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

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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	DSU - Dakota State University
Degree	B : Bachelor
Name of Major	X999 : New Major Requested **Financial Technology (FinTech)**
Specialization Required?	*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	8I : DSU Business & Info Systems/DBUS : Business
Planned CIP Code	30.7104
WICHE WRRGP Eligibility	No

Program Description

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

The Bachelor of Science in Financial Technology integrates finance, data analytics, and emerging technologies to prepare students for the rapidly evolving digital finance industry. Students learn how to apply blockchain, artificial intelligence, and cybersecurity principles to financial systems, payments, and investments. The program emphasizes innovation, ethical decision-making, and regulatory awareness in global markets. Graduates are prepared for careers in banking technology, data analytics, blockchain development, financial consulting, and fintech startups—or for advanced study in finance or information systems.

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.

Establishing a STEM-designated Bachelor of Science in Financial Technology (FinTech) directly supports Dakota State University's mission to prepare graduates who are leaders in the application of technology across disciplines. The program exemplifies DSU's commitment to cyber-savvy, data-driven, and innovation-focused education by integrating finance, data analytics, artificial intelligence, blockchain, and cybersecurity into a cohesive and forward-looking curriculum. This distinctive, STEM-aligned approach differentiates DSU's program from traditional business offerings across the state and region, strengthening the university's position as a hub for digital finance education and workforce development.

Aligned with SDCL §13-59, the program advances South Dakota's economic and workforce priorities by offering academic experiences that promote technological advancement, professional readiness, and industry innovation in high-demand fields. The FinTech degree prepares students for emerging careers in digital banking, blockchain applications, data-driven finance, and financial compliance, addressing the state's growing need for professionals who understand both financial systems and technology infrastructure.

The program aligns closely with DSU's strategic plan, advancing institutional priorities to:

- Expand technology-infused business education and foster cross-disciplinary innovation.
- Strengthen industry partnerships and experiential learning through internships and applied research.
- Support workforce development and entrepreneurial activity in South Dakota's financial and technology sectors.

Within DSU's existing academic program array, FinTech extends the university's strong foundations in Accounting, Finance, Business Analytics, Computer Information Systems, and Computer Sciences. It complements DSU's recognized leadership in cybersecurity and data analytics while adding a specialized dimension focused on financial applications and digital transformation.

Consistent with Board of Regents Policy 1:2:2, the proposed program supports the system's strategic priorities by promoting academic excellence, innovation, and responsiveness to workforce needs. The STEM-designated Bachelor of Science in Financial Technology reinforces DSU's identity as South Dakota's technology-focused university, ensuring that graduates are prepared to lead in the evolving STEM-driven digital economy where business, analytics, and technology intersect.

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

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

The South Dakota Board of Regents (SDBOR) has consistently emphasized the importance of expanding STEM-related programs to strengthen the state's economy, foster innovation, and meet evolving workforce demands. This commitment is reflected in the SDBOR Strategic Plan 2022–2027, which prioritizes academic excellence, student success, and workforce alignment in high-growth, technology-driven fields. Establishing a STEM-designated Bachelor of Science in Financial Technology (FinTech) directly supports these system-wide goals by integrating finance, data analytics, and computing—three core areas central to South Dakota's growing financial services and cybersecurity ecosystems.

Student Success: The FinTech program equips students with cutting-edge, technology-driven knowledge in areas such as blockchain, artificial intelligence, and data analytics as applied to finance. The program equips students with technology-driven knowledge in blockchain, artificial intelligence, and data analytics applied to finance. Using a dedicated FinTech lab, students will gain hands-on experience with digital finance platforms, simulation tools, and cybersecurity applications—ensuring that experiential learning becomes a core component of the student experience. These applied skills prepare graduates to analyze complex financial data, adapt to emerging technologies, and thrive in a rapidly evolving digital economy—directly supporting the BOR goal of preparing students for high-demand, future-focused careers.

Academic Excellence: FinTech strengthens DSU's technology-infused curriculum by combining rigorous finance foundations with applied computing and cybersecurity. This interdisciplinary approach exemplifies DSU's commitment to innovation and continuous improvement in teaching and learning, aligning directly with the BOR priority of academic excellence in STEM education.

Research and Innovation: The program advances innovation through applied research in digital finance, blockchain security, and AI-enabled financial analytics. Faculty and students will engage in problem-solving that supports South Dakota's fintech and cybersecurity ecosystems, contributing to the BOR priority of fostering discovery and research that serve the public good and enhance the state's competitive position in STEM-driven industries.

Economic Development and Community Engagement: By preparing graduates for roles in digital banking, financial analytics, compliance technology, and fintech entrepreneurship, the program directly supports South Dakota's workforce and business development goals. Collaboration with financial institutions, state agencies, and technology firms reinforces the BOR's mission to connect higher education to economic vitality and regional competitiveness.

In summary, the FinTech program embodies the Board's vision of a future-ready South Dakota by producing graduates who can lead at the intersection of finance, technology, and innovation.

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.

No, Dakota State University is already approved to offer the Bachelor of Science degree. No other information is needed here.

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	No		

	Yes/No	Delivery Method(s)	Intended Start Date
Distance Delivery	Yes	Online - asynchronous	Fall 2026

	Yes/No	Identify Institutions
Does another BOR institution already have authorization to offer the program online?	No	

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

Asynchronous : Students are not required to attend the course at a specific time or location.

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

- Students will analyze complex financial datasets, evaluate digital financial systems, and apply quantitative methods to assess financial risk, investment performance, and emerging fintech models.
- Students will evaluate emerging financial technologies and design innovative solutions to financial challenges using interdisciplinary reasoning across finance, computing, and analytics.
- Students will locate, evaluate, and ethically use financial, regulatory, and technological information to support data-driven decision-making.
- Students will integrate finance, computer science, and data analytics to develop and present a functional FinTech solution.

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	Students will analyze complex financial datasets, evaluate digital financial systems, and apply quantitative methods to assess financial risk, investment performance, and emerging fintech models.
Critical and Creative Thinking	Students will evaluate emerging financial technologies and design innovative solutions to financial challenges using interdisciplinary reasoning across finance, computing, and analytics.
Information Literacy	Students will locate, evaluate, and ethically use financial, regulatory, and technological information to support data-driven decision-making.
Teamwork	
Problem Solving	
Civic Knowledge and Engagement	
Intercultural Knowledge	
Ethical Reasoning	
Foundational Lifelong Learning Skills	
Integrative Learning	Students will integrate finance, Information systems, and data analytics to develop and present a functional FinTech solution.

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	15	
Major Requirements	48	
Major Electives	0	
Subtotal - Program Requirements	63	%
Free Electives	27	
Subtotal - Free Electives	27	%
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 peer institutions are identified and referenced to develop the curriculum for this program:

a. University of Wisconsin Whitewater (Whitewater, WI)
The major is primarily Finance, with a concentration in Financial Technology — not a standalone "BS in FinTech" but very close. It's within the Wisconsin system, hence somewhat regionally relevant.

b. Creighton University: Bachelor of Science in Business Administration in Finance & Technology.
https://www.creighton.edu/academics/programs/finance-technology

c. Augustana University. Fintech Program by Pathward™, which is a program [YC1.1]supported by several corporate organizations in Sioux Falls, South Dakota, including Pathward Inc.
https://www.augie.edu/academics/undergraduate-programs/augustana-university-fintech-program-pathwardtm

Because there is no standalone, discipline-specific accrediting body for FinTech programs, this program will pursue an ACBSP accreditation. https://acbsp.org/page/accreditation-standards

14. What program accreditation is available, if any?

The BS in FinTech could be considered for accreditation as part of the existing ACBSP accreditation for the university's business programs.

The program will pursue inclusion under the university's ACBSP accreditation once the degree is implemented and meets eligibility standards. While ACBSP alignment will guide program quality and assessment, accreditation is secondary to the initial focus on curriculum development that ensures the program meets industry and workforce needs in financial technology.

15. Will the proposed program pursue accreditation or certifications?

Yes

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

ACBSP, no additional costs are anticipated.

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.

No

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

High Impact Practices	Included
Capstone courses and projects	Yes
Collaborative assignments and projects	Yes
Common intellectual experiences	No
Diversity/global learning	No
ePortfolios	No
First year experiences	No
Internships	Yes
Learning communities	No
Service learning, community-based learning	
Writing intensive courses	No
Undergraduate research	

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…").

The proposed B.S. in Financial Technology (FinTech) intentionally embeds multiple High-Impact Practices (HIPs) to promote applied learning, professional preparation, and integrative skill development. The program incorporates three primary HIPs: Internships, Capstone Courses and Projects, and Collaborative Assignments and Projects.

a. Internship (Required – Senior Year)
Students will be required to complete a supervised internship (BADM 494, CIS 494, or CSC equivalent) during their senior year. This experience provides direct engagement with financial institutions, fintech vendors, cybersecurity firms, analytics teams, or regulatory organizations. The internship enables students to apply classroom knowledge in finance, data analytics, artificial intelligence, and cybersecurity within real-world professional environments. Students develop technical competencies, professional communication skills, regulatory awareness, and workplace readiness. The internship serves as a structured bridge between academic preparation and employment and is a required component of the degree.

b. Capstone Course and Project (Required – Final Semester)
Students will be required to complete BADM 484: Strategic Financial Technology during their final semester. In this course, interdisciplinary student teams or individual design and develop a fintech solution/proof of concept that integrates financial modeling, analytics, AI tools, database systems, and cybersecurity principles. Deliverables include a technical product, business case analysis, documentation, and formal presentation. The capstone represents a culminating integrative learning experience and requires students to synthesize knowledge from across the curriculum.

c. Collaborative Assignments and Projects (Embedded Throughout Program – Required in Multiple Courses)
Collaborative learning is embedded across the curriculum beginning in the sophomore and junior years. Courses such as BADM 420 (Financial Technology), CIS 368 (Predictive Analytics), CIS 470 Strategic and Application of AI in Organizations require projects involving financial data analysis, and AI model development. These structured group assignments develop teamwork, communication, interdisciplinary problem-solving, and project management skills. Collaborative work is a required component of multiple core courses and prepares students for the team-based capstone and internship experiences.

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
Analyze financial datasets and evaluate digital financial systems using quantitative methods	CIS 368	Predictive analytics project using real financial dataset
Design innovative fintech solutions integrating finance and technology	BADM 420	FinTech solution proposal & prototype design
Locate, evaluate, and ethically use financial and regulatory data sources	CIS 474	Data sourcing, cleaning, and documentation report
Integrate finance, analytics, and Information systems to deliver a functional fintech solution.	BADM 484	Working solutions + technical documentation + presentation

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.

Graduate outcomes for the B.S. in Financial Technology will be assessed through multiple direct and indirect measures. The primary metric will be employment and placement rates within six months of graduation, tracked through career services data, graduate exit surveys, and employer verification. The program will also monitor internship-to-employment conversion rates, as internships are a required component and serve as a pipeline to full-time positions in banking, fintech, analytics, and cybersecurity roles.

Additional measures will include graduate school acceptance rates, employer satisfaction surveys, and alumni surveys conducted one and three years after graduation to evaluate career progression and program relevance. Although the program does not require licensure, attainment of relevant professional certifications will be tracked when applicable. Together, these indicators will provide evidence of workforce alignment and graduate success.

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.***

There are currently no undergraduate majors in Financial Technology (FinTech) within the South Dakota Board of Regents (BOR) system. While traditional Finance programs are offered at several BOR institutions, including Dakota State University, these programs differ fundamentally in scope, structure, and learning outcomes from the proposed B.S. in Financial Technology.

Existing Finance majors emphasize financial theory, corporate finance, investments, financial markets, and managerial decision-making within a business-school framework. Technology exposure in these programs is generally limited to the use of analytical tools rather than the design, development, and security of financial systems. As a result, traditional Finance programs primarily prepare students for roles focused on financial analysis and management rather than technology-driven financial innovation.

In contrast, the proposed B.S. in Financial Technology is a STEM-designated, interdisciplinary program that integrates finance, computer science/cybersecurity, and data analytics/artificial intelligence as co-equal components. The program requires substantial coursework in programming, systems analysis, databases, cybersecurity, predictive analytics, machine learning, and AI applications—areas that are not core requirements in existing Finance programs within the BOR system.
The FinTech curriculum focuses on how modern financial systems are built, secured, and analyzed, including digital banking platforms, AI-enabled credit and fraud models, regulatory technology, and financial data infrastructures. A required FinTech capstone further distinguishes the program by requiring students to develop an integrated, technology-driven financial solution that combines finance, analytics, and computing.

Accordingly, the proposed FinTech major serves a distinct student population seeking technically oriented careers in financial services, such as financial data analytics, digital banking, cybersecurity risk management, and fintech product development. Students interested in traditional finance careers would continue to pursue existing Finance majors.
In summary, because no BOR institution currently offers an undergraduate FinTech major, and because the proposed program is STEM-oriented and substantively different from existing Finance programs, the B.S. in Financial Technology does not duplicate existing offerings but instead fills a clear curricular and workforce gap within the BOR system.

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

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

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

Augustana University (Sioux Falls, SD); BA in Financial Technology - started program in 2023
https://www.augie.edu/academics/undergraduate-programs/augustana-university-fintech-program-pathwardtm

Creighton University (Omaha, NE); BS in Business Administration FinTech - started program in 2025
https://www.creighton.edu/academics/programs/finance-technology

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

There is clear evidence of unmet student demand for a Financial Technology (FinTech) program within South Dakota and the surrounding region. Currently, no South Dakota Board of Regents (SDBOR) institution offers a FinTech major, and Augustana University is the only university in the state with a program explicitly focused on Financial Technology. The lack of options at public institutions leaves interested students—particularly those seeking a technology-infused finance degree—without an in-state, public alternative.

Nationally, enrollment in FinTech and related interdisciplinary business-technology programs has grown significantly, driven by the digital transformation of the financial industry and the rise of blockchain, AI-driven analytics, and digital payment systems. Regional employers, including banks, credit unions, and technology firms, increasingly seek graduates with combined finance and data-analytics competencies.

- At D'Amore McKim School of Business (northeastern U.S.), student enrollment in FinTech-related courses increased by 62 % between 2021 and 2023; the number of undergraduates choosing the FinTech concentration increased by 133 % in the same period. https://damore-mckim.northeastern.edu/fintech/?highlight=fintech
- A report by EAB found that FinTech job-postings grew 3.5 times faster than the broader U.S. job market in 2021 (7% market growth vs. ~2%) indicating strong labor demand for FinTech skills. (https://eab.com/resources/research-report/rise-of-fintech/)
- According to various industry analyses: the U.S. FinTech market is projected to grow from USD 58.01 billion in 2025 to USD 118.77 billion in 2030 — a compound annual growth rate (CAGR) of approximately 15.4%. https://www.mordorintelligence.com/industry-reports/global-fintech-market

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?

The proposed FinTech program would attract new students—both those who might otherwise leave the state for such programs and those drawn to a curriculum that integrates business, analytics, and technology. It complements rather than competes with existing Finance or Computer Science programs by preparing graduates for emerging hybrid careers such as financial data analyst, digital banking specialist, or blockchain compliance officer. It is possible some students in the BBA Finance program may change to the BS in Financial Technology, but enrollment in the BBA Finance is strong enough that it should not be harmful from a program productivity perspective.

This combination of regional program gaps, national enrollment trends, and workforce demand provides strong evidence of unmet student interest and supports the creation of a FinTech degree within the SDBOR system.

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.

- For "Financial Analysts" (U.S., SOC 13-2051): employment is projected to grow by 6% from 2024 to 2034 (from about 429,000 to 454,000 jobs), with about 29,900 openings per year. Bureau of Labor Statistics: https://www.bls.gov/ooh/business-and-financial/financial-analysts.htm

- For "Financial Risk Specialists" (U.S., SOC 13-2054): employment projected growth of 6% from 2024 to 2034, with about 4,800 job openings. O-Net: https://www.onetonline.org/link/summary/13-2054.00

- Labor market evidence indicates strong and sustained growth in occupations that underpin Financial Technology (FinTech) at both the state and national levels. According to the South Dakota Labor Market Information Center's 2024 Workforce Report, total employment in South Dakota is projected to grow 7.7% from 2022 to 2032, well above the national growth rate of 2.8%. Growth is especially concentrated in Professional, Scientific, and Technical Services, a sector closely aligned with FinTech, which is projected to grow 15.2% statewide.(Source: https://dlr.sd.gov/lmic/publications/labor_market_reports/workforce_report_2024.pdf)

- At the occupational level, South Dakota projections show rapid expansion in technology-driven roles essential to FinTech. Data Scientists are projected to grow 40.5%, and Information Security Analysts are projected to grow 37.8% from 2022 to 2032—among the fastest-growing occupations in the state. These roles directly support key FinTech functions such as fraud detection, credit and risk modeling, cybersecurity, data privacy, and regulatory compliance. (Source: https://dlr.sd.gov/lmic/publications/labor_market_reports/workforce_report_2024.pdf)

Collectively, these trends indicate that FinTech growth is driven by increasing demand for finance professionals with strong analytics, AI, and cybersecurity skills, supporting the need for a STEM-designated FinTech program in South Dakota.

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

Because "FinTech" is a relatively new field, many roles are still embedded within existing SOC (Standard Occupational Classification) codes like "Financial Analysts," "Software Developers," or "Information Security Analysts," making it difficult to isolate FinTech growth.

Job-listing evidence: There are current FinTech-branded positions in South Dakota (e.g., "Fintech Sales," "Director Head of Fintech Lending Sales" in Sioux Falls) showing demand for FinTech-type roles. Indeed: https://www.indeed.com/q-fintech-sales-l-south-dakota-jobs.html

Industry data: The South Dakota Governor's Office of Economic Development lists Financial Services as one of the state's growing key industries, emphasizing digital transformation and financial innovation—though not broken out into FinTech specifically. South Dakota GOED: https://sdgoed.com/key-industries/financial-services/

Company-specific growth: A South Dakota-based FinTech company has reported 627 % growth since 2014, demonstrating strong expansion and investment in the state's FinTech sector. SiouxFalls.Business: https://siouxfalls.business/under-the-radar-fintech-company-charts-fast-growth/

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

Graduates of a Financial Technology (FinTech) program can expect competitive salaries that reflect strong workforce demand for professionals skilled in finance, data analytics, and emerging technologies.

In South Dakota, FinTech-related positions demonstrate solid earning potential. According to ZipRecruiter, the average FinTech salary statewide is approximately $115,727 per year (https://www.ziprecruiter.com/Salaries/Fintech-Salary--in-South-Dakota).

SalaryExpert reports that a FinTech Analyst in Sioux Falls earns an average of $77,572 annually, with entry-level positions around $54,901 and experienced professionals reaching $96,215 (https://www.salaryexpert.com/salary/job/fintech-analyst/united-states/south-dakota/sioux-falls). Salary.com provides a comparable range, indicating an average of $62,664 per year for FinTech analysts in the state (https://www.salary.com/research/salary/hiring/fintech-analyst-salary/sd).

At the national level, compensation is significantly higher. Talent.com reports an average FinTech salary of $136,013 per year across the United States (https://www.talent.com/salary?job=fintech). Glassdoor estimates total average pay for FinTech roles at $188,103 per year (https://www.glassdoor.com/Salaries/fintech-salary-SRCH_KO0%2C7.htm). The University of Wisconsin Extended Campus notes that FinTech professionals earn on average $130,000 annually, with entry-level salaries around $94,135 and top earners exceeding $185,000 (https://uwex.wisconsin.edu/stories-news/how-much-is-a-fintech-salary/).

Overall, these data indicate that South Dakota FinTech graduates will enter a market with strong wage potential, while nationally, the field offers above-average earnings for business and technology professionals. The combination of financial and digital expertise positions graduates for sustained career growth and competitive salaries within the evolving financial services sector.

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...

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)
University of Utah	UT : Utah	Finance Major with FinTech Emphasis	19	27
Arizona State University	AZ : Arizona	BS Financial Technology	0	436
Creighton University	NE : Nebraska	BS Business Admin		91

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

Interest in the FinTech minor provides an early indicator of potential demand for the proposed FinTech major. Although the minor is newly established, initial enrollment and student feedback suggest curiosity and enthusiasm for the intersection of finance and technology. While current enrollment numbers in the FinTech minor are too small to draw statistically significant conclusions, early trends offer meaningful insight into program reach and diversity. Among the current cohort of three students (two juniors and one freshman, all from DSU's Beacom College of Computing and Cyber Sciences), one is female. Early female enrollment signals growing interest and inclusivity within the FinTech program—especially notable in a field that has been historically male-dominated.

The presence of these students also demonstrates early cross-college engagement, as FinTech connects business and computing disciplines within the university. This connection is further supported by strong student interest in finance, with the BBA in Finance holding the second highest enrollment among all BBA specializations at DSU. Together, these trends suggest a solid foundation for continued growth, as students seek opportunities that combine financial expertise with emerging technologies such as data analytics, blockchain, and digital payments.

Conversations with business, computer science, and data analytics students at Dakota State University indicate growing interest in the intersection of finance and technology. Many business and finance majors have expressed curiosity about the technologies transforming financial services—such as digital payments, blockchain, and artificial intelligence in investing. Likewise, students in the Computer Science program are introduced to high-frequency trading algorithms and data-driven decision models, sparking interest in applying their technical skills to financial markets. Data Analytics majors have similarly shown enthusiasm for using predictive analytics, machine learning, and visualization tools to analyze financial securities.

These cross-disciplinary interests suggest a strong potential student base for a FinTech major that bridges DSU's strengths in business, finance, and technology. Additionally, faculty advising sessions, internship feedback, and discussions during Delta Mu Delta and career development events have reflected increased student awareness of FinTech career opportunities in South Dakota's expanding financial services and digital innovation sectors.

The proposed Bachelor of Science in Financial Technology program directly responds to this demonstrated student interest, providing a structured pathway for those eager to combine business acumen with technical expertise.

Enrollment

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

Students enrolling in the Bachelor of Science in Financial Technology program are expected to be primarily new to the university, though the program will also attract interest from current DSU students through stackable pathways. The FinTech major complements existing programs in Business, Computer Science, and Data Analytics, allowing students to apply previously earned credits or certificates toward this degree.

Given the program's interdisciplinary nature, some students may transition from related majors—particularly those seeking a stronger integration of finance and technology skills for emerging roles in digital banking, blockchain development, or data-driven financial analysis. However, the primary enrollment growth is expected to come from new student recruitment, leveraging DSU's reputation in technology-infused education and its established strengths in cybersecurity and analytics.

This dual approach—welcoming new students while offering stackable options for current learners—supports both enrollment growth and academic flexibility, aligning with DSU's mission to prepare graduates for future-ready careers in technology and finance.

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?

The program is expected to meet productivity requirements with a minimum of approximately 7 graduates per year, consistent with South Dakota Board of Regents thresholds. The projected enrollment pattern—reaching approximately 47 total students by Year 6—indicates that the program will exceed this minimum.

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

Initial enrollment in the Financial Technology (FinTech) program is expected to begin modestly, with approximately 3-5 students in the first year as the program gains visibility and marketing efforts begin. Growth is projected to occur steadily as students learn about the program's alignment with high-demand career opportunities in finance, analytics, and technology.

By year six, enrollment is expected to reach approximately 30-40 students, representing a balanced mix of new first-year students and those pursuing the program as part of a stackable pathway from related areas such as Business Administration, Finance, or Information Systems.

This projection aligns with DSU's enrollment trends for other emerging interdisciplinary programs that integrate business and technology, which typically grow gradually as awareness and industry partnerships strengthen. The FinTech degree is anticipated to attract a consistent pipeline of students interested in the intersection of financial services and digital innovation, supporting both institutional enrollment goals and statewide workforce development priorities.

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

If enrollment in the Financial Technology program does not meet Year 3 expectations, the university will implement several strategies to strengthen recruitment and stabilize enrollment. DSU will expand targeted outreach and pursue formal articulation agreements to create clearer and more attractive transfer pathways. Course rotations may be adjusted to optimize faculty workload while ensuring that students continue to make timely progress toward degree completion. In addition, DSU will broaden its marketing efforts to emphasize the university's unique status as the only public institution in South Dakota offering an undergraduate FinTech

degree and will work closely with industry partners to highlight internship placements and emerging career opportunities. Together, these actions will support the program's ability to scale responsibly while maintaining student support and financial sustainability.

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 recruitment strategy will emphasize DSU's distinctive position as the only South Dakota public university offering this degree. Marketing initiatives will highlight:

- Articulation pathways SD technical colleges to support seamless transfer into upper-division finance and technology coursework.
- DSU's reputation in technology, cybersecurity, and finance, reinforcing the relevance of FinTech to the institution's mission.
- The program's applied-learning structure includes a capstone.
- Career opportunities in Financial Technology are supported by national and regional labor data.
- Engagement with employers who have expressed demand for financial technology skill sets.
- Recruitment will also leverage presentations at regional high schools, DSU Discover Days, and digital outreach targeting students interested in technology, business, finance and cybersecurity innovation.

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	40203	120610	209057	297505	353789	377911
Program Expenses						
NET	40203	120610	209057	297505	353789	377911
Other Supporting Revenues	4635	13905	24102	34299	40788	43569
NET (Other)	44838	134515	233159	331804	394577	421480

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.

There are no new instructional costs anticipated for this program. All the courses in the major are currently offered and on course rotation. We are anticipating 12 new students per year at year 5 of the program and there is sufficient room in the courses that the current projected enrollment numbers will be sufficient. However, if enrollment grows more rapidly, then additional sections in certain courses may need to be offered. We would hire adjuncts to teach some of the lower-level courses to cover that increase need.

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

No new faculty are being requested.

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?	No
Explanation	

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	Medium	Medium	Increase marketing

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
	1/1/1970

Enrollment Management, Vice President	Date
	4/14/2026

Amy S. Crissinger