



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Undergraduate Degree Program

Use this form to propose a new undergraduate degree program. An undergraduate degree program includes a new major, a new degree, or both. 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 Undergraduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
MAJOR:	Digital Entrepreneurship
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Associate of Science
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	11.0101
SPECIALIZATIONS: <i>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.</i>	
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	3/30/2022
UNIVERSITY DEPARTMENT:	Management Information Systems
BANNER DEPARTMENT CODE:	NMIS
UNIVERSITY DIVISION:	College of Professional Studies, School of Business
BANNER DIVISION CODE:	5B

Please check this box to confirm that:

- The individual preparing this request has read [AAC Guideline 2:9](#), which pertains to new undergraduate degree program 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 (or designee) of the University

5/5/2022

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

Northern State University's Associate of Science in Digital Entrepreneurship prepares students to enter the digital economy ecosystem within 2 years and is built on a set of courses that stacks into Northern's Bachelor of Science in Management Information Systems. The AS in Digital Entrepreneurship includes 24 credits in general education, a 2 credit first year seminar, and 34 credits in information systems and entrepreneurship. Students will develop a base understanding of information systems and applied computer science along with a sequence of 4 courses in entrepreneurship and digital marketing.

Northern State University's Associate of Science in Digital Entrepreneurship creates a workforce supply to meet the needs of the growing digital economy ecosystem in Aberdeen. The Aberdeen Development Corporation and Northern State University are working together through an intensive process with the Center on Rural Innovation (CORI) [see next question] to meet the gap between digital economy jobs and digital economy workforce in rural America. A 2-year program in Digital Entrepreneurship, offered fully online or face to face, is one of several recommendations made by CORI to develop a workforce pipeline with strong tech skills.

Northern's Associate of Science in Digital Entrepreneurship is fully stackable with the University's revised Bachelor of Science in Management Information Systems. Graduates of Northern's associate degree program may contribute to Aberdeen's digital economy through full time employment and choose to pursue the additional 60 credits needed to earn their BS in Management Information Systems.

2. How does the proposed program relate to the university's 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	

Under SDCL 13-59-1, Northern State University is charged by the Board of Regents with "promoting excellence in teaching and learning; supporting research, scholarly and creative activities; and providing service to the state of South Dakota, the region, and beyond."¹ Northern is offering the Associate of Science in Digital Entrepreneurship to develop a workforce pipeline with strong tech skills, which directly supports the state of South Dakota and the Aberdeen region's commitment to the Center on Rural Innovation (CORI) initiative to develop a digital economy ecosystem. SDCL 13-59-1 specifically authorizes Northern to provide "preprofessional, one-year and two-year terminal and junior college programs."² To that end, Northern is proposing a two-year terminal program that can be stacked to a Bachelor of Science in Management Information Systems.

¹ South Dakota Board of Regents Policy Manual. Northern State University Mission Statement. <https://www.sdbor.edu/policy/documents/1-10-6.pdf>

² SDCL 13-59-1. https://sdlegislature.gov/Statutes/Codified_Laws/2043065

In addition to Northern State University's statutory mission, the South Dakota Board of Regents (SDBOR) confirms Northern's authority to offer curriculum in information systems in Policy 1:10:6: "Undergraduate Major Level Curriculum Business, Education, Entrepreneurship, Exercise Science, Fine and Performing Arts, General Studies, Humanities, Information Systems (in accordance with SDCL 13-59-2.2), Liberal Arts, Mathematics, Physical/Biological/Environmental Sciences, Social Sciences, and Sport Media and Administration."³

3. Describe the workforce demand for graduates of the program, 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 workforce demand will grow as the efforts toward developing a digital economy ecosystem in the Aberdeen region expand. The aim of the AS in Digital Entrepreneurship is to increase tech start-ups, tech start-ups generate new jobs. On average, the self-employed are wealthier than the non-self-employed. The median net worth of self-employed families at \$380,000 in 2019 was over four times that of families of workers (\$90,000) and over twice as much as families of retirees (\$178,000).⁴ South Dakota small business employment grew by 25.1 percent between 1994 and 2018, which exceeded the national small business employment growth rate.⁵

Graduates of Northern's AS in Digital Entrepreneurship can gain positions as:

- Digital Business Analyst – \$87,660 per year with a 14% projected growth rate between 2020-2032. <https://www.bls.gov/ooh/business-and-financial/management-analysts.htm>
- Digital Designers and Web Developers - \$77,200 per year with a 13% projected growth rate between 2020-2030. <https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm>
- E-Commerce Directors and Sales Managers - \$132,290 per year with a 7% projected growth rate between 2020-2030 <https://www.bls.gov/ooh/management/sales-managers.htm>

4. How will the proposed program benefit students?

Students will benefit from earning an AS degree that prepares them to launch tech start-ups and generate new jobs that contribute to a growing digital economy ecosystem. The immediate employability of students who earn this degree will be high in Aberdeen, as our community is creating a digital economy ecosystem, and startups and employers will need employees with these skill sets. The learning outcomes in the AS Digital Entrepreneurship degree program grew out of conversations with existing employers in the region. New employers in the digital economy ecosystem will also benefit from a workforce with these skills.

Once employed, students may find their company is willing to help invest in them earning a BS in Management Information Systems as part of the company's efforts toward workforce development. Research in human relations demonstrates that employees with clear career paths and whose companies invest in their development contribute more.

³ South Dakota Board of Regents Policy Manual. Northern State University Mission Statement. <https://www.sdbor.edu/policy/documents/1-10-6.pdf>

⁴ <https://cdn.advocacy.sba.gov/wp-content/uploads/2021/08/17095726/Small-Business-Facts-Business-Owner-Wealth.pdf>

⁵ <https://cdn.advocacy.sba.gov/wp-content/uploads/2021/08/30143725/Small-Business-Economic-Profile-SD.pdf>

5. Program Proposal Rationale:

A. 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

B. What is the rationale for the curriculum?

Although entrepreneurship is a highly creative endeavor, research supports the notion that education and training can play an important role in supporting founders and business start-ups. Indeed, above and beyond the typical skills attributed to business success (such as creativity, problem-solving abilities, resilience, and so on), research has identified three categories of Academic Entrepreneurship Education critical to business success⁶: Technical Skills, Business Management Skills, Personal Entrepreneurship Skills.

This program aims to bring together the relevant coursework to support this notion.

The number of new startups in 2021 was the greatest on record⁷. According to the most recent United States Census survey data, over 5,300,000 business license applications were filed. Although the number of monthly business applications grew steadily from approximately 200,000 in 2012 to about 300,000 in 2019, after a short-term dip in early 2020, the number of new startups spiked above 500,000 per month later that same year. The number of new applications is still well above 400,000 per month as of February 2022. The Midwest is no exception to this nationwide trend. More businesses are being started today than at any time in history in the United States.

Given recent supply chain problems and global goods shortages, there has been much discussion regarding repatriation of manufacturing capability in the US. For example, the White House has recently announced a plan to help revitalize American manufacturing and to security supply chains in 2022⁸.

Given the confluence of these factors--1. The need for and usefulness of 21st Century Education, 2. The tremendous growth in new startups, and 3. Rethinking of manufacturing and supply chain management- we assert there is a need for this program.

No BOR institution offers an associate degree that combines coursework in information systems, business, and entrepreneurship.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards. *Complete the tables below and explain any unusual aspects of the proposed curriculum?*

⁶ Almahry, F. F., Sarea, A. M., & Hamdan, A. M. (2018). A review paper on entrepreneurship education and entrepreneurs' skills. *Journal of Entrepreneurship Education*, 21(2S), 1-7.

⁷ Business Formation Statistics, February 2022 - census.gov. (n.d.). Retrieved April 7, 2022, from https://www.census.gov/econ/bfs/pdf/bfs_current.pdf

⁸ The United States Government. (2022, February 24). The Biden Harris plan to revitalize American Manufacturing and secure critical supply chains in 2022. The White House. Retrieved April 7, 2022, from <https://www.whitehouse.gov/briefing-room/statements-releases/2022/02/24/the-biden-harris-plan-to-revitalize-american-manufacturing-and-secure-critical-supply-chains-in-2022/>

The AS in Digital Entrepreneurship stacks into Northern’s BS in Management Information Systems, which follows IS2020 Competency Model for Undergraduate Programs in Information Systems based on the model curriculum design, published by the Association for Computing Machinery (ACM), "the world's largest educational and scientific computing society."

D. Summary of the degree program (complete the following tables):

[Insert title of proposed program]	Credit Hours	Credit Hours	Percent
System General Education Requirements	24		
Subtotal, Degree Requirements		24	40%
Required Support Courses (not included above)			
Major Requirements	36		
Major Electives			
Subtotal, Program Requirements		36	60%
Free Electives		0	
<p style="text-align: right;">Degree Total</p> <p><i>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.</i></p>		60	100%

Major Requirements

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
IDL	190	First Year Seminar	2	No
MIS	325	Management information Systems	3	No
MIS/CSC	150	Computer Science I	3	No
MIS/CSC	210	Web Authoring (MIS 205 is being removed as a pre-requisite)	3	No
CSC	273	Spreadsheet Data Analysis	3	No
MIS	201	Application Software Instruction	3	No
MIS	385	Data Mining	3	No
ACCT	210	Principles of Accounting I	3	No
BADM	370	Marketing	3	No
BADM	378	Marketing for E-Commerce (BADM 370 is a pre-requisite)	3	No
BADM	336	Entrepreneurship I	3	No
BADM	438	Entrepreneurship II	3	No
MIS	494 or 498	Internship or Undergraduate Research/Scholarship or Approved MIS/CSC Coursework	1 (or more)	No

6. Student Outcomes and Demonstration of Individual Achievement

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, and must relate to the proposed assessments in B and C below. 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.

DIGITAL ENTREPRENEURSHIP (AS) Course Map	Required Courses												
KEY	IDL190 First Year Seminar	MIS325 Management Information Systems	MIS/CSC 150 Computer Science	MIS/CSC210 Web Authoring	CSC273 Spreadsheet Data Analysis	MIS201 Application Software Instruction	MIS385 Data Mining	ACCT210 Principles of Accounting I	BADM370 Marketing	BADM378 Marketing for E-Commerce	BADM336 Entrepreneurship I	BADM438 Entrepreneurship II	MIS494 Internship/UG Research/Scholarship/Approved Course
PLO 1: Integrative Learning: Design and develop effective digital presence using professional principles of web design				X		X				X			X
PLO 2: Information Literacy: Identify, locate, evaluate, and effectively use and convey information to address a business problem or opportunity	X	X			X		X	X	X	X			
PLO 3: Critical and Creative Thinking: Develop a marketing plan for an entrepreneurial venture that includes identifying the market; reaching the market; and keeping/increasing the market							X			X	X	X	
PLO 4: Inquiry and Analysis: Analyze existing system and design technology solutions appropriate to the goals of the organization										X			
PLO 5: Problem Solving: Learn the primary tasks and decisions that are required to turn an idea into a sound business opportunity			X					X			X	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.

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

No.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures (including national exams, externally evaluated portfolios, or student activities, etc.). What are the consequences for students who do not demonstrate mastery?

We have developed a curriculum map (see Appendix A) for the proposed program. This curriculum map identifies which courses will address each goal within the program's curriculum. An assessment plan will be developed that establishes the characteristics of course assignments that correspond with each program learning outcome. A rubric will be used to assess the level understanding of the program learning outcome. Following the SDBOR proficiency levels, we will use three levels of proficiency: below proficient, proficient, and exemplary. In order to demonstrate mastery, the student must be performing at the proficient or exemplary levels. Each program learning outcome will have 2-3 course assignments to measure the level of understanding. Once a year, the data will be collected and summarized to determine if there are areas in need of improvement and accompanying modifications (to the program and/or assessment plan for each learning outcome).

We are currently not planning on using any external measures to assess the program learning outcomes.

Students who are unable to demonstrate mastery of the learning outcomes will not graduate from the program.

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

Instructors will teach the courses using flexible, online teaching technologies including D2L, Panopto, Zoom, and HyFlex. The program serves both students looking for a flexible, online program and students looking for an on-campus, face to face experience.

8. 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 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.)

Developmental consultants were not used to assist in the development of the curriculum. The School of Business will seek program accreditation after the program has been in place for two years or has graduates, per ACBSP guidelines. The MIS faculty does follow the IS2020 Competency Model for Undergraduate Programs in Information Systems based on the model curriculum design, published by the Association for Computing Machinery (ACM), "the world's largest educational and scientific computing society."

9. 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). If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.

We are estimating the students who enroll in this program will be new to the university. In determining the estimates, we are using inquiry information collected by our admissions office that have been made over the past two years.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 23	FY 24	FY 25	FY 26
Students new to the university-On-Campus	1	3	3	3
Students new to the university-Off-Campus	1	2	2	2
Students from other university programs				
Continuing students-On-Campus		1	3	3
Continuing students-Off-Campus		1	2	2
=Total students in the program (fall)	2	7	10	10
Program credit hours (major courses)-On-Campus	15	63	99	99
Program credit hours (major courses)-Off- Campus	15	48	66	66
Graduates	0	2	5	5

*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.

10. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University’s plans concerning the accreditation of this program.

We plan to seek accreditation for this program by the Accreditation Council for Business Schools and Programs (ACBSP), which is the same accreditation that our current business programs are accredited. This is not a required accreditation although we feel it is important to ensure the success of the program.

11. 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, enter “None.”

None

12. 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 2022

	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)	Yes	015 Internet Asynchronous – Term Based Instruction 018 Internet Synchronous	Fall 2022
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 program 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.

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 major. Address off-campus or distance delivery separately. Complete Appendix B – Budget and briefly summarize to support Board staff analysis.

See attached.

Northern State University's existing faculty and courses will accommodate the students in this program. A portion of an existing faculty FTE's salary is listed in the budget. There are no new costs; simply reallocated costs.

14. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (place an "X" in the appropriate box)? If yes, explain.

Yes No

Explanation (if applicable):

15. New Course Approval: New courses required to implement the new undergraduate degree program 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 5D.
- 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.

AS in Digital Entrepreneurship Program Curriculum Map

DIGITAL ENTREPRENEURSHIP (AS) Course Map	Required Courses												
<u>KEY</u> (blank) = no coverage K = creates knowledge C = creates competency M = creates mastery	IDL190 First Year Seminar	MIS325 Management Information Systems	MIS/CSC 150 Computer Science I	MIS/CSC210 Web Authoring	CSC273 Spreadsheet Data Analysis	MIS201 Application Software Instruction	MIS385 Data Mining	ACCT210 Principles of Accounting I	BADM370 Marketing	BADM378 Marketing for E-Commerce	BADM336 Entrepreneurship I	BADM438 Entrepreneurship II	MIS494 Internship/UG Research/Scholarship/
PLO 1: Integrative Learning: Design and develop effective digital presence using professional principles of web design				X		X				X			X
PLO 2: Information Literacy: Identify, locate, evaluate, and effectively use and convey information to address a business problem or opportunity	X	X			X		X	X	X	X			
PLO 3: Critical and Creative Thinking: Develop a marketing plan for an entrepreneurial venture that includes identifying the market; reaching the market; and keeping/increasing the market							X			X	X	X	
PLO 4: Inquiry and Analysis: Analyze existing system and design technology solutions appropriate to the goals of the organization										X			
PLO 5: Problem Solving: Learn the primary tasks and decisions that are required to turn an idea into a sound business opportunity			X					X			X	X	X

Northern State University, Associate of Science in Digital Entrepreneurship

1. Assumptions

		1st FY22	2nd FY23	3rd FY24	4th FY25
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		2	7	10	10
Program FY cr hrs, On-Campus		15	63	99	99
Program FY cr hrs, Off-Campus		15	48	66	66
Faculty, Regular FTE	See p. 3	0.10	0.10	0.10	0.10
Faculty Salary & Benefits, average	See p. 3	\$86,425	\$86,425	\$86,425	\$86,425
Faculty, Adjunct - number of courses	See p. 3	0	0	0	0
Faculty, Adjunct - per course	See p. 3	\$1,000	\$1,000	\$1,000	\$1,000
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$8,470	\$8,470	\$8,470	\$8,470

2. Budget

<i>Salary & Benefits</i>					
Faculty, Regular		\$8,643	\$8,643	\$8,643	\$8,643
Faculty, Adjunct (rate x number of courses)		\$0	\$0	\$0	\$0
Other FTE		\$0	\$0	\$0	\$0
S&B Subtotal		\$8,643	\$8,643	\$8,643	\$8,643
<i>Operating Expenses</i>					
Travel		\$0	\$0	\$0	\$0
Contractual Services		\$0	\$0	\$0	\$0
Supplies & materials		\$0	\$0	\$0	\$0
Capital equipment		\$0	\$0	\$0	\$0
OE Subtotal		\$0	\$0	\$0	\$0
Total		\$8,643	\$8,643	\$8,643	\$8,643

3. Program Resources

Off-campus support tuition/hr, HEFF net	UG	\$300.94	\$300.94	\$300.94	\$300.94
Off-campus tuition revenue	hrs x amt	\$4,514	\$14,445	\$19,862	\$19,862
On-campus support tuition/hr, HEFF net	UG	\$215.32	\$215.32	\$215.32	\$215.32
On-campus tuition revenue	hrs x amt	\$3,230	\$13,565	\$21,317	\$21,317
Program fee, per cr hr (if any)	\$30.35	\$455	\$1,912	\$3,005	\$3,005
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
University redirections		\$0	\$0	\$0	\$0
Community/Employers		\$0	\$0	\$0	\$0
Grants/Donations/Other		\$0	\$0	\$0	\$0

Total Resources	\$8,199	\$29,922	\$44,183	\$44,183
Resources Over (Under) Budget	(\$444)	\$21,279	\$35,540	\$35,540

Provide a summary of the program costs and resources in the new program proposal.

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$68,000	\$0
University's variable benefits rate (see below)	0.1464	0.1464
Variable benefits	\$9,955	\$0
Health insurance/FTE, FY18	\$8,470	\$8,470
<i>Average S&B</i>	\$86,425	\$8,470

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

We are not including any faculty salary for this program as the courses are already being offered by the university and are included in other programs within the School of Business.

Explain adjunct faculty costs used in table:

N/A

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

N/A

Summarize the operating expenses shown in the table:

We do not expect to incur any additional operating expenses.

Summarize resources available to support the new program (redirection, donations, grants, etc).

These classes are already offered by the university and included in other programs within the School of Business.

State-support: Change cell on page 1 to use the UG or GR net amount.

Off-Campus Tuition, HEFF & Net	FY19 Rate	HEFF	Net	
Undergraduate	\$340.05	\$39.11	\$300.94	<i>Change cell on page 1</i>
Graduate	\$450.90	\$51.85	\$399.05	<i>to point to your net</i>
Externally Supported	\$40.00			

State-support: Change cell on page 1 to use the UG or GR net amount for your university.

On-Campus Tuition, HEFF & Net	FY19 Rate	HEFF	Net	
UG Resident - DSU, NSU	\$243.30	\$27.98	\$215.32	<i>Change cell on page 1</i>
UG Resident - SDSU, USD	\$248.35	\$28.56	\$219.79	
UG Resident - BHSU	\$254.20	\$29.23	\$224.97	<i>to point to your net</i>
UG Resident - SDSMT	\$249.70	\$28.72	\$220.98	
GR Resident - DSU, NSU	\$319.40	\$36.73	\$282.67	<i>Change cell on page 1</i>
GR Resident - SDSU, USD	\$326.05	\$37.50	\$288.55	
GR Resident - BHSU	\$328.20	\$37.74	\$290.46	<i>to point to your net</i>
GR Resident - SDSMT	\$324.85	\$37.36	\$287.49	
UG Nonresident - DSU, NSU	\$342.40	\$39.38	\$303.02	<i>Change cell on page 1</i>
UG Nonresident - BHSU	\$355.70	\$40.91	\$314.79	<i>to point to your net</i>
UG Nonresident - SDSU, USD	\$360.50	\$41.46	\$319.04	
UG Nonresident - SDSMT	\$391.10	\$44.98	\$346.12	
x GR Nonresident - DSU, NSU	\$596.30	\$68.57	\$527.73	<i>Change cell on page 1</i>
x GR Nonresident - BHSU	\$612.40	\$70.43	\$541.97	<i>to point to your net</i>
x GR Nonresident - SDSU, USD	\$626.85	\$72.09	\$554.76	
x GR Nonresident - SDSMT	\$652.00	\$74.98	\$577.02	
UG Sioux Falls Associate Degree	\$275.40	\$31.67	\$243.73	<i>Change cell on page 1 to point to your net</i>

Variable Benefits Rates

University	FY19	
BHSU	14.64%	<i>Change the benefits rate cell in the table on page 2 to point to the rate for your university.</i>
DSU	14.36%	
NSU	14.31%	
SDSM&T	14.20%	
SDSU	14.38%	
USD	14.34%	