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

**Internal Ticket ID:** 28458
**Created:** 8/11/2025
**Modified:** 2/17/2026

Use this form to propose a new degree program. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the System Academic Officer (through the online submission process).

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

| | |
|---|---|
| **University** | NSU - Northern State University |
| **Degree** | BS : Bachelor of Science |
| **Name of Major** | X999 : New Major Requested **Analytics** |
| **Specialization Required?** | Yes |
| | *Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.* |
| **College/Department** | 5B : NSU School of Business/NABF : Accounting/Banking/Finance/Economics |
| **Planned CIP Code** | 30.7102 |
| **WICHE WRRGP Eligibility** | |

## Program Description

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

The Bachelor of Science in Analytics at Northern State University prepares students to collect, analyze, and interpret data to address real-world challenges and support informed decision-making. Students build a strong foundation in statistical analysis, programming, data visualization, and predictive modeling, while also developing critical thinking, communication, and ethical reasoning skills.

The program combines classroom learning with applied experiences through projects, internships, and partnerships with regional businesses, government agencies, and nonprofit organizations. Students gain proficiency in modern analytics tools such as Python, R, SQL, and industry-standard data platforms, applying these skills to fields including business intelligence, marketing, and sports analytics.

### 2. Does the university request any exceptions to any Board policy for this program?

*Explain any requests for exceptions to Board Policy. If not requesting any exceptions, indicate* ***"None."***

None

## Strategic Impact

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

The Bachelor of Science in Analytics fits Northern State University's mission by preparing students to use data to solve problems and improve decision-making in ways that benefit both their careers and the communities they serve. It supports Northern's vision to be a student-centered community dedicated to excellence in teaching, learning, creativity, and global awareness by blending rigorous coursework with applied experiences that connect students to regional businesses, government agencies, and nonprofit organizations. The program aligns with Northern's strategic plan by offering a transformational academic program in a high-demand field, expanding access through multiple modes of delivery, and fostering partnerships that strengthen the regional economy. It complements existing programs in business, management information systems, mathematics, and sports management. By meeting South Dakota Board of Regents priorities for growing the STEM workforce, increasing degree attainment, and ensuring graduates are career-ready, the program advances Northern's values of community, discovery, and integrity and positions graduates to thrive in a data-driven world.

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

N/A

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

The proposed Bachelor of Science (BS) in Analytics at Northern State University (NSU) directly aligns with multiple strategic priorities and goals outlined in the South Dakota Board of Regents (SDBOR) 2022-2027 Strategic Plan.
Northern's BS in Analytics advances the South Dakota Board of Regents' Strategic Plan. It supports Goal 1: Student Success by providing students with high-demand skills in statistical analysis, programming, and data visualization, along with applied learning opportunities that strengthen career readiness and degree completion. It contributes to Goal 2: Academic Quality and Performance through a curriculum grounded in rigorous, relevant coursework and real-world projects developed in collaboration with employers, ensuring graduates meet state and national workforce expectations.

The program aligns with Goal 3: Affordability, Access, and Delivery by offering both on-campus and HyFlex delivery formats, expanding access for rural students and working professionals while maintaining affordability through existing tuition structures.

It meets Goal 4: Research and Economic Development by fostering partnerships with regional businesses, government agencies, and nonprofit organizations, using data-driven solutions to address local challenges and strengthen South Dakota's economy.

## Program Summary

**5. If a new degree is proposed, what is the rationale?**
*This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.*

N/A

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

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

| | Yes/No | Intended Start Date |
|---|---|---|
| **On Campus** | Yes | Fall 2026 |

| | Yes/No | Location(s) | Intended Start Date |
|---|---|---|---|
| **Off Campus Location** | Yes | Huron Community Campus | Fall 2026 |

| | Yes/No | Delivery Method(s) | Intended Start Date |
|---|---|---|---|
| **Distance Delivery** | Yes | Online, HyFlex | Fall 2025 |

| | Yes/No | Identify Institutions |
|---|---|---|
| **Does another BOR institution already have authorization to offer the program online?** | Yes | University of South Dakota: Business Analytics: https://catalog.usd.edu/preview_program.php?catoid=37&poid=8325 Dakota State University: Business Analytics: https://dsu.edu/programs/cis-business-analytics-bs.html South Dakota State University: Data Science: https://www.sdstate.edu/programs/undergraduate/data-science-bs |

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

Both / HyFlex

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

SLO 1: Apply descriptive and predictive analytics methods to analyze structured and unstructured data.
SLO2: Interpret and communicate analytical findings into clear, actionable insights using written, oral, and visual communication appropriate for technical and non-technical audiences.
SLO3: Apply ethical and legal standards in the collection, analysis, and use of data.
SLO4: Integrate analytics concepts across real-world contexts such as business, healthcare, government, or nonprofit organizations.

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

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

| Essential Learning Outcomes (AAC&U) | Student Learning Outcomes |
|---|---|
| Inquiry and Analysis | |
| Critical and Creative Thinking | |
| Information Literacy | SLO 1 |
| Teamwork | |
| Problem Solving | SLO 2 |
| Civic Knowledge and Engagement | |
| Intercultural Knowledge | |
| Ethical Reasoning | SLO 3 |
| Foundational Lifelong Learning Skills | |
| Integrative Learning | SLO 4 |

**10. Enter the number of credit hours required to graduate**

| Credit Hours | 120 |
|---|---|

**11.Complete the following tables to provide a degree program curriculum summary.**

A. Table 1 –Total Program Degree Credit Hours

| | Credit Hours In Program | |
|---|---|---|
| | **Hours Per Requirement** | **%Total Hours** |
| **System General Education Requirements** | 30 | |
| *Subtotal - Gen Ed Requirements* | 30 | % |
| **Program Requirements** | | |
| Required Support Courses | 0 | |
| Major Requirements | 66 | |
| Major Electives | 12 | |
| *Subtotal - Program Requirements* | 78 | % |
| **Free Electives** | 12 | |
| *Subtotal - Free Electives* | 12 | % |
| **Degree Total** | 120 | % |

**Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.*

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

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

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

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

D. Table 4 – Insert Major Electives

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

**12. New Course Approval**

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

Yes

**Academic Quality**

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

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

Three regional comprehensive state universities that are not land-grant colleges will serve as the peer institutions for Northern State University's BS in Analytics.

1. Northwest Missouri State University in Maryville, Missouri https://www.nwmissouri.edu/academics/undergraduate/majors/data-science.htm
2. Truman State University (COPLAC institution) in Kirksville, Missouri https://www.truman.edu/majors-programs/majors-minors/data-science-major/data-science-major-requirements/
3. Moorhead State University in Moorhead, MN https://www.mnstate.edu/academics/majors/business-analytics

Northern State University School of Business is accredited by the ACBSP, and the University will follow ACBSP accreditation guidelines in the program curriculum and standards. The three peer institutions have different accreditations. Northwest Missouri State University is accredited by ACBSP. Truman State University and Moorhead State University are accredited by AACSB. ACBSP standards: https://acbsp.org/page/accreditation-standards

**14. What program accreditation is available, if any?**

The School of Business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The School of Business will seek accreditation for the B.S. in Analytics.

**15. Will the proposed program pursue accreditation or certifications?**

Yes

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

N/A

**16. Did the university engage any developmental consultants to assist with the development of the curriculum? Did the university consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of the curriculum?**

*Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program, including content, courses, and experiences, etc. Universities are encouraged to discuss the selection of developmental consultants with Board staff.*

Northern State University did not consult a professional or accrediting association during the development of this curriculum.

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

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

| High Impact Practices | Included |
|---|---|
| Capstone courses and projects | Yes |
| Collaborative assignments and projects | Yes |
| Common intellectual experiences | Yes |

| High Impact Practices | Included |
|---|---|
| Diversity/global learning | Yes |
| ePortfolios | No |
| First year experiences | Yes |
| Internships | Yes |
| Learning communities | No |
| Service learning, community-based learning | No |
| Writing intensive courses | Yes |
| Undergraduate research | Yes |

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

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

There will be multiple opportunities for students to participate in HIPs in this program. A first-year seminar (FYS) is required for the major. This will be an interactive course providing students the opportunity to write, read, and present. A group project is also required in this course. BADM482 Policy and Strategy is the capstone course and the writing-intensive course, and it is required for all Analytics students to complete.

Various courses will provide opportunities for collaborative assignments and projects and intellectual experiences. Diversity topics will also be covered in courses in the program.

Throughout the various required courses in this major, students will have the opportunity to participate in undergraduate research. Though some courses may require research assignments, the opportunity to participate in a larger undergraduate research project is optional for all business students if they are interested. NSU has an undergraduate research coordinator and the faculty in the School of Business strongly support student research.

**Student Success**

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

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

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

| Program Learning Outcome | Course | Summative Assessment |
|---|---|---|
| SLO 1 | BADM 220 | Group Assignments |
| SLO 2 | BADM 459 | Analytics Reports |
| SLO 3 | MIS 385 | Quizzes and Exams |
| SLO 4 | BADM 486 | Policy Analyst Assignment |

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

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

Placement rates, student surveys, and employer surveys.

**Duplication and Competition**

**21. Do any related programs exist at other public universities in South Dakota?**
*A list of existing programs is available through the university websites and the RIS Reporting: Academic Reports Database. If there are no related programs within the Regental system, indicate* ***none.***

Yes.
University of South Dakota, BS Business Analytics: https://catalog.usd.edu/preview_program.php?catoid=37&poid=8325
Dakota State University, BS Business Analytics: https://dsu.edu/programs/cis-business-analytics-bs.html
South Dakota State University, BS Data Science: https://www.sdstate.edu/programs/undergraduate/data-science-bs

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

The demand for a Bachelor of Science in Analytics is driven by rapid growth in both student interest and workforce need. Nationwide, completions in data science and analytics programs have increased by more than 700 percent in the past decade, a surge far outpacing the 9 percent growth across all degree fields [1]. In South Dakota, overall employment is projected to grow 7.7 percent from 2022 to 2032, with data scientists among the state's fastest-growing occupations [2] [3].

The state's data center employment alone has expanded by 179.4 percent since 2018, reflecting the expanding digital infrastructure and the corresponding need for skilled analytics professionals [4].

Current job postings show more than 160 openings in South Dakota, including opportunities in Aberdeen, with salaries for analytics positions averaging over $82,000 and reaching as high as $135,000 in Sioux Falls [5] [6]. Nationally, data science employment is projected to grow 41.9 percent through 2031 [7], underscoring the strength and durability of this career field. This program will position Northern graduates to meet this demand and contribute to the state's economic growth.

[1] Encoura, 2023, https://encoura.org/resources/wake-up-call/the-...
[2] South Dakota Department of Labor and Regulation, 2024, https://dlr.sd.gov/lmic/lb/2024/lbart_sept2024_...
[3] Sioux Falls. Business, 2024, https://siouxfalls.business/what-are-the-states...
[4] Axios, 2025, https://www.axios.com/2025/01/24/data-center-jo...
[5] Indeed, 2025, https://www.indeed.com/q-data-analytics-l-south...
[6] ZipRecruiter, 2025 https://www.ziprecruiter.com/Salaries/Data-Anal...
[7] U.S. Bureau of Labor Statistics, 2024, https://www.bls.gov/ooh/math/data-scientists.htm

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

Upper-level electives will be developed in collaboration with faculty from business, mathematics, and information systems to provide advanced, industry-relevant skills in areas such as predictive modeling, business intelligence, and analytics. Partnerships with area businesses will offer students applied projects and internships that integrate classroom learning with real-world problem solving.

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

University of Jamestown: Certificate: Digital Marketing and Analytics Certificate.
https://accelerated.uj.edu/academics/programs/digital-marketing-analytics/

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

There are no universities within 150 miles of NSU that offer a BS in Analytics. The University of Jamestown program is a certificate.

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

There are no universities within 150 miles of NSU that offer a BS in Analytics, and the workforce demand is growing.

**Market Demand**

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

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

**23. What is the expected growth of the industry or occupation in South Dakota and nationally?**
*Include the number of openings, as well as the percentage of growth when possible.*

According to the SD Department of Labor, Data Scientists are number three in the list of the Top 10 Fastest-Growing Occupations to 2032. "New to the fastest grower list, data scientists are expected to analyze, graph, and project their way into the third fastest occupational growth rate for the 2022 to 2032 projections cycle, increasing at almost 41%. This is a good example of a relatively small occupation that will see significant growth and notoriety over the next 10 years. As the amount of data and the need to analyze that data continues to increase, this emerging occupation will become more commonplace in South Dakota. This occupation is also number three on the nation's fastest-growing list (expected to see a 35% increase) during the same period." [8]
The BS Analytics will prepare students to contribute in multiple fields, including [9]:

- Data Analysts/ Operations Analysts: Expected growth of about 8-10% between 2020 and 2030.
- Financial Analysts: Projected to grow by about 9%.
- Management Analysts / Consultants: Expected to grow by 13%.
- Marketing Analysts: Among the highest growth in the business sector, with a projection of 27-30% growth.

[8] SD e-labor Bulletin https://dlr.sd.gov/lmic/lb/2024/lbart_sept2024_occ_projections_fastest_growing.aspx
[9] U.S. Bureau of Labor Statistics. https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm

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

- Data Analysts/ Operations Analysts: Estimated average of about 50-70 annual openings statewide.
- Financial Analysts: Estimated 60 annual openings across South Dakota
- Management Analysts / Consultants: Expected 100 job openings per year, making this one of the fastest-growing business fields in the state.
- Marketing Analysts: Estimated 40 annual openings.

[10] SD Department of Labor and Regulation.
https://dlr.sd.gov/lmic/lb/2022/lbart_sept22_occupational_projections_2020_2030.aspx

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

- Data Analysts/ Data Scientists: Median Salary in United States, 2024: $112,590. Average salary in SD is $44.45 hourly.
- Financial Analysts: Median Salary in United States, 2024: $109,910. No data for SD.
- Management Analysts / Consultants: Median Salary in United States, 2024: $101,190. Average salary in SD is $41.54 hourly.
- Marketing Analysts: Median Salary in United States, 2024: $76,950. Average salary in SD is $33.25 hourly.

[11] U.S. Bureau of Labor Statistics, Occupational Outlook Handbook. https://www.bls.gov/ooh/
[12] SD Department of Labor and Regulation. LMI Data.
https://dlr.sd.gov/lmic/menu_occupational_wages.aspx

**26. Optional: Provide any additional evidence of regional demand for the program.**
*e.g. prospective student interest survey data, letters of support from employers, community needs...*

Members of the School of Business Advisory Group support NSU offering a BS in Analytics.

**Student Demand**

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

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

| University Name | State | Program Name | Number of Degrees Conferred in Program | Total Number of Conferrals at Level (Undergrad or Grad) |
|---|---|---|---|---|
| Northwest Missouri State | MO : Missouri | Data Science | 1 | 1074 |
| Truman State University | MO : Missouri | Data Science | 0 | 800 |
| Minnesota State University Moorhead | MN : Minnesota | Business Analytics | 4 | 996 |

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

During the Spring 2024 semester, Analytics II was offered as a topics course, and 13 students chose to take this course as an elective. Eleven of the students were undergraduate students, and two were graduate students. Data science and data analytics programs are growing in popularity across the United States in direct response to workforce demand. “The National Center for Education Statistics reported a recent 968 percent jump in data science bachelor’s degrees awarded, from 84 in 2020 to 897 in 2022. The job market also shows increasing demand for data science skills, with the Department of Labor projecting 36 percent growth in jobs for data scientists over the next decade, outpacing statisticians, logisticians and research analysts.”
[13] Inside Higher Education. https://www.insidehighered.com/news/tech-innovation/teaching-learning/2024/01/25/data-science-major-takes-across-college-campuses

**Enrollment**

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

Students are expected to be new to Northern State University. We may see a few current students switch to the analytics major from other majors on campus.

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

| | |
|---|---|
| Worksheet Completed | Yes |

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

3 students

**32. Discuss the assumptions informing your enrollment estimates.**
*(e.g. current enrollment and trends in similar programs, IPEDS data, recruitment strategies, partnerships)*

Enrollment projections are based on students interest in the analytics courses already offered and workforce demand.

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

Possible tools to grow program enrollment include:

- Expand already strong partnerships with area employers to develop scholarships and tuition support for students.
- Engage Northern's Business Advisory Committee to develop leads for possible students in the program and to spread the word/marketing materials about the program.
- Solicit feedback from students in the program to develop testimonials for marketing materials and drip campaigns.
- Purchase names to grow the funnel of potential students.

**34. Discuss the marketing and recruitment plan for the program**
*Include information on partnerships and pipelines (e.g. articulation agreements with BOTE, collaboration with partner university, community partnerships).*

The School of Business will allocate marketing funds to build awareness of the new program, including targeted social media advertising aimed at prospective candidates.

The department will collaborate with the NSU Graduate Office, Athletics, and current NSU undergraduate students to promote the program across campus.

In addition, the School of Business will partner with the NSU Foundation to engage School of Business alumni from the past ten years.

The Northern Innovation and Startup Center will also serve as a key point of contact for outreach to entrepreneurs.

## Financial Health

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

| Worksheet Completed | Yes |
|---|---|

| Financial Health Summary | | | | | | |
|---|---|---|---|---|---|---|
| | 1st FYxx | 2nd FYxx | 3rd FYxx | 4th FYxx | 5th FYxx | 6th FYxx |
| Tuition & Fee Revenues | 34517 | 72220 | 116826 | 147626 | 188515 | 226218 |
| Program Expenses | 16614 | 16614 | 20103 | 20103 | 23593 | 23593 |
| **NET** | 17903 | 55606 | 96723 | 127523 | 164922 | 202625 |
| Other Supporting Revenues | 3018 | 6314 | 10214 | 12906 | 16481 | 19777 |
| **NET (Other)** | 20921 | 61920 | 106937 | 140429 | 181403 | 222402 |

**36.Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology and software, other operation and maintenance expenses, facilities, etc., needed to implement the proposed major.**

*Address off-campus or distance delivery separately.*

Initial costs will be incurred during FY26 and will coincide with the commencement of student enrollment. Department chairs have reviewed faculty workloads and assigned courses to existing faculty in anticipation of a Fall 2026 program launch. Following the graduation of the required number of students, Northern will submit final documentation for program approval through ACBSP accreditation.

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

Existing faculty will be utilized in teaching the courses. There are no new courses in the curriculum, and the courses are already offered in course rotations. As enrollment grows, faculty load will be assessed with adjunct faculty hired as needed until demand is high enough to justify an additional faculty line in analytics and finance.

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

| Requesting Permission for Fee? | Yes, existing fee |
|---|---|
| Explanation | The existing fee for business prefixes will be applied. |

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

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

| Risk | Severity | Probability | Mitigation Strategy |
|---|---|---|---|
| **low enrollment** | Low | Low | Marketing and recruitment |
| **high demand requires additional faculty** | Medium | Medium | adjuncts will be hired until demand is high enough to justify another faculty member in analytics and finance |
| **accreditation not achieved** | Medium | Low | NSU is in good standing with ACBSP and is going through an accreditation cycle now. No concerns are foreseen. |

## External Review

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

| Reviewer Name | Title | Institution |
|---|---|---|
| / | | |
| / | | |
| / | | |
| / | | |
| / | | |

## Additional Information

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

## Approvals

### University Approval

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

| President of the University | Date |
|---|---|
| | 1/1/1970 |

| Academic Affairs, Provost | Date |
|---|---|
| | 1/1/1970 |

| Finance and Administration, Vice President | Date |
|---|---|
| | 2/17/2026 |

Veronica Paulson

| Enrollment Management, Vice President | Date |
|---|---|
| | 2/2/2026 |

Eric D. Kline

# SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
## Proposed Curriculum Summary

| | |
|---|---|
| **UNIVERSITY:** | Northern State University |
| **PROPOSED PROGRAM:** | **BS in Analytics** |

**Required General Education Courses Specific to Major**
*(Please list if any general education courses are required for the proposed major. If not, leave blank.)*

| Prefix | Number | Course Title *(add or delete rows as needed)* | General Education Goal |
|---|---|---|---|
| | | | |

**Required Support Courses Outside the Major**
*(Not general education requirements)*

| Prefix | Number | Course Title *(add or delete rows as needed)* | Credit Hours | New (yes, no) |
|---|---|---|---|---|
| | | | | |
| | | Subtotal | | |

Table 3 Required Support Courses Outside the Major

**Major Requirements**

| Prefix | Number | Course Title *(add or delete rows as needed)* | Credit Hours | New (yes, no) |
|---|---|---|---|---|
| ACCT | 210 | Principles of Accounting I | 3 | No |
| ACCT | 211 | Principles of Accounting II | 3 | No |
| BADM | 102 | Professional Development and Planning | 1 | No |
| BADM | 220 | Business Statistics | 3 | No |
| BADM | 224 | Business Communications | 3 | No |
| BADM | 310 | Business Finance | 3 | No |
| BADM | 350 | Legal Environment of Business | 3 | No |
| BADM | 360 | Organization and Management | 3 | No |
| BADM | 370 | Marketing | 3 | No |
| BADM | 457 | Business Ethics | 3 | No |
| BADM | 459 | Analytics | 3 | No |
| BADM | 482 | Business Policy and Strategy | 3 | No |
| CSC | 273 | Spreadsheet Data Analysis | 3 | No |
| ECON | 201 | Principles of Microeconomics | 3 | No |
| ECON | 202 | Principles of Macroeconomics | 3 | No |
| IDL | 190 | First Year Seminar | 2 | No |
| MIS | 325 | Management Information Systems | 3 | No |
| MATH | 121 or 123 | Survey of Calculus or Calculus I | 3 | No |
| BADM | 486/586 | Analytics II | 3 | Yes |
| CSC/MIS | 150 | Computer Science | 3 | No |
| MIS | 385 | Data Mining | 3 | No |

| Prefix | Number | Course Title<br>*(add or delete rows as needed)* | Credit Hours | New (yes, no) |
|---|---|---|---|---|
| MIS | 480 | Business Intelligence | 3 | No |
| MIS | 484 | Database Management Systems | 3 | No |
| | | | | |
| | | **Choose One Emphasis (12 credits)** | | |
| | | **Accounting Emphasis** | | |
| ACCT | 310 | Intermediate Accounting I | 3 | No |
| ACCT | 311 | Intermediate Accounting II | 3 | No |
| ACCT | 320 | Cost Accounting | 3 | No |
| ACCT | | Internship or other 300/400 Level ACCT Course* | 3 | No |
| | | *If pursuing the MS in Accounting Analytics, ACCT430, Income Tax should be taken here. | | |
| | | | | |
| | | **Quantitative Economics Emphasis** | | |
| ECON | 330 | Money and Banking | 3 | No |
| ECON | 433 | Public Finance | 3 | No |
| ECON | 441 | International Trade | 3 | No |
| ECON | | Internship or other 300/400 Level ECON Course | 3 | No |
| | | | | |
| | | **Finance Emphasis** | | |
| BADM | 411 | Investments | 3 | No |
| BADM | 417 | Financial Statement Analysis | 3 | No |
| BADM | 418 | Financial Futures and Options | 3 | No |
| BADM | | Internship or other 300/400 Level Finance-Related Course | | |
| | | | | |
| | | **Marketing Emphasis** | | |
| BADM | 378 | Marketing for E-Commerce | 3 | No |
| BADM | 476 | Marketing Research | 3 | No |
| BADM | 471 | Marketing Management | 3 | No |
| BADM | | Internship or other 300/400 Level Marketing-Related Course | 3 | No |
| | | | | |
| | | Subtotal | 78 | |

**Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.**
Select __ credits from the following list:

| Prefix | Number | Course Title<br>*(add or delete rows as needed)* | Credit Hours | New (yes, no) |
|---|---|---|---|---|
| | | | | |
| | | Subtotal | | |