Institution due on the immediately following payment date shall be immediately transferred to a separate account with the Bond Registrar, to be known as the Debt Service Account of the related Institution (each, a “Debt Service Account”). The Bond Registrar shall use moneys in the Debt Service Account to pay the interest due on the Series 2025 Bonds of such Institution then Outstanding on the next interest payment date and the principal of the Series 2025 Bonds of such Institution when due. All moneys credited to each Institution’s Debt Service Account shall be and are irrevocably pledged to and shall be used solely for the payment of the principal and interest on the Series 2025 Bonds of such Institution.

Each Institution is required by the Bond Resolution to notify the Board, at least 30 days prior to each interest or principal payment date, that either (i) it has sufficient Net Revenues available from the Institutional System to make the interest and principal payment, if any, on such payment date or (ii) it does not have sufficient Net Revenues available from the Institutional System (a “Notice of Deficiency”) to

make such interest and principal payment, if any, and specifying the amount of such deficiency (a “Deficiency”).

If the Board receives a Notice of Deficiency with respect to an Institution, the Executive Director shall take the following steps as soon as possible prior to the payment date, in the order of priority listed:

- (i) if a Debt Service Reserve Subaccount is maintained for such Bonds, notify the Bond Registrar or the Depository, as the case may be, of such Deficiency and direct the application of a specified amount of such funds to the payment due;
- (ii) if the Institution has funds in the Repair and Replacement Reserve Account for its Institutional System for which there are no contractual commitments, such funds shall be transferred to the Bond and Interest Sinking Fund Account of the Institution to make up the Deficiency;
- (iii) the Executive Director shall direct the withdrawal and use of the Net Revenues of other Institutional Systems not necessary for payment of interest due on the next interest payment date and one-half of the principal due within the next 12 months on the Series 2025 Bonds issued on behalf of such Institution to make up all or a portion of the Deficiency; and
- (iv) if other Institutions have funds in the Repair and Replacement Reserve Accounts for their Institutional Systems for which there are no contractual commitments, funds shall be withdrawn therefrom at the direction of the Executive Director and transferred to make up all or a portion of the Deficiency.

THERE ARE NO DEBT SERVICE RESERVE SUBACCOUNTS OR FUNDS SECURING THE SERIES 2025 BONDS.

The repayment provisions for the reimbursement of Institutions from which Net Revenues or funds in the Repair and Replacement Reserve Accounts have been transferred to satisfy a Deficiency shall be as determined by the Executive Director.

Repair and Replacement Reserve Accounts

Upon the delivery of the Series 2025 Bonds, the Repair and Replacement Reserve Accounts for SDSU, SDSMT, NSU, BHSU, DSU and USD will each have a cash balance which is to be used as a reserve for major projects in such Institutional Systems. As described above under “–NET REVENUES AND FUNDS,” the Repair and Replacement Reserve Accounts of all the Institutions may be drawn down to make debt service payments of any of the Institutions for an issue of Bonds that is deficient for that purpose. See APPENDIX C for a further description of these Accounts.

Parity Bonds

All Bonds issued under the Bond Resolution are payable from and secured by a pledge of and lien on the same sources as the Series 2025 Bonds, including the Prior Parity Bonds and any Additional Bonds (collectively, the “Parity Bonds”). The Bond Resolution authorizes the Board to designate a Debt Service Reserve Account to secure any Bonds issued under the Bond Resolution. As of the date of this Official Statement, no Debt Service Reserve Account has been established under the Bond Resolution, nor are any outstanding Bonds secured by a Debt Service Reserve Account. **THE SERIES 2025 BONDS WILL NOT**

BE SECURED BY ANY DEBT SERVICE RESERVE ACCOUNT. However, the Board may decide to additionally secure any future Parity Bonds by a Debt Service Reserve Account.

Additional Bonds are permitted to be issued under the Bond Resolution to fund capital projects of the System or to refund Prior Parity Bonds. The timing and amount of such issuances of Additional Bonds, if any, will be dependent upon a variety of factors, including the actual project and financing needs of the Institutional System at the time, general bond market conditions and such other factors as the Board, in its sole discretion, determines. The Board has no immediate plans to issue Additional Bonds.

Additional Bonds may be issued under the Bond Resolution, or other additional debt secured by Net Revenues may be incurred, whether or not issued under the Bond Resolution, only if compliance with the following conditions, among others, is demonstrated:

(1) Any facility to be constructed with the proceeds of the Additional Bonds shall be a part of the System and the revenues derived from the operation thereof are pledged as additional security for the payment of all Bonds outstanding and the Additional Bonds proposed to be issued.

(2) The Board is current in all transfers and deposits to be made under the terms of the Bond Resolution.

(3) The Board certifies that it is in full compliance with all of the covenants and undertakings in connection with all Bonds then outstanding and payable from the Net Revenues of the System or any part of it, and no event of default has occurred or is continuing under the Bond Resolution.

(4) Both of the following tests are met:

(a) Historic Test. Actual Net Revenues of the System for each of the two most recent Fiscal Years must equal at least 120% of Annual Debt Service on all Outstanding Bonds and outstanding additional obligations issued on a parity with the Series 2025 Bonds; and

(b) Projected Test. Projected Net Revenues of the System for each of the three full Fiscal Years immediately succeeding the later of the issuance of the Additional Bonds or additional obligations issued on a parity basis with the Series 2025 Bonds or the end of any capitalized interest period are equal to at least 120% of Annual Debt Service on all Outstanding Bonds and additional obligations, plus the Additional Bonds or additional obligations. If the Additional Bonds are being issued, all or in part, for refunding purposes, Annual Debt Service for the outstanding Bonds that are being refunded can be eliminated from this Projected Test. If the Additional Bonds are being issued, all or in part, to finance additional System facilities, the projected Net Revenues from such facilities may be included in this calculation.

(5) The resolution authorizing the issuance of each such series of Additional Bonds which are to pay interest on a semi-annual basis shall provide that the amount of each semiannual deposit into the related Bond and Interest Sinking Fund Account shall be increased by a sum equal to the interest which will be payable on such Additional Bonds on the next succeeding interest payment date and one-half of the principal maturing on such Additional Bonds, if any, within the next succeeding twelve-month period, or, if the Additional Bonds are to pay interest on other than a semiannual basis, such resolution shall make appropriate provisions therefor.

(6) The resolution authorizing the issuance of each such series of Additional Bonds shall state whether such series of Bonds is to be secured by a Debt Service Reserve Account and, if so, shall provide that the amount in the related Debt Service Reserve Account shall be adjusted to a sum equal to not less

than the Debt Service Reserve Requirement on all Bonds then Outstanding which are secured by such Debt Service Reserve Account and the Additional Bonds then proposed to be issued, and at the time of delivery of such Bonds, the related Debt Service Reserve Account shall be maintained at the related Debt Service Reserve Requirement.

(7) The resolution authorizing the issuance of each such series of Additional Bonds shall provide that the minimum amount to be accumulated in the Renewal and Replacement Reserve Account for the related Institutional System with respect to such project or projects, shall be an amount equal to the existing RRR Requirement for such Institutional System and at least an additional five percent of: (i) the cost of construction of any projects for which the Additional Bonds are to be issued and which are to be added to such Institutional System; plus (ii) the cost of any furnishings and moveable equipment for each such project which are financed with proceeds of such Bonds.

(8) If, in the resolution authorizing any such Additional Bonds, it is provided that excess revenues in the Revenue Fund are to be used to redeem Bonds in advance of scheduled maturity, or if the Board undertakes to redeem Bonds in advance of scheduled maturity, it is agreed and understood that such Bonds may be callable from any series as determined by the Board.

Other Considerations

Additional Bonds for Other Institutions. Certain provisions of the Bond Resolution may be amended without notice to, or the consent of, the owners of the Series 2025 Bonds or of any Parity Bonds, in order to include in the System the Net Revenues of the housing and auxiliary facilities systems and revenues of other institutions of higher education under the jurisdiction of the Board. Such amendments would authorize the issuance of Additional Bonds to finance projects for such other systems, which Parity Bonds would be secured by a pledge of and lien on the revenues and funds described “SECURITY FOR THE SERIES 2025 BONDS–Net Revenues and Funds.”

System Consolidation. Subject to the requirements of the Bond Resolution, the Board may amend the Bond Resolution in the future to consolidate the operation of the System and eliminate the Institutional Systems.

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ANNUAL DEBT SERVICE REQUIREMENTS

The following table sets forth, for each fiscal year of the Board, the debt service requirements for the Series 2025 Bonds and Prior Parity Bonds after giving effect to the Refunding.

Fiscal Year Ending June 30	Prior Parity Bonds Debt Service ⁽¹⁾	Less the Refunded Bonds ⁽²⁾	The Series 2025 Bonds			Combined Total Debt Service
			Principal	Interest	Total	
2026						
2027						
2028						
2029						
2030						
2031						
2032						
2033						
2034						
2035						
2036						
2037						
2038						
2039						
2040						
2041						
2042						
2043						
2044						
2045						
2046						
2047						
2048						
2049						
2050						
2051						
2052						
TOTAL						

¹ See "THE HOUSING AND AUXILIARY FACILITIES SYSTEM – Outstanding Bonds."

² Preliminary, subject to change.

THE HOUSING AND AUXILIARY SYSTEM

General

The Housing and Auxiliary Facilities System of the Board (the “System”) consists of the aggregate of the housing and auxiliary facilities of BHSU, DSU, NSU, SDSMT, SDSU and USD. Auxiliary facilities include student unions, food services, bookstores, wellness centers, and a portion of the parking systems at the Institutions.

The System and each component Institutional System are under the control of the Board. The System was created by the Board in 2004 to strengthen the capacity of the Board to issue bonds to finance the construction, acquisition, or modification of revenue generating facilities of the Institutions by pledging the revenues of all of the Institutional Systems for each bond issue. Although the revenues of all Institutional Systems are cross-pledged to meet bond repayment obligations of the System, each Institution continues to independently operate its own housing and auxiliary facilities. The Board closely monitors enrollments, retention, occupancy rates and coverage ratios for each Institution to ensure the financial soundness of the System.

The System is a “closed” system in that the revenues and the costs of the System are managed and accounted for separately from other activities of the Institutions. Once a facility is pledged to the System it can only be removed when it no longer is a viable revenue producing asset.

Academic facilities of the Institutions, which include classroom buildings, libraries, administrative buildings, research facilities, and athletic facilities, are supported by higher education facility funds (“HEFF”) and not revenues of the System. HEFF represents a portion of the tuition and fees collected by the Institutions and is used to fund maintenance, repairs and capital improvements to the academic facilities. Bonds for academic facilities are issued by the South Dakota Building Authority. See APPENDIX A—“SOUTH DAKOTA BOARD OF REGENTS AND SOUTH DAKOTA HIGHER EDUCATIONAL INSTITUTIONS—Ten Year Capital Investment Plan.”

Capital Improvements; Maintenance and Repair

Any project undertaken by an Institution costing more than \$5 million is considered a capital improvement according to South Dakota codified law. The Board oversees all capital improvements through building committees. Capital improvements and most maintenance and repair projects fall under the jurisdiction of the Office of the State Engineer (OSE), which assists the Board and the Institutions with planning, project bidding, contracting, oversight, change orders, payment review, and trouble-shooting.

The Institutions are charged with the ongoing maintenance and repair of their respective facilities. The Board approves the projects which will be funded each year from the various sources of revenue dedicated to maintenance and repair. The Board’s policy is to invest a minimum of 2% of the current replacement value annually for maintenance and repair for revenue facilities.

System Revenues

System revenues come from the operation of each Institution’s housing, student union, dining service, the NSU, BHSU, and SDSMT bookstores, the SDSU, USD, and SDSMT wellness centers, and parking facilities at BHSU and SDSU.

Revenues generated by the residential facilities of the System must cover the cost to maintain the facilities. Board policy requires a minimum annual expenditure level of 2% on residence halls.

Contributions to fully fund an Institution’s Repair, Renewal and Replacement (RRR) requirement on bonded projects may be applied towards the 2% annual maintenance and repair expenditure requirement.

Student unions are funded entirely through student fees and revenues from bookstores and food service operations. Parking facilities generate revenues from vehicle fees.

Existing Facilities

The existing facilities of the System are comprised of the residential housing facilities, student unions, wellness centers, and most parking facilities of the Institutions. The existing buildings, structures and facilities of the System by Institution are set forth in the following table.

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SYSTEM FACILITIES*

BHSU	DSU	NSU
Housing Facilities: Heidepriem Hall Bordeaux Hall Wenona Cook Hall Thomas Hall University Apartments Student Union Parking Facilities Dining Services Bookstore	Residence Halls: Zimmerman Hall Higbie Hall Richardson Hall Emry Hall The Courtyard Residence Village Van Eps Student Union	Residence Halls: Briscoe Hall Great Plains East Great Plains West McArthur-Welsh Hall Steele Hall Kramer Hall Wolves Memorial Suites [Lincoln Street Apartments 219 12 th Ave SE House] [†] Student Union
SDSMT	SDSU	USD
Residence Halls Connolly Hall Palmerton Hall Peterson Hall Placer Hall Surbeck Student Center Wellness Center	Housing Facilities: Binnewies Hall Brown Hall Caldwell Hall Hansen Hall Ben Reife Hall Theodore Schultz Hall Hallie Hyde Hall Honors Hall Spencer Hall Abbott Hall Thorne Halls) Mathews Hall Meadows North Meadows South Pierson Hall Waneta Hall Young Hall Skylight Apartments Huggins Apartments Garden Square Units Thornber Apartments Saunders Addition Southeast Neighborhood Student Wellness Center Dining Facilities: Larson Commons Student Union Building Parking Facilities	Residence Halls: [‡] Beede Hall Burgess Hall McFadden Hall Mickelson Hall Norton Hall, Olson Hall Richardson Hall Cherry Street Rentals [Muenster University Center] ³ Student Wellness Center, including parking lot Coyote Village Housing, including parking lot [Burgess/Norton – Parking lot] ³

* NTD: Chapman updated to match Exh A-2 to 17th Supp. **Scott – please review and update as needed.**

Housing Facilities

The System's student housing, which varies by Institution, consists of traditional dormitories, residence halls and suite-style apartments. All of the student housing utilized by the Institutions is on State property and is owned and operated by the Institutions, except for a limited number of student residences that are leased by DSU and SDSMT. The leased facilities are managed by the residence life staffs of the Institutions.

The Board's policy requires students during the first two years from the time they were or would have been graduated from high school, all unmarried students who enroll in six credit hours or more at any Institution are required to enter into a housing agreement and designated meal plan for the specific living environment with that Institution unless special permission to room or dine elsewhere is received from the Institution. Permission ordinarily will be granted to students with dependent children, to students who reside full time during the academic year with parents or legal guardians, or students enrolled primarily at off-campus locations. Students who have enrolled for twelve or more credits for four semesters may be exempted from this agreement at the discretion of the Institutions. Institutions may also grant exemptions for students when residence hall occupancy exceeds manageable capacity.

Below is a summary of capacity and occupancy rates for each Institution and the System as a whole for the past five fall semesters. The System reports occupancy based on the designed capacity of rooms but adjusts for any "permanent" changes including changing rooms to single rooms.

System Housing Occupancy Fall Semester

Campus	Capacity	2020	2021	2022	2023	2024
BHSU	869	77.6%	86.6%	91.7%	91.2%	91.5%
DSU	897	94.7%	83.0%	86.7%	96.3%	95.0%
NSU	685	61.4%	64.1%	61.4%	64.7%	82.0%
SDSMT	1,091	84.8%	94.9%	99.3%	96.4%	93.9%
SDSU	4,754	86.0%	85.7%	97.6%	95.6%	95.6%
USD	2,128	85.7%	87.1%	99.7%	93.9%	95.8%
System - Total	10,424	83.6%	85.0%	87.7%	89.7%	94.2%

Student Unions

The student unions at the Institutions are the center of student and campus activity and have become the focal point for socializing among students, faculty and staff and student recruiting. The student unions are modern facilities with extensive student engagement and learning spaces as well as student support offices.

Food Service

† NTD: Not included in Exh A-2 to 17th Supp

‡ Housing facilities do not match Exh A-2

All of the Institutions have privatized food service operations. All six Institutions are under a contract with Sodexo America, LLC as their food service provider. Student union upgrades at the Institutions have all included expansion and improvements to food service operations.

Bookstores

On-campus bookstores are operated by the respective Institutions. As publishers move away from printed books and market their e-texts and e-materials directly to faculty and students, the bookstores rely far more on their clothing and logo item sales to generate revenue. NSU, BHSU, and SDSMT are the only schools whose bookstore revenues are pledged to the System.

Wellness Centers

Fitness and health facilities have become expectations for today's college student. The Institutions serve this need through campus athletic facilities available to all students, community centers and joint student-athlete facilities. The System includes the student athletic, recreation and studio facilities at SDSU, USD, and SDSMT. These wellness centers are supported with student fees and operated by the respective Institutions.

Parking

Parking facilities at BHSU and SDSU are included within the System. Parking at USD is included for two specific lots adjacent to residence halls. DSU, SDSMT, and NSU parking facilities are not included in the system.

Financial Management, Reporting and Budgeting

Financial management of the System is the responsibility of the Board and the chief business officers of each Institution.

Each year, the Auditor General must certify the financial statements of the State as a whole, inclusive of the System. As an agency of the State, the System's financial records reflect compliance with applicable State statutes and regulations. The significant accounting policies followed by the System in maintaining accounts and in the preparation of the combined primary financial statements are in accordance with the Auditor General's Annual Financial Reporting Requirements.

The Board has engaged the Department of Legislative Audit to perform a series of agreed upon procedures in order to assist the Board in evaluating its compliance with bond requirements in the System. An Independent Accountant's Report enumerating the procedures and results of the procedures is issued by the Auditor General for each fiscal year. See "FINANCIAL STATEMENTS" and "APPENDIX E—FINANCIAL STATEMENTS OF THE HOUSING AND AUXILIARY FACILITIES SYSTEM REVENUE BOND FUNDS FOR THE FISCAL YEARS ENDED JUNE 30, 2024, AND 2023 (UNAUDITED)."

The annual budgeting process for the System begins in June of each year with informal budget hearings conducted by the Board with the participation of the Institutions. In July, Institutions make specific budget requests and the Board approves an official budget request. The official budget request is submitted in August to the South Dakota Bureau of Finance and Management and to the Governor of the State (the "Governor"). From September through November, the official budget request is discussed with the Bureau of Finance and the Governor, and in November the board is notified with the Governor's official recommendations. From January through March of the following year, the Board and university presidents have a scheduled time with the Legislature's Appropriations Committee to discuss the budget and the

Governor's recommendations. An appropriations bill is passed out of the Appropriations Committee and sent to the floor of the House and Senate for passage, which becomes the next fiscal year's operating budget.

Proposed Capital Projects

There are currently no System projects being discussed at the Board level.

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Outstanding Bonds

The following table sets forth the series, original principal amounts, current outstanding principal amounts as of April 30, 2025, and the maturity date for the Prior Parity Bonds prior to giving effect to the issuance of the Series 2025 Bonds and the Refunding.

Issue	Final Maturity	Principal Amounts		
		Original Par Amount	Amount Outstanding as of 6/30/2025	Amount Outstanding as of 4/1/2025
Series 2006	4/1/2026	\$9,015,000	\$1,285,000	\$655,000
Series 2007	10/1/2028	8,540,000	2,785,000	2,270,000
Series 2008A	4/1/2028	4,770,000	1,265,000	965,000
Series 2008B	4/1/2028	5,230,000	1,495,000	1,145,000
Series 2013	4/1/2028	11,990,000	3,930,000	3,005,000
Series 2014B	4/1/2033	13,760,000	5,795,000	4,820,000
Series 2015	4/1/2040	22,525,000	14,395,000	13,175,000
Series 2016	4/1/2041	19,625,000	15,840,000	15,210,000
Series 2017	4/1/2042	88,260,000	70,195,000	66,180,000
Series 2019A	4/1/2044	16,000,000	11,065,000	10,845,000
Series 2019B	4/1/2036	4,535,000	3,745,000	3,480,000
Series 2021	4/1/2036	38,285,000	32,395,000	30,215,000
Series 2023	4/1/2039	14,050,000	13,470,000	12,825,000
		\$256,585,000	\$177,660,000	\$164,790,000

No Pension Obligations

The System does not carry or incur pension or OPEB liabilities. No costs for pension or OPEB are part of or included in operating and maintenance expenses used in calculating Net Revenues.

HISTORICAL CASH FLOWS

General

The following table sets forth the historical revenues and expenses of the System and each Institution on a cash basis for the fiscal years 2020-2024. The historical financial information presented is based upon the Agreed Upon Procedures report compiled annually by the Board.

Financial information for the revenue bond funds maintained for the System and the Institutions for the fiscal years 2023 and 2024 are set forth in APPENDIX B. For information on the financial information for fiscal year 2024, see "FINANCIAL STATEMENTS."

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Historical Operating Revenue of the Auxiliary System
Fiscal Year Ended June 30

	2020	2021	2022	2023	2024
<u>Operating Revenues</u>					
Residence Life	\$32,291,333	\$36,556,155	\$41,496,948	\$43,518,752	\$47,138,602
Food Service	23,012,411	26,113,277	29,286,861	31,209,860	35,645,471
Student Center Operations	1,259,145	952,806	1,415,741	1,872,441	2,039,708
GAF - Operations Support	4,365,466	4,458,331	5,960,012	5,642,171	5,217,221
Bookstore	3,566,135	3,144,179	3,301,188	3,541,780	3,607,845
Parking	1,477,990	1,337,925	1,799,737	1,717,393	1,970,839
Wellness Center Operations	719,681	444,626	764,096	902,348	983,278
SubTotal Operating Revenues	\$66,692,161	\$73,007,299	\$84,024,583	\$88,404,745	\$96,602,964
<u>Other Revenues</u>					
GAF Bond Support					
GAF Bond Support	\$8,772,593	\$8,767,868	\$7,067,797	\$7,140,846	\$8,034,562
Facility Support Fee	666,136	561,391	494,059	550,065	555,492
Other	150,000	150,000	150,000	153,670	150,000
Capitalized Interest	114,493	420,350	8,302	0	0
Interest Income	999,022	1,173,906	703,043	391,712	1,016,166
COVID - HEERF Funding	809,192	8,152,938	0	0	0
COVID - CRF Funding	8,430,128	0	0	0	0
SubTotal Other Revenues	\$19,941,564	\$19,226,453	\$8,423,201	\$8,236,293	\$9,756,220
Total Revenues	\$86,633,725	\$92,233,752	\$92,447,784	\$96,641,038	\$106,359,184
<u>Operating Expenditures</u>					
Residence Life	\$18,496,989	\$17,928,924	\$19,665,235	\$20,627,375	\$23,340,944
Food Service	22,582,110	25,695,045	28,730,216	30,415,836	33,479,749
Student Center	1,712,428	1,282,941	1,497,276	1,698,084	1,971,956
GAF - Operating	4,185,996	4,458,332	6,001,503	5,332,959	5,008,625
Bookstore	3,560,095	2,923,024	2,894,378	3,445,760	3,604,278
Parking	793,883	499,002	586,267	932,719	980,033
Wellness Center	925,149	674,972	811,934	1,100,571	1,107,940
Total Expenditures	\$52,256,650	\$53,462,240	\$60,186,809	\$63,553,304	\$69,493,525
Excess of Revenues over Expenditures	\$34,377,075	\$38,771,512	\$32,260,975	\$33,087,734	\$36,865,659
Annual Debt Service	\$23,659,395	\$23,911,500	\$23,368,957	\$23,392,517	\$22,986,276
Debt Service Coverage Ratio	1.45x	1.62x	1.38x	1.41x	1.60x

Rate Covenant

Each Institution is required to maintain the ratio of Net Revenues to Annual Debt Service of the Outstanding Bonds of that Institution in each Fiscal Year to at least equal to 120 percent (1.2 times) of such Annual Debt Service for such Fiscal Year, commencing with the end of the first Fiscal Year in which capitalized interest, if any, has been fully applied to the payment of debt service on any Outstanding Bonds of such Institution.

Failure to satisfy such rate covenant will not constitute an event of default as long as the Board timely engages an independent management consultant, and such consultant timely prepares a report with recommendations for meeting the required coverage ratios. In no event may coverage for any Institution fall below 100 percent (1.00 times) of the Annual Debt Service on all Bonds of such Institution in each Fiscal Year. See “APPENDIX C - SUMMARY OF CERTAIN PROVISIONS OF THE BOND RESOLUTION—RULES AND COVENANTS—Rate Covenant.”

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CERTAIN RISK FACTORS

General

Prospective purchasers of the Series 2025 Bonds should be aware of certain investment considerations and risk factors in evaluating an investment in the Series 2025 Bonds. Purchase of the Series 2025 Bonds involves investment risk. Accordingly, prospective purchasers should consider carefully the following investment considerations and risk factors, in addition to the other information concerning the Board contained in this Official Statement, before purchasing the Series 2025 Bonds offered hereby.

Some of the risks that could affect the Series 2025 Bonds and the future financial condition of the System are described below. This description of various risks is not, and is not intended to be, exhaustive and such risks are not necessarily presented in the order of their magnitude. Inclusion of certain factors below is not intended to signify that there are no other investment considerations or risks attendant to the Series 2025 Bonds. See APPENDIX A of this Official Statement for additional information about the Board and the Institutions.

The System is subject to a wide variety of federal and state regulatory actions and legislative and policy changes by those governmental and private agencies that administer college funding. The future financial condition of the System could be adversely affected by, among other things, changes in the method and amount of payments to the System, the financial viability of the costs of a college education, increased competition from other colleges and universities, the costs associated with providing a college education, demand for such programs, future changes in the economy and demographic changes. Any of the risk factors described herein may affect the System's revenues, expenses, cash flow and financial condition and impair its ability to make required payments under the Bond Resolution when due. Any such impairment will adversely affect the Bond Registrar's ability to pay to Bondholders the principal of and interest on, the Series 2025 Bonds when those payments are due.

Limited Obligations

The Series 2025 Bonds are special, limited obligations of the Board payable solely out of the Net Revenues and uncommitted funds in the Repair and Replacement Accounts of the Institutions. The Bondholders may not look to any other revenue or assets of the Board or any Institution for the payment of the Series 2025 Bonds. The Series 2025 Bonds do not constitute an indebtedness of any Institution, the Board or the State, within any constitutional or statutory limitation, and neither the taxing power nor the general credit of the Institutions, of the Board or of the State is pledged to the payment of the Series 2025 Bonds.

Unsecured Obligation; No Debt Service Reserve Fund

None of the System's revenues, property, collections and restricted assets are pledged to secure the Board's payment obligations with respect to the Series 2025 Bonds. The Series 2025 Bonds are not secured by a pledge of, or any lien or mortgage on or security interest in, any real or personal property of the System. The Series 2025 Bonds are not secured by a debt service reserve fund. In the event of a default and the exercise by the Bond Registrar of available remedies, the Bond Registrar would be an unsecured creditor with no rights to any specific revenues, property, collections or restricted assets of the System.

Damage to Facilities

Institutions of higher education are highly dependent on the condition, functionality and accessibility of their physical facilities. Damage from tornadoes, floods, fires, other natural causes, deliberate acts of destruction, various facilities system failures or health emergencies may have a material

adverse impact on operations and/or financial conditions. The Board insures the System against certain risks. There can be no assurance that the amount of insurance required to be obtained with respect to the System will be adequate or that the cause of any damage or destruction to the System will be as a result of a risk which is insured. Further, there can be no assurance of the ongoing creditworthiness of the insurance companies from which the Board obtains insurance policies. Damage or destruction of System facilities may impair the Board's ability to generate sufficient Net Revenues.

Environmental Laws and Regulations

The System is subject to a wide variety of federal, state and local environmental and occupational health and safety laws and regulations. In the role of an operator of properties or facilities, the Board may be subject to liability for damage to individuals, property or the environment or to investigations, administrative proceedings, penalties or other governmental agency actions. At the present time, management is not aware of any pending or threatened claim, investigation or enforcement action regarding such environmental issues that, if determined adversely, would be expected to have a material adverse effect on the System's operations or financial condition.

Impact of Market Turmoil and Recession

Disruptions of the credit and financial markets and other economic factors have in the past and in the future may result in volatility in the securities markets, significant volatility in investment portfolios, increased business failures and consumer and business bankruptcies. The consequences of these developments for tax-exempt institutions have generally included realized and unrealized investment portfolio losses, reduced investment income, limitations on access to the credit markets, difficulties in extending existing or obtaining new liquidity facilities, expenditure of funds to restructure debt capital, increased borrowing costs and reduced ability of donors to pledge resources or meet their pledge obligations.

Future Pandemics or Epidemics

The COVID-19 global pandemic's substantial disruptive and negative impacts on the economy and society generally also resulted in direct and indirect adverse impacts on the finances and operations of the System. Future pandemics or epidemics with a similarly resulting impact on the local economy could adversely affect the financial condition and/or operations of the System. Adverse impacts could include, without limitation: (i) limiting the ability of the System to conduct its operations, (ii) limiting the volume of students, (iii) limiting the availability of personnel and other service providers to continue providing services for the System, (iv) increasing costs of operations (e.g., additional technology expenses and cleaning measures), (v) decreasing cash and liquid assets, and reducing investment values, and (vi) adversely affecting funding availability for the System, any of which may adversely affect the secondary market, if any, for and value of the Series 2025 Bonds.

Matters Relating to Enforceability

The Bond Resolution does not contain a provision allowing for the acceleration of the Series 2025 Bonds in the event of a default in the payment of principal of or interest on the Series 2025 Bonds when due. In the event of a default under the Bond Resolution, the Bondholders will only have the right to exercise the remedies provided in the Bond Resolution.

The remedies available upon an event of default under the Bond Resolution are in many respects dependent upon regulatory and judicial actions which are often subject to discretion and delay. Under existing laws and judicial decisions the remedies provided for under the Bond Resolution may not be readily available or may be limited. The Series 2025 Bonds may be subject to general principles of equity which may permit the exercise of judicial discretion, the reasonable exercise in the future by the State

and its governmental bodies of the police power inherent in the sovereignty of the State, and applicable bankruptcy, insolvency, reorganization, moratorium or similar laws relating to or affecting the enforcement of creditors' rights generally, now or hereafter in effect. The various legal opinions to be delivered concurrently with the delivery of the Series 2025 Bonds will be qualified to the extent that the enforceability of certain legal rights related to the Series 2025 Bonds is subject to limitations imposed by bankruptcy, reorganization, insolvency or other similar laws affecting the rights of creditors generally and by equitable remedies and proceedings generally.

Secondary Markets and Prices

The Underwriter is not obligated to repurchase any of the Series 2025 Bonds, and no representation is made concerning the existence of any secondary market for the Series 2025 Bonds. No assurance is given that any secondary market will develop following the completion of the offering of the Series 2025 Bonds.

Covenant to Maintain Tax-Exempt Status of Interest on the Series 2025 Bonds

The tax-exempt status of the interest on the Series 2025 Bonds, as described under the caption "TAX MATTERS" in this Official Statement, is based on the continued compliance by the Board with certain covenants contained in the Bond Resolution and certain other tax compliance documents and in reporting of certain information to the United States Treasury. These covenants relate generally to arbitrage limitations, rebate of certain excess investment earnings to the federal government, restrictions on the amount of issuance costs which can be financed with the proceeds of the Series 2025 Bonds, requirements regarding the timely and proper use of proceeds of the Series 2025 Bonds. Failure to comply with any of these covenants may result in the treatment of interest on the Series 2025 Bonds as taxable retroactive to the date of issuance. In such event, the Holders of such Series 2025 Bonds might incur a significant tax liability and might be unable to sell, or might suffer a loss in selling, their Series 2025 Bonds. Upon the occurrence of such an event of taxability, there is no provision for mandatory redemption of the Series 2025 Bonds. The Board will covenant to maintain the tax-exempt status of the Series 2025 Bonds.

Other Factors Affecting the Financial Performance of the System

One or more of the following factors or events, or the occurrence of other unanticipated factors or events, could adversely affect the System's operations and financial performance to an extent that cannot be determined at this time:

Changes in Management. Changes in key management personnel could affect the capability of management which, in turn, could adversely affect the financial condition and/or operations of the System.

Organized Labor Efforts. [None of the System's faculty or academic administrative personnel are currently represented by collective bargaining units. Efforts to organize employees of the System into collective bargaining units could result in adverse labor actions or increased labor costs.]

Cybersecurity Risks. Cybersecurity risks related to breaches of the System's information technology systems or computer viruses and inadvertent disclosure of confidential information could cause material disruption of the System's finances and operations, and/or could expose the System to material litigation, fines, ransomware and other legal risks.

Federal Funding. The federal government provides funding to institutions of higher education to support education and research. The sources of funding and the governmental programs that support them have been and will continue to be subject to elimination and modification due to federal policy decisions, executive orders, legislative action and government funding limitations. The Trump administration has stated that it may freeze, reduce or eliminate certain federal grants and federal funds previously awarded to

institutions of higher education, though the likelihood and scope of such freeze, reduction or elimination is not yet clear. Any of these or future actions by the current administration may negatively affect the finances of the System.

State Funding. A significant portion of the overall revenues of the Institutions comes from grants or appropriations provided by the State. The amount of money provided by the State has varied in past years. Loss of state aid to the Institutions could have a negative effect on the programs and opportunities the Institutions can offer students, the size and quality of faculty and research activities, all or any of which could have a negative impact on enrollment or the Institutions' ability to maintain the System at levels necessary to achieve high levels of occupancy and utilization.

Changes in Enrollment. The amount of Net Revenues available for debt service on the Series 2025 Bonds will be affected by the future enrollments of the Institutions. Enrollment levels depend on the number of students applying to the Institutions and accepting offers of admission. A number of factors, including, without limitation, levels of tuition rates and other fees, competition from other public and private colleges and universities, a change in the number of college age students generally, the availability and affordability of student loans, and adverse general economic conditions could influence the number of applicants to the Institutions. [The pool of potential high school graduates in South Dakota has fallen since 2004 and is not expected to begin to increase for a number of years.] Certain of the Institutions have had success in attracting students from other states, which may or may not continue. There can be no assurance that the future enrollment of the Institutions will be maintained at the current level or increase.

Residential Occupancy Levels. For the Board to generate Net Revenues sufficient to pay debt service on the Series 2025 Bonds, the dormitories and residents halls of the System must achieve certain occupancy levels. The Board's student residency policy and the stable enrollment of the Institutions have historically resulted in strong occupancy rates for the System's housing facilities. Changes in the Board's housing policy, student enrollment, room and board rates, student housing preferences or other factors could have a negative effect on the future occupancy rates for the System's dormitories and residence halls.

Future Utilization of Facilities. The System includes dining halls, student unions, bookstores, recreational and health facilities, parking and other auxiliary facilities. The amount of Net Revenues will be affected by the future levels of utilization of the System's facilities and the rates and charges that the Board can reasonably impose in connection with the use of such facilities. The availability of alternative facilities at competitive rates and an increase in distance learning opportunities may have an adverse impact on the level of utilization of the facilities and on the ability of the Board to adjust fees and rates in the future.

Amendments to the Bond Resolution

Certain amendments to the Bond Resolution may be made without the consent of the Series 2025 Bondholders. Such amendments may adversely affect the security of the Series 2025 Bondholders. See APPENDIX C hereto for further detail.

Bond Examinations

The Series 2025 Bonds may be, from time to time, subject to audits by the Internal Revenue Service (the "Service"). The Board believes that the Series 2025 Bonds properly comply with the tax laws. In addition, Bond Counsel will render an opinion with respect to the tax-exempt status of the Series 2025 Bonds, as described under the caption "TAX MATTERS" herein and in the form attached hereto as Appendix D. The Board has not sought to obtain a private letter ruling from the Service with respect to the Series 2025 Bonds, however, and the opinion of Bond Counsel is not binding on the Service or the courts.

There can be no assurance that any Service examination of the Series 2025 Bonds will not adversely affect the market value of the Series 2025 Bonds. See “TAX MATTERS” herein.

Additional Bonds

Under the Bond Resolution, the Board is permitted to issue Additional Bonds which would be on a parity with the lien of the Series 2025 Bonds. Debt service on all Additional Bonds will be payable from Net Revenues on a pro rata basis. Although the Board is required to meet historic and projected annual debt service coverage tests before issuing Additional Bonds, to the extent that Additional Bonds are issued, the debt service coverage ratio of the Series 2025 Bonds may be adversely affected.

Bond Rating

There is no assurance that the rating assigned to the Series 2025 Bonds at the time of issuance will not be lowered or withdrawn at any time, the effect of which could adversely affect the market price for, and marketability of, the Series 2025 Bonds. See “RATING” herein.

LITIGATION

At the time of delivery of the Series 2025 Bonds, the Board will certify that there is no litigation or other proceeding pending or, to the knowledge of the Board, threatened in any court, agency or other administrative body restraining or contesting the issuance of the Series 2025 Bonds or the pledge of Net Revenues, or in any way affecting the validity of any provision of the Bond Resolution or the Series 2025 Bonds.

CERTAIN LEGAL MATTERS

Certain legal matters incident to the authorization, issuance and sale of the Series 2025 Bonds are subject to the approving legal opinion of Chapman and Cutler LLP, Chicago, Illinois, as Bond Counsel (“Bond Counsel”), who has been retained by, and acts as Bond Counsel to the Board. Bond Counsel has not been retained or consulted on disclosure matters and has not undertaken to review or verify the accuracy, completeness or sufficiency of this Official Statement or other offering material relating to the Series 2025 Bonds and assumes no responsibility for the statements or information contained in or incorporated by reference in this Official Statement, except that Chapman and Cutler LLP, in its capacity as Bond Counsel, has, at the request of the Board, reviewed the statements describing its approving opinion and information contained under the captions “THE SERIES 2025 BONDS,” “SECURITY FOR THE SERIES 2025 BONDS” and “TAX MATTERS” and in APPENDIX C attached hereto. This review was undertaken solely at the request and for the benefit of the Board and did not include any obligation to establish or confirm factual matters set forth herein.

Certain legal matters will be passed upon for the Board by its general counsel, Holly Farris; and for the Underwriter by its counsel, Nixon Peabody LLP.

TAX MATTERS

Federal tax law contains a number of requirements and restrictions which apply to the Series 2025 Bonds, including investment restrictions, periodic payments of arbitrage profits to the United States, requirements regarding the proper use of bond proceeds and the facilities financed therewith, and certain other matters. The Board has covenanted to comply with all requirements that must be satisfied in order for the interest on the Series 2025 Bonds to be excludable from gross income for federal income tax purposes. Failure to comply with certain of such covenants could cause interest on

the Series 2025 Bonds to become includible in gross income for federal income tax purposes retroactively to the date of issuance of the Series 2025 Bonds.

Subject to the Board's compliance with the above-referenced covenants, under present law, in the opinion of Bond Counsel, interest on the Series 2025 Bonds is excludable from the gross income of the owners thereof for federal income tax purposes and is not includible as an item of tax preference in computing the federal alternative minimum tax for individuals under the Internal Revenue Code of 1986, as amended (the "Code"). Interest on the Series 2025 Bonds may affect the corporate alternative minimum tax for certain corporations.

In rendering its opinion, Bond Counsel will rely upon certifications of the Board with respect to certain material facts within the Board's knowledge. Bond Counsel's opinion represents its legal judgment based upon its review of the law and the facts that it deems relevant to render such opinion and is not a guarantee of a result.

Ownership of the Series 2025 Bonds may result in collateral federal income tax consequences to certain taxpayers, including, without limitation, corporations subject to the branch profits tax, financial institutions, certain insurance companies, certain S corporations, individual recipients of Social Security or Railroad Retirement benefits and taxpayers who may be deemed to have incurred (or continued) indebtedness to purchase or carry tax-exempt obligations. Prospective purchasers of the Series 2025 Bonds should consult their tax advisors as to applicability of any such collateral consequences.

The issue price for original issue discount (as further discussed below) and market discount purposes (the "OID Issue Price") for each maturity of the Series 2025 Bonds is the price at which a substantial amount of such maturity of the Series 2025 Bonds is first sold to the public (excluding bond houses and brokers and similar persons or organizations acting in the capacity of underwriters, placement agents or wholesalers). The OID Issue Price of a maturity of the Series 2025 Bonds may be different from the price set forth, or the price corresponding to the yield set forth, on the inside cover page hereof.

If the OID Issue Price of a maturity of the Series 2025 Bonds is less than the principal amount payable at maturity, the difference between the OID Issue Price of each such maturity, if any, of the Series 2025 Bonds (the "OID Bonds") and the principal amount payable at maturity is original issue discount.

For an investor who purchases an OID Bond in the initial public offering at the OID Issue Price for such maturity and who holds such OID Bond to its stated maturity, subject to the condition that the Board complies with the covenants discussed above, (a) the full amount of original issue discount with respect to such OID Bond constitutes interest which is excludable from the gross income of the owner thereof for federal income tax purposes; (b) such owner will not realize taxable capital gain or market discount upon payment of such OID Bond at its stated maturity; (c) such original issue discount is not included as an item of tax preference in computing the alternative minimum tax for individuals under the Code; and (d) the accretion of original issue discount in each year may result in certain collateral federal income tax consequences in each year even though a corresponding cash payment may not be received until a later year. Owners of OID Bonds should consult their own tax advisors with respect to the state and local tax consequences of original issue discount on such OID Bonds.

Owners of Series 2025 Bonds who dispose of Series 2025 Bonds prior to the stated maturity (whether by sale, redemption or otherwise), purchase Series 2025 Bonds in the initial public offering, but at a price different from the OID Issue Price or purchase Series 2025 Bonds subsequent to the initial public offering should consult their own tax advisors.

If a Series 2025 Bond is purchased at any time for a price that is less than the Series 2025 Bond's stated redemption price at maturity, or, in the case of an OID Bond, its OID Issue Price plus accreted original issue discount (the "Revised Issue Price"), the purchaser will be treated as having purchased a Series 2025 Bond with market discount subject to the market discount rules of the Code (unless a statutory de minimis rule applies). Accrued market discount is treated as taxable ordinary income and is recognized when a Series 2025 Bond is disposed of (to the extent such accrued discount does not exceed gain realized) or, at the purchaser's election, as it accrues. Such treatment would apply to any purchaser who purchases an OID Bond for a price that is less than its Revised Issue Price. The applicability of the market discount rules may adversely affect the liquidity or secondary market price of such Series 2025 Bond. Purchasers of the Series 2025 Bonds should consult their own tax advisors regarding the potential implications of market discount with respect to the Series 2025 Bonds.

An investor may purchase a Series 2025 Bond at a price in excess of its stated principal amount. Such excess is characterized for federal income tax purposes as "bond premium" and must be amortized by an investor on a constant yield basis over the remaining term of the Series 2025 Bond in a manner that takes into account potential call dates and call prices. An investor cannot deduct amortized bond premium relating to a tax-exempt bond. The amortized bond premium is treated as a reduction in the tax-exempt interest received. As bond premium is amortized, it reduces the investor's basis in the Series 2025 Bond. Investors who purchase a Series 2025 Bond at a premium should consult their own tax advisors regarding the amortization of bond premium and its effect on the Series 2025 Bond's basis for purposes of computing gain or loss in connection with the sale, exchange, redemption or early retirement of the Series 2025 Bond.

There are or may be pending in the Congress of the United States legislative proposals, including some that carry retroactive effective dates, that, if enacted, could alter or amend the federal tax matters referred to above or affect the market value of the Series 2025 Bonds. It cannot be predicted whether or in what form any such proposal might be enacted or whether, if enacted, it would apply to bonds issued prior to enactment. Prospective purchasers of the Series 2025 Bonds should consult their own tax advisors regarding any pending or proposed federal tax legislation. Bond Counsel expresses no opinion regarding any pending or proposed federal tax legislation.

The Service has an ongoing program of auditing tax-exempt obligations to determine whether, in the view of the Service, interest on such tax-exempt obligations is includible in the gross income of the owners thereof for federal income tax purposes. It cannot be predicted whether or not the Service will commence an audit of the Series 2025 Bonds. If an audit is commenced, under current procedures the Service may treat the Board as a taxpayer and the Series 2025 Bondholders may have no right to participate in such procedure. The commencement of an audit could adversely affect the market value and liquidity of the Series 2025 Bonds until the audit is concluded, regardless of the ultimate outcome.

Payments of interest on, and proceeds of the sale, redemption or maturity of, tax-exempt obligations, including the Series 2025 Bonds, are in certain cases required to be reported to the Service. Additionally, backup withholding may apply to any such payments to any Series 2025 Bond owner who fails to provide an accurate Form W-9 Request for Taxpayer Identification Number and Certification, or a substantially identical form, or to any Series 2025 Bond owner who is notified by the Service of a failure to report any interest or dividends required to be shown on federal income tax returns. The reporting and backup withholding requirements do not affect the excludability of such interest from gross income for federal tax purposes.

The proposed form of opinion of Bond Counsel is set forth in APPENDIX D hereto.

RATING

Moody's Ratings ("Moody's") has assigned the Series 2025 Bonds the rating of "____" with a [] outlook. Such rating and outlook reflect only the views of Moody's and any desired explanation of the significance of such rating or outlook should be obtained from Moody's. Certain information and materials not included in this Official Statement were furnished to Moody's by the Board. Generally, rating agencies base their ratings on the information and materials furnished to them and on investigations, studies and assumptions made by the rating agencies. There is no assurance that a particular rating or outlook will be maintained for any given period of time or that it will not be lowered or withdrawn entirely if, in the judgment of the rating agency originally establishing the rating, circumstances so warrant. The Underwriter has undertaken no responsibility either to bring to the attention of the owners of the Series 2025 Bonds any proposed revision or withdrawal of the rating of the Series 2025 Bonds or to oppose any such proposed revision or withdrawal. Any such change in or withdrawal of such rating could have an adverse effect on the market price of the Series 2025 Bonds. Such rating should not be taken as a recommendation to buy or hold the Series 2025 Bonds.

UNDERWRITING

The Series 2025 Bonds are being purchased by Piper Sandler & Co. (the "Underwriter"). The Underwriter has agreed to purchase the Series 2025 Bonds from the Board at a purchase price of \$ _____ (representing the aggregate principal amount of the Series 2025 Bonds less an underwriter's discount of \$ _____ plus/minus a premium/discount of \$ _____), pursuant to a Purchase Contract entered into by and between the Underwriter and the Board (the "Purchase Contract"). The obligation of the Underwriter to accept delivery of the Series 2025 Bonds is subject to various conditions contained in the Purchase Contract. The Underwriter will be obligated to purchase all Bonds if any Bonds are purchased. The Series 2025 Bonds may be offered and sold to certain dealers (including dealers depositing such Bonds into investment trust) at prices lower than the public offering prices set forth on the cover page of this Official Statement and such public offering prices may be changed, from time to time, by the Underwriter.

[The Underwriter has entered into a distribution agreement ("Distribution Agreement") with Charles Schwab & Co., Inc. ("CS&Co") for the retail distribution of certain securities offerings at the original issue prices. Pursuant to the Distribution Agreement, CS&Co. will purchase the Series 2025 Bonds from the Underwriter at the original issue price less a negotiated portion of the selling concession applicable to any Bonds that CS&Co. sells.]

MUNICIPAL ADVISOR TO THE BOARD

Blue Rose Capital Advisors, LLC, Minneapolis, Minnesota (the "Municipal Advisor"), has been retained by the Board to provide certain financial advisory services in connection with the issuance of the Series 2025 Bonds, including limited assistance with the preparation of this Official Statement. The Municipal Advisor is not obligated to conduct, and has not conducted, a detailed investigation of the affairs of the Board, the Institutions or the System to independently verify the completeness or accuracy of the information set forth in this Official Statement and the Appendices hereto. The Municipal Advisor is not a public accounting firm and has not been engaged by the Board to compile, review, examine or audit any information in this Official Statement in accordance with accounting standards. The Municipal Advisor is a municipal advisor registered with the SEC and the Municipal Securities Rulemaking Board ("MSRB") in accordance with applicable federal securities laws, and is not engaged in the business of underwriting, trading or distributing municipal securities or other public securities and therefore will not participate in the underwriting of the Series 2025 Bonds. The fee to be paid to the Municipal Advisor for services provided in connection with the issuance of the Series 2025 Bonds is contingent upon the closing of the Series 2025 Bonds.

The Municipal Advisor is under common ownership with HedgeStar, LLC (“HedgeStar”). HedgeStar provides hedge accounting, fair value accounting, and valuation services for financial instruments including, but not limited to, fixed-income securities and derivatives. HedgeStar currently does not, and in connection with the Series 2025 Bonds is not expected to, provide services to the Board.

FINANCIAL STATEMENTS

The Board maintains funds and accounts for each Institutional System under the Bond Resolution. Set forth as APPENDIX B to this Official Statement are the Financial Statements of the Housing and Auxiliary Facilities System Revenue Bond Funds (the “Financial Information”) for the Fiscal Years Ended June 30, 2024 and 2023 (unaudited), which present the financial position and results of financial activity of such funds and accounts for the periods indicated. The financial statements report the combined activity of the funds and accounts established under the Bond Resolution for each Institutional System on a cash basis and include supplementary statements for each Institutional System separately. The funds and accounts included in the financial statements are the Housing and Auxiliary Facilities Revenue Fund, the Bond and Interest Sinking Fund Account and the Repair and Replacement Reserve Account. See “SECURITY FOR THE SERIES 2025 BONDS” and “APPENDIX C – SUMMARY OF CERTAIN PROVISIONS OF THE BOND RESOLUTION – FLOW OF FUNDS,” and APPENDIX B – FINANCIAL STATEMENTS OF THE HOUSING AND AUXILIARY FACILITIES SYSTEM REVENUE BOND FUNDS FOR THE FISCAL YEARS ENDED JUNE 30, 2024 AND 2023 (UNAUDITED).”

The financial statements included in APPENDIX B are not audited but are accompanied by an independent accountant’s report on applying agreed upon procedures. The procedures performed by the independent accountant were agreed to by management of the Board solely to assist the Board in evaluating its compliance with its covenants under the Bond Resolution. No opinion has been expressed by the accountant with respect to internal controls or an audit of the financial statements.

THE SERIES 2025 BONDS ARE OBLIGATIONS OF THE BOARD PAYABLE ONLY IN ACCORDANCE WITH THE TERMS THEREOF AND ARE NOT OBLIGATIONS GENERAL, SPECIAL, OR OTHERWISE, OF THE STATE. THE SERIES 2025 BONDS DO NOT CONSTITUTE A DEBT, LEGAL OR MORAL, OF THE STATE OF SOUTH DAKOTA, AND ARE NOT ENFORCEABLE AGAINST THE STATE, NOR WILL PAYMENT THEREOF BE ENFORCEABLE OUT OF ANY FUNDS OF THE BOARD, OR OF ANY INSTITUTION, OTHER THAN THE INCOME AND REVENUES PLEDGED AND ASSIGNED TO, OR IN TRUST FOR THE BENEFIT OF, THE SERIES 2025 BONDHOLDERS.

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CONTINUING DISCLOSURE

In order to assist the Underwriter in complying with certain provisions of Rule 15c2-12 (the “Rule”) of the Securities and Exchange Commission, the Board will agree in a Continuing Disclosure Agreement for the Series 2025 Bonds (the “Series 2025 Disclosure Agreement”) to provide to certain parties certain annual financial information and operating data and notices of certain events. The proposed form of the Series 2025 Disclosure Agreement is included as APPENDIX E to this Official Statement. The Series 2025 Disclosure Agreement may be enforced by any beneficial or registered owner of the Series 2025 Bonds, but the Board’s failure to comply will not be a default under the Bond Resolution. A failure by the Board to comply with the Series 2025 Disclosure Agreement must be reported in accordance with the Rule and must be considered by any broker, dealer or municipal securities dealer before recommending the purchase or sale of the Series 2025 Bonds in the secondary market. Consequently, such a failure may adversely affect the transferability and liquidity of the Series 2025 Bonds and their market price.

The Board has previously entered into continuing disclosure agreements in connection with certain of the Prior Parity Bonds (the “Prior Disclosure Agreements”). The Board filed its fiscal year 2021 Annual Financial Information more than six months past the deadline under a Prior Disclosure Agreement. Other than that instance, there have been no instances in the past five years in which the Board failed to comply, in all material respects, with any of the Prior Disclosure Agreements. The Board has designated a Financial Compliance Officer who is responsible for all filings required by the Prior Disclosure Agreements and the Series 2025 Disclosure Agreement.

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MISCELLANEOUS

The agreement of the Board with the owners of the Series 2025 Bonds is fully set forth in the Bond Resolution, and neither any advertisement of such Series 2025 Bonds nor this Official Statement is to be construed as constituting an agreement with the purchasers of the Series 2025 Bonds. The references herein to the Act, the Series 2025 Bonds, the Bond Resolution and the Purchase Contract are summaries of certain provisions thereof. Such summaries do not purport to be complete and for full and complete statements of the provisions thereof reference is made to the Act, the Series 2025 Bonds, the Bond Resolution and the Purchase Contract. Prior to the delivery of the Series 2025 Bonds, copies of the proposed forms of such documents may be obtained from the Underwriter. Subsequent to delivery of the Series 2025 Bonds, copies of such documents may be obtained from the Bond Registrar. So far as any statements are made in this Official Statement involving estimates, projections or matters of opinion, whether or not expressly so stated, they are intended merely as such and not as representations of fact.

It is anticipated that the CUSIP identification number will be printed on the Series 2025 Bonds, but neither the failure to print such number nor any error in the printing of such number shall constitute cause for a failure or refusal by the purchaser thereof to accept delivery of and pay for any Series 2025 Bonds.

The attached Appendices are integral parts of this Official Statement and must be read together with all of the foregoing statements.

The Board has authorized the execution and delivery of this Official Statement.

This Official Statement is approved:

SOUTH DAKOTA BOARD OF REGENTS

By: _____
Title: Executive Director

APPENDIX A

SOUTH DAKOTA BOARD OF REGENTS AND SOUTH DAKOTA HIGHER EDUCATIONAL INSTITUTIONS

APPENDIX B

**FINANCIAL STATEMENTS OF THE HOUSING AND AUXILIARY FACILITIES SYSTEM REVENUE BOND
FUNDS FOR THE FISCAL YEARS ENDED JUNE 30, 2024 AND 2023 (UNAUDITED)**

APPENDIX C

SUMMARY OF CERTAIN PROVISIONS OF THE BOND RESOLUTION

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APPENDIX D

PROPOSED FORM OF BOND COUNSEL OPINION

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APPENDIX E

FORM OF SERIES 2025 DISCLOSURE AGREEMENT

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FORM OF SERIES 2025 DISCLOSURE AGREEMENT

This CONTINUING DISCLOSURE AGREEMENT (this “*Agreement*”) is executed and delivered by the South Dakota Board of Regents (the “*Board*”) in connection with the issuance of its \$, ,000 aggregate principal amount South Dakota Board of Regents Housing and Auxiliary Facilities System Revenue Bonds, Series 2025 (the “*Series 2025 Bonds*”). The Series 2025 Bonds are being issued pursuant to an Amended and Restated Bond Resolution dated October 21, 2004, as amended and supplemented from time to time thereafter, including a Seventeenth Supplemental System Revenue Bond Resolution adopted by the Board on May [], 2025 (the “*Bond Resolution*”).

In consideration of the issuance of the Series 2025 Bonds by the Board and the purchase of the Series 2025 Bonds by the beneficial owners thereof, the Board covenants and agrees as follows:

SECTION 1. Purpose of this Agreement. This Agreement is executed and delivered by the Board as of the date set forth below, for the benefit of the beneficial owners of the Series 2025 Bonds and in order to assist the Participating Underwriters in complying with the requirements of the Rule (as defined below), as it may be applicable from time to time. The Board represents that it will be the only obligated person with respect to the Series 2025 Bonds at the time the Series 2025 Bonds are delivered to the Participating Underwriters and that no person is expected to become so committed at any time after issuance of the Series 2025 Bonds.

SECTION 2. Definitions. The following capitalized terms shall have the following meanings in this Agreement, unless the context clearly otherwise requires:

“*Annual Financial Information*” means the financial information and operating data described in Exhibit I hereto.

“*Annual Financial Information Disclosure*” means the dissemination of disclosure concerning Annual Financial Information and the dissemination of the Audited Financial Statements as set forth in Section 4 of this Agreement.

“*Audited Financial Statements*” means audited financial statements of the Board, if and when prepared, as described in Exhibit I hereto.

“*Dissemination Agent*” means any agent designated as such in writing by the Board and which has filed with the Board a written acceptance of such designation, and such agent’s successors and assigns.

“*EMMA*” means the MSRB through its Electronic Municipal Market Access system for municipal securities disclosure or through any other electronic format or system prescribed by the MSRB for purposes of the Rule.

“*Financial Obligation*” means a (i) debt obligation; (ii) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (iii) guarantee of (i) or (ii); provided that the term “*Financial Obligation*” shall not include municipal securities as to which a final /official statement (as defined in the Rule) has been provided to the MSRB consistent with the Rule.

“*Reportable Events*” means any of the events listed in Section 5 of this Agreement.

“*Reportable Events Disclosure*” means dissemination of a notice of a Reportable Event as set forth in Section 5 of this Agreement.

“*MSRB*” means the United States Municipal Securities Rulemaking Board or any successor to its functions.

“*Participating Underwriter*” means each broker, dealer or municipal securities dealer acting as an underwriter in the primary offering of the Series 2025 Bonds.

“*Rule*” means Rule 15c2-12(b)(5) adopted by the SEC under the Securities Exchange Act of 1934, as the same may be amended from time to time.

“*SEC*” means the Security and Exchange Commission.

“*State*” means the State of South Dakota.

“*Undertaking*” means the obligations of the Board pursuant to Sections 4 and 5 of this Agreement.

SECTION 3. CUSIP Numbers/Final Official Statement. The CUSIP Numbers of the Series 2025 Bonds are listed on *Exhibit II* hereto. The Final Official Statement for the Series 2025 Bonds is dated __, 2025.

SECTION 4. Annual Financial Information Disclosure. Subject to Section 9 of this Agreement, the Board hereby covenants that it will disseminate its Annual Financial Information and its Audited Financial Statements, if any (in the form and by the dates set forth in Exhibit I), to EMMA in such manner and format and accompanied by identifying information as is prescribed by the MSRB or the Commission at the time of delivery of such information and by such time so that such entities receive the information by the dates specified. MSRB Rule G-32 requires all EMMA filings to be in word-searchable PDF format. This requirement extends to all documents to be filed with EMMA, including financial statements and other externally prepared reports.

If any part of the Annual Financial Information can no longer be generated because the operations to which it is related have been materially changed or discontinued, the Board will disseminate a statement to such effect as part of its Annual Financial Information for the year in which such event first occurs.

If any amendment or waiver is made to this Agreement, the Annual Financial Information for the year in which such amendment is made (or in any notice or supplement provided to EMMA) shall contain a narrative description of the reasons for such amendment or waiver and its impact on the type of information being provided.

SECTION 5. Reportable Events Disclosure. Subject to Section 9 of this Agreement, the Board hereby covenants that it will disseminate or cause to be disseminated in a timely manner (not in excess of ten business days after the occurrence of the Reportable Event) disclosure to the MSRB via EMMA in such manner and format and accompanied by identifying information as is prescribed by the MSRB or the SEC at the time of delivery of such information notice of the occurrence of any of the following events with respect to the Series 2025 Bonds, if material under applicable federal securities laws:

- (1) Principal and interest payment delinquencies;
- (2) Non-payment related defaults, if material;

- (3) Unscheduled draws on debt service reserves reflecting financial difficulties;
- (4) Unscheduled draws on credit enhancements reflecting financial difficulties;
- (5) Substitution of credit or liquidity providers, or their failure to perform;
- (6) (i) Adverse tax opinions, (ii) the issuance by the Internal Revenue Service of proposed or final determinations of taxability of the Series 2025 Bonds, (iii) Notices of Proposed Issue (IRS Form 5701-TEB), (iv) other material notices or determinations with respect to the tax status of the Series 2025 Bonds, or (v) other material events affecting the tax-exempt status of the Series 2025 Bonds;
- (7) Modifications to rights of holders of the Series 2025 Bonds, if material;
- (8) Bond calls, if material, and tender offers;
- (9) Defeasances;
- (10) Release, substitution, or sale of property securing repayment of the Series 2025 Bonds, if material;
- (11) Rating changes;
- (12) Bankruptcy, insolvency, receivership or similar event of the Board*;
- (13) The consummation of a merger, consolidation, or acquisition involving the Board or the sale of all or substantially all of the assets of the Board, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;
- (14) Appointment of a successor or additional Bond Registrar or the change of name of a Bond Registrar, if material;
- (15) Any failure of the Board to provide Annual Financial Information on or before the date by which that Annual Financial Information is required to be provided hereunder;
- (16) The incurrence of a Financial Obligation of the Board, if material, or an agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the Board, any of which affect Bondholders, if material; or

* This event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the Board in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or government authority has assumed jurisdiction over substantially all of the assets or businesses of the Board, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the Board.

- (17) Any default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the Board, any of which reflect financial difficulties.

SECTION 6. Delivery to the MSRB. Any filings required to be made with the MSRB shall be made utilizing the EMMA system. MSRB Rule G-32 requires all EMMA filings to be in word-searchable PDF format. This requirement extends to all documents required to be filed with EMMA, including financial statements and other externally prepared reports.

SECTION 7. Consequences of Failure of the Board to Provide Information. The Board shall give notice in a timely manner to the MSRB via EMMA of any failure to provide Annual Financial Information Disclosure when the same is due hereunder. In the event of a failure of the Board to comply with any provision of this Agreement, the beneficial owner of any Bond may seek specific performance by court order to cause the Board to comply with its obligations under this Agreement. A default under this Agreement shall not be deemed an Event of Default under the Bond Resolution or any other agreement, and the sole remedy under this Agreement in the event of any failure of the Board to comply with this Agreement shall be an action to compel performance.

SECTION 8. Amendment; Waiver. This Agreement may be amended or modified and any provision of this Agreement may be waived without the consent of or notice to any beneficial owner if either (a)(i) such amendment or modification is made in connection with a change in circumstances that arises from a change in legal requirements, change in law or change in the identify, nature or status of the Board, or type of business conducted, (ii) this Agreement, as so amended or modified, would have complied with the requirements of the Rule on the date hereof, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances and (iii) such amendment or modification does not materially impair the interests of any beneficial owner, as determined by an opinion of counsel expert in federal securities laws, or (b) such amendment or modification (including an amendment or modification that rescinds this Agreement) is permitted by the Rule, as then in effect.

SECTION 9. Termination of Undertaking. The Board's obligations under this Agreement shall terminate upon the legal defeasance, prior prepayment or payment in full of all of the Series 2025 Bonds. If such termination occurs prior to the final maturity of the Series 2025 Bonds, the Board shall give notice of such termination in the same manner as for a Reportable Event. If the Board's obligations under the Loan Agreement are assumed in full by some other entity, such entity shall be responsible for compliance with this Agreement relating thereto in the same manner as if it were the Board and the Board shall have no further responsibility hereunder with respect thereto.

SECTION 10. Dissemination Agent. The Board may, from time to time, appoint or engage a Dissemination Agent to assist it in carrying out its obligations under this Agreement, and may discharge any such Dissemination Agent, with or without appointing a successor Dissemination Agent.

SECTION 11. Additional Information. Nothing in this Agreement shall be deemed to prevent the Board from disseminating any other information, using the means of dissemination set forth in this Agreement or any other means of communication, or including any other information in any Annual Financial Information Disclosure or notice of occurrence of a Reportable Event, in addition to that which is required by this Agreement. If the Board chooses to include any information in any Annual Financial Information or notice of occurrence of a Reportable Event, in addition to that which is specifically required by this Agreement, the Board shall have no obligation under this Agreement to update such information or include it in any future Annual Financial Information or notice of occurrence of a Reportable Event.

SECTION 12. Beneficiaries. This Agreement has been executed in order to assist the Participating Underwriters in complying with the Rule; however, this Agreement shall inure solely to the benefit of the Board, the Dissemination Agent, if any, and the beneficial owners of the Series 2025 Bonds, and shall create no rights in any other person or entity.

SECTION 13. Recordkeeping. The Board shall maintain records of all Annual Financial Information Disclosure and Reportable Events Disclosure, including the content of such disclosure, the names of the entities with whom such disclosure was filed and the date of filing such disclosure.

SECTION 14. Assignment. The Board shall not transfer its obligations under the Bond Resolution unless the transferee agrees to assume all obligations of the Board under this Agreement or to execute a similar agreement obligating such transference to comply with the provisions of the Rule.

SECTION 15. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State.

SOUTH DAKOTA BOARD OF REGENTS

By: _____
Its: Executive Director

_____, 2025

EXHIBIT I**Annual Financial Information and Timing and Audited Financial Statements**

Annual Financial Information means the financial information and operating data as set forth below. All or a portion of the Annual Financial Information and Audited Financial Statements, if any, as set forth below may be included by reference to other documents, including other official statements (subject to the following sentence), which have been submitted to EMMA. The Board shall clearly identify each such item of information included by reference.

I. Annual Financial Information:

- a. Financial information and operating data (exclusive of Audited Financial Statements), including information of the type contained in the Final Official Statement in the table in the section captioned “Historical Cash Flows” and in “APPENDIX B – Financial Statements of the Housing and Auxiliary Facilities System Revenue Bond Funds.” The financial statements of the type contained in APPENDIX B shall be unaudited and prepared in accordance with the accounting principles set forth in the accountants report included in APPENDIX B.
- b. Annual Financial Information exclusive of Audited Financial Statements will be provided to EMMA not more than 210 days after the last day of the Board’s Fiscal Year, which is currently June 30.
- c. Audited Financial Statements as described in Part II are not presently prepared by the Board. If the Board ever prepared Additional Financial Statements, they would be expected to be filed at the same time as the Annual Financial Information described in this Part I. If Audited Financial Statements, if prepared, are not available when the Annual Financial Information is filed, Audited Financial Statements will be filed when available.

II. Audited Financial Statements:

- a. The Board may, but is not under any obligation to, prepare Audited Financial Statements. No assurance is or can be provided that the Board will ever prepare Audited Financial Statements.
- b. Audited Financial Statements, if and when prepared by the Board, will be provided within 30 days after availability to the Board.

If any change is made to the Annual Financial Information as permitted by Section 4 of the Agreement, the Board will disseminate a notice of such change as required by Section 4.

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EXHIBIT II
CUSIP NUMBERS

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