



South Dakota Board of  
**Technical Education**

April 7, 2022

Southeast Technical College  
2320 N Career Ave  
Sioux Falls, SD 57107

**RE: Approval of Southeast Technical College's Proposed Diploma in Risk and Investment Management**

To whom it may concern:

After review, the executive director has approved Southeast Technical College's Non-Substantive Program Application for a Diploma in Risk and Investment Management. Per Board Policy 303.3, the receipt of this letter completes the South Dakota Board of Technical Education's approval process, and the technical college may proceed with program implementation.

The Board of Technical Education's approval is valid for three years upon the date of this letter. If a technical college does not implement an approved program within three years, approval is terminated.

A technical college must update the program's profile in the Board of Technical Education's Academic Program Database by June 30 prior to the year in which students are first enrolled or at least 30 days prior to enrolling students, whichever is first.

Sincerely,

A handwritten signature in black ink that reads "Scott DesLauriers". The signature is written in a cursive, flowing style.

Scott DesLauriers  
Deputy Director  
South Dakota Board of Technical Education  
800 Governors Drive  
Pierre, SD 57006  
Scott.DesLauriers@state.sd.us  
(605) 295-7033

**PROGRAM DESCRIPTION**

Institution	Southeast Technical College
Program Identifier Code (If applicable)	RIM
Program Title	Risk and Investment Management
Program Award Level:	<input type="checkbox"/> Short-Term Certificate <input type="checkbox"/> Long-Term Certificate <input checked="" type="checkbox"/> Diploma <input type="checkbox"/> Associate of Applied Science <input type="checkbox"/> Associate of Applied Science Option
CIP Code (6 Digit)	52.0803
Projected Implementation Date	8/22/2022
Approved Parent Program Title (If applicable)	Business Administration
Approved Parent Program Identifier Code (If applicable)	52.0101
Location	<input checked="" type="checkbox"/> Main Campus <input type="checkbox"/> Other:

**SUMMARY**

Type of Non-Substantive Change	<input type="checkbox"/> Program created using subset of existing courses (B.1.1) <input type="checkbox"/> Creation of associate of applied science option (B.1.2) <input type="checkbox"/> Consolidation of existing programs (B.1.3) <input checked="" type="checkbox"/> Program award level change (B.1.4) <input type="checkbox"/> Other:
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Describe the change the institution is seeking approval of.

Southeast Technical College (STC) has identified the need for a Risk and Investment Management-focused program in South Dakota to meet the needs of local businesses experiencing a shortage in the labor force. STC has the physical space and personnel to accommodate this academic program. STC has also solicited input and advice from our industry partners regarding the program design and delivery models. The following proposal addresses the Risk and Investment Management diploma's redesign, evaluation, and implementation.

STC previously offered an AAS in Business Administration: Insurance Emphasis and an AAS in Business Administration: Finance Emphasis. Based on industry feedback and the value of stackable credentials, STC is seeking approval to combine and offer these emphases through a diploma that is fully embedded into the Business Administration AAS. Industry has indicated that graduates are employable with an earned diploma.

This embedded diploma is designed to develop the student's general employability by improving their work attitudes, communication, critical thinking, technical skills, problem-solving skills, and occupation-specific skills relative to insurance and investments. The program content is broad-based to reflect the cross-functional relationships prevalent in risk management, insurance, and investments. Emphasis is placed on understanding the concept of risk, insurance sales, insurance products/policies, customer service, and providing the right coverage for the amount of risk exposure. Students are exposed to related business practices such as standard operating procedures, planning, organizing, customer service, property and casualty rules, personal insurance rules, and risk management theory. This program prepares students for employment in roles such as customer service representatives, insurance office assistants, account managers, personal line agents, claims adjusters, and risk analysts. The curriculum includes an internship opportunity.

## CRITERION 2: DEMAND

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The program leads to meaningful employment, adequate student enrollment, and/or fulfills needs not being met by existing education and training providers.

- 2.1. The program leads to high-wage occupations that have an average/mean wage greater than the median wage across all occupations.
- 2.2. The program leads to high-demand occupations that have project annual openings (a measure of demand for workers) greater than the average across all occupations or is shown as an economic and/or labor market emerging field for the state of South Dakota and its regions.
- 2.3. The program's student enrollment is adequate to justify program existence.
- 2.4. The program fulfills a demand not being met by existing education and training providers in the region and/or state.

2.1. Describe the wage projections for occupations associated with the proposed program by completing Appendix 2.A.

2.2. Describe the demand projections for occupations associated with the proposed program.

A. Complete Appendix 2.A.

B. If an emerging field for the state of South Dakota, describe the field. Letter(s) of support, detailing demand, should be attached as appendices.

2.3. Describe projected student enrollment for the proposed program by completing Appendix 2.B.

2.4. Describe how the proposed program fulfills a demand not being met by existing education and training providers in the region and/or state.

A. Identify closely related program(s) that currently exist at other public higher education institutions in the system or state. If none, write "None."

- None

B. If applicable: Describe the ways in which the demand is not currently being met by the aforementioned program(s) and provide justification as to why the program should be approved by addressing the following conditions that warrant duplication ([BP 303.2](#)). Select all that apply.

- Unmet Demand (C.5.1.1)  
 Industry Partnership (C.5.1.2)

- Increases Student Access (C.5.1.3)  
 Other:

I. For each condition selected above, provide a brief justification.

Increases Student Access: At present, the Rick Management and Investment industry in the Sioux Falls region is experiencing a need for highly qualified generalists and entry level staff to assist with meeting the needs of local businesses who are experiencing a shortage in the labor force. These individuals assist with a variety of task depending on the area of focus. This Diploma option will also provide access to stackable education opportunities for students who are interested in a business career field as the diploma is embedded in our Business Administration AAS that can be the foundation to the bachelor's degree.

Unmet Demand: The South Dakota Department of Labor is reporting an increase of 445 positions in the insurance industry from 2018 to 2028. This demand for additional employees is met with an increasing number of retirements. Industry representatives from multiple agencies approached Southeast Tech about the workforce conundrum. Following a sector breakfast regarding the trends and needs of the industry, a working group was formed to inform the redevelopment of the existing Insurance and Finance emphasis options within the Business Administration AAS. This group has met four times since September 2021. The result of the collaboration between Southeast Tech personnel and the industry representatives is the Risk and Investment Management diploma.

### CRITERION 3: DESIGN

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The program's learning assessment strategy, program of study, and delivery methods are designed to provide students with the necessary competencies, as demonstrated through program learning outcomes.

- 3.1. The program is aligned to competencies, as demonstrated through program learning outcomes, that are developed with and continually validated by relevant stakeholders.
- 3.2. The program has a learning assessment strategy to validate student mastery of the program learning outcomes.
- 3.3. The program has an integrated program of study designed to develop and reinforce the program learning outcomes.
- 3.4. The program, when appropriate, includes a work-based learning component that develops and reinforces the program learning outcomes.
- 3.5. The program, when appropriate, offers flexible delivery methods to increase student access.

3.0. Describe the proposed program's alignment with the program award level requirements established in [BP 301.1](#).

A. Does the program align with the requirements?

- Yes  
 No (Requesting Exemption)

B. If no: Provide a detailed rationale for program exemption. Specify which requirement(s) in BP 301.1 are not met; cite specific policy sections (e.g., B.3.4), when appropriate. If external organizations are involved (accreditation, regulatory, licensure, etc.), reference the organization name(s), specific requirements (including citations), and a justification for why the exemption should be approved.

3.1. Describe the program learning outcomes.

A. Provide a list of program learning outcomes for each proposed award level. Learning outcomes should be specific to the program.

**Technical Outcome:**

- Recommend appropriate coverage based on risk exposure.

**Problem Solving/Critical Thinking Outcome:**

- Analyze insurance and investment policies and contracts

**Professionalism Outcome:**

- Collaborate with industry professionals to support organizational goals

**Communication Outcome:**

- Communicate with clarity, coherence, and correctness based on the audience

B. Describe the how the program learning outcomes were developed and validated.

The program learning outcomes were developed in consultation with industry representatives. The group met four times since September 2021 to thoroughly discuss the industry-specific abilities and knowledge that are necessary for entry-level employees. Given the limited number of similar academic programs, minimal insight was gained from other institutions thus the program learning outcomes are primarily based on industry expertise.

The program learning outcomes align with the STC Institutional Common Learning Outcomes and align with the mission and vision of the institution. STC uses a specific process to develop and validate learning outcomes based on the following six principles.

- Learning outcomes should have two parts: an action verb and a content area. Utilize the action verb to specify the desired student learning, followed by a specific description of the content target.
- Keep statements short and focused on a single outcome. This allows instructors to determine whether or not an objective has been met without distinguishing between partial completion or complete success.
- To ensure that learning outcomes are effective and measurable, avoid using vague verbs or cannot be objectively assessed. Use active verbs that describe what a student will be able to do once learning has occurred.
- Learning outcomes should be SMART (specific, measurable, attainable, relevant, and time-bound)
- Include complex or higher-order learning outcomes when they are appropriate. Learning outcomes reflect instructors' expectations for student performance.
- Utilize learning outcomes as foundation of the academic program. Learning outcomes match instructional strategies and assessment requirements.

### 3.2. Describe the program's learning assessment strategy.

- A. Describe how students will demonstrate mastery of the program learning outcomes. Description should be specific to the program's learning assessment plan vs. the institutional assessment plan.

The Academic Leadership Team oversees Program Learning Outcomes (PLO) Assessment at STC. It is coordinated and facilitated by the Dean of Curriculum and Instruction and Institutional Effectiveness. STC utilizes Watermark's Planning & Self-Study software which allows the college to plan, assess, report, review and improve the program and institutional common learning outcomes. With the Watermark software, all faculty and administrators have immediate access to review and manage each academic program's assessment outcomes year over year. The software allows everyone to gather actionable insights from a variety of reports to make decisions on how students are learning and aides in making decisions on program changes.

Academic programs align all program learning outcomes with the Institutional Common Learning Outcomes (CLO). The CLO Plan focuses on tracking students' abilities related to Problem Solving/Critical Thinking, Technical Skills, Professionalism, and Communication. Faculty are supported by Celebrating Learning Team coaches. The Celebrate Learning team is a faculty led committee charged with reviewing each program's PLO plan and providing feedback to each academic program. The PLO Plans articulate the desired learning outcomes to be achieved by the graduates of a program and multiple points of evidence are collected and analyzed for each learning outcome. In addition, required coursework in the program maps to the PLOs. The Curriculum Map illustrates the connections between the PLOs and the course learning outcomes as well as indicates to what extent a learning outcome is taught (introduced, reinforced, mastered). The maps assist in identifying redundancies and gaps in the curriculum.

- B. Is the program preparation for a professional licensure and/or certification examination?

- Yes (Detail in Appendix 4: Section 3)  
 No

### 3.3. Describe the program of study by completing Appendix 3.

### 3.4. Describe the program's work-based learning component.

- A. Does the program have a work-based learning component? If so, select all that apply.

- None  Clinical

- Apprenticeship       Capstone  
 Internship or Externship       Other:

B. If none, describe why.

3.5. Describe the program's delivery methods.

A. Select the program's primary delivery method(s)<sup>1</sup>. Select all that apply.

- On Campus       Apprenticeship  
 Online       Other:  
 Blended

B. Describe how flexible delivery methods are being leveraged to increase student access.

In an intentional effort for this program to be accessible for students, courses will be delivered through flexible methods that allow for fully in-person, fully online, or a combination that is at the discretion of the student. The Business Team is at the forefront of piloting flexible delivery models and is prepared to deliver the Risk and Investment Management courses through the emerging format that we are calling the Z method.

Students have the option to participate in Z courses in person, synchronously online through web conferencing tools, or asynchronously online. The scheduled class session is recorded for those that are unable to participate at that time. Z courses will require some assessments be live proctored by the instructor or testing center, either on campus or through remote web conferencing. Student technology and Internet connectivity will need to support both online learning and any preferred remote proctoring.

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<sup>1</sup> **In Person:** 100 percent of courses are available in-person. **Online:** 100 percent of courses are available via distance learning. Delivery is only via the Internet. **Blended:** Delivery includes a required combination of both in-person and online courses. If a student has the option to take courses online, but is not required to do so, the program is not necessarily considered blended.

#### CRITERION 4: ALIGNMENT

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The program is vertically aligned to an education and training pathway.

- 4.1. The program is vertically aligned to an education and training pathway, reflecting efficient articulation of:
  - 4.1.1. Non-degree credential/industry certification
  - 4.1.2. Certificate to diploma
  - 4.1.3. Diploma to associate of applied science
  - 4.1.4. Associate of applied science to baccalaureate

4.1. Describe the alignment of the proposed program along an education and training pathway.

A. Complete Appendix 4.

B. Describe the projected alignment between the proposed program and existing academic programs within the technical college system.

The Risk and Investment Management Diploma aligns with the existing Business Administration AAS that STC offers. Completion of this diploma serves as the first year of the Business Administration AAS. The Risk and Investment Management Diploma includes 6 credits of general education courses that are common to most programs. If students choose to continue to the AAS, graduates of the AAS may pursue further degrees through baccalaureate-granting institutions.

C. As applicable: Insert any additional comments here.



**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**  
**Appendix 2.A: Labor Market Information**

Southeast Technical College  
 Risk and Investment Management

SOUTH DAKOTA								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2018 EMPLOYMENT	2028 EMPLOYMENT	NUMERIC CHANGE: 2018-2028	PERCENT CHANGE: 2018-2028	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)
13-1031	Claims Adjusters, Examiners, and Investigators		810	828	18	2.22	\$67,270	
13-1032	Insurance Appraisers, Auto Damage		34	37	3	8.82	\$68,540	
43-9041	Insurance Claims and Policy Processing Clerks		1085	1189	104	9.59	\$37,870	
41-3021	Insurance Sales Agents		2562	2882	320	12.49	\$72,640	

NATIONAL								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2019 EMPLOYMENT	2029 EMPLOYMENT	NUMERIC CHANGE: 2019-2029	PERCENT CHANGE: 2019-2029	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)
13-1031	Claims Adjusters, Examiners, and Investigators		25850	287150	261300		\$ 68,270.00	
13-1032	Insurance Appraisers, Auto Damage		12200	13220	1020		\$ 68,540.00	
43-9041	Insurance Claims and Policy Processing Clerks		232500	240740	8240		\$ 45,070.00	
41-3021	Insurance Sales Agents		365500	409950	44450		\$ 79,200.00	

**SOURCE:** South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)

**DATE:** 2/7/22

**NOTES:**

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 2.B: Student Demand Projections**

Southeast Technical College  
Risk and Investment Management

	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>
<b>Student Full-Time Equivalent (FTE)</b>	<b>20</b>	<b>30</b>	<b>30</b>
Headcount: Full-Time	10	12	12
Headcount: Part-Time	10	18	18
<b>Headcount: Total</b>	<b>20</b>	<b>30</b>	<b>30</b>
<b>Total Program or Site Capacity</b>	<b>30</b>	<b>30</b>	<b>30</b>

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 3: Program of Study**

Southeast Technical College  
Risk and Investment Management

<b>MONTHS:</b>	12
<b>SEMESTERS:</b>	3
<b>TOTAL CREDITS:</b>	32

<b>PREFIX AND NUMBER</b>	<b>TITLE</b>	<b>CREDITS</b>	<b>DESCRIPTION</b>	<b>EXISTING COURSE</b>
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**I. GENERAL EDUCATION CORE**

CSC 105	Intro to Computers	3	Includes essential computer hardware and software concepts as well as an introduction to the Internet (basic navigation and searching), and the web mail program used at Southeast Tech. Students will gain a proficiency in working in a wireless local area network environment and with the Microsoft Windows Operating System. File management skills will be reinforced as students create documents, spreadsheets, presentations and databases using the applications included in the Office suite. The class will utilize a hands-on, project-oriented approach that allows students to learn by example. Students will complete a variety of projects focused toward the objectives of their given program of study.	Y
CMST 101	Fundamentals of Speech	3	Based on the study of communication theory as applied to public speaking. The goals are to improve the student's public speaking and listening skills. Experiences in the class range from developing speech outlines, researching topics, and practicing delivery techniques for an informative, persuasive, and panel discussion assignment.	Y
<b>SUBTOTAL OF GENERAL EDUCATION CREDITS:</b>		<b>6</b>	<b>TOTAL NEW COURSES:</b>	<b>2</b>

**II. PROGRAM CORE**

INS 215	Fundamental of Insurance	3	Fundamentals of Insurance is designed to help students understand the basic concepts of insurance including risk, insurance contracts, types of insurers, and insurance regulation. This course also provides an understanding of different types of insurance policies used in the consumer and business industry.	Y
Bus 209	Life and Health Insurance	3	A basic study of life and health insurance available and the analysis of insurance coverage needs of an individual. The major areas covered include the types of term and permanent policies, annuities, how much insurance is needed, policy provisions, riders, and health insurance plans.	Y
BUS 217	Customer Service	3	Providing excellent customer service remains one of the most important ways for any business to differentiate itself from competitors. In this course, students will improve their service skills through a multi-faceted approach: by learning how to handle difficult customers, by improving communication skills, by appreciating diversity and by building loyalty.	Y
MKT 160	Principles of Selling	3	Emphasizes the importance of establishing good relationships, finding prospect needs and a solution to those needs, and closing the sales interview. Also, students will examine the insights of dealing with customers in order to successfully satisfy the needs of both parties involved in a sale.	Y

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 3: Program of Study**

Southeast Technical College  
Risk and Investment Management

INS 220	Property and Casualty Insurance	3	Property and Casualty Insurance provides protection against most risks to property, such as fire, theft and some weather damage. In this course, students will learn about different types of insurers, the elements of an insurance contract, general duties and responsibilities of agents, and key policy provisions. Some of the different types of policies include: homeowners, marine, automobile, liability, and workman's compensation.	N
BUS 235	Principles of Investments	3	Principles of Investments will establish the groundwork essential to the development of investment strategies and the management of financial resources. A very technical and fast-paced industry will be translated to layman's terms so that anyone taking this course can feel comfortable in going to a brokerage firm to do trading of their own as well as being prepared to make a career in the brokerage business.	Y
MKT 285 or MKT 12	Social Media or Principles of Marketing	3	MKT 120: To stay on top of the fast-paced changes in the business world, students will investigate marketing's role in the process of creating, distributing, promoting and pricing goods, services, and ideas. This class is dedicated to customer value (value- driven marketing) and customer relationships (relationship marketing); two crucial aspects in today's dynamic competitive environment. MKT 285: This course explores the ever-changing world of social media and its impact on the business world. Students will explore emerging social media technologies and study their application in contemporary practice. Through hands-on learning, students will design, implement and measure a digital marketing strategy for a business while participating in social networks, forums, blogs, wikis, micro-blogs and more.	Y
BUS 291	Internship	3	Students will enjoy a capstone experience by working 180 hours in the business world, utilizing the opportunity to put into practice all that they have learned. Students will be guided to achieve specific objectives as developed by the company, student, and supervising instructor.	Y
SSS 100	Student Success	2	This course provides students with tools and techniques that will help them be successful in their program of study. The course focuses on interactive exercises which will help the learner identify personal strengths, learning styles, and support resources. Reading and study techniques will also be practiced.	Y
<b>SUBTOTAL OF PROGRAM CREDITS:</b>		<b>26</b>	<b>TOTAL NEW COURSES:</b>	<b>8</b>

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**  
**Appendix 4: Alignment Projection**

Southeast Technical College  
 Risk and Investment Management

**TOTAL CREDITS IN PROPOSED PROGRAM:**  
 32

<b>I. STACKABLE OPPORTUNITIES</b>							
<b>PROGRAM NAME</b>							
Business Administration		Short-term Certificate	x	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
	x	AAS				64	32
<b>PROGRAM NAME</b>							
		Short-term Certificate		Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
		AAS					
<b>PROGRAM NAME</b>							
		Short-term Certificate		Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
		AAS					
<b>PROGRAM NAME</b>							
		Short-term Certificate		Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
		AAS					

<b>II. ARTICULATION AGREEMENTS (BACCALAUREATE)</b>							
<b>PROGRAM NAME</b>	<b>COLLEGE OR UNIVERSITY</b>						
				Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
				Forthcoming			
<b>PROGRAM NAME</b>	<b>COLLEGE OR UNIVERSITY</b>						
				Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
				Forthcoming			
<b>PROGRAM NAME</b>	<b>COLLEGE OR UNIVERSITY</b>						
				Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
				Forthcoming			

<b>III. LICENSURE AND CERTIFICATION OPPORTUNITIES</b>		
<i>The PROPOSED PROGRAM will qualify students to pursue the following licensure and/or certification opportunities:</i>		
<b>LICENSURE/CERTIFICATION</b>	<b>OVERSIGHT ORGANIZATION</b>	Will the licensure/certification require reporting per SDCL 13-1-61?
Life and Health Insurance Licensing Examination	South Dakota Division of Insurance	Yes
<b>LICENSURE/CERTIFICATION</b>	<b>OVERSIGHT ORGANIZATION</b>	Will the licensure/certification require reporting per SDCL 13-1-61?
Property and Casualty Insurance Licensing Examination	South Dakota Division of Insurance	Yes
<b>LICENSURE/CERTIFICATION</b>	<b>OVERSIGHT ORGANIZATION</b>	Will the licensure/certification require reporting per SDCL 13-1-61?



THINKING AHEAD

February 16, 2022

Southeast Technical College  
Board of Technical Education  
2320 N Career Avenue  
Sioux Falls, SD 57107

To Whom It May Concern:

It is my pleasure to submit this letter of support alongside the Risk and Investment Management diploma application which is before the Board of Technical Education at Southeast Technical College for review and consideration.

Holmes Murphy, which has an office in Sioux Falls, is a national independent insurance brokerage firm that prides itself on attracting and employing the best that the insurance industry has to offer. Expertise, particularly in risk management and how that relates to the insurance industry, is key to how we deliver peace of mind to our clients.

Our business has opportunities for individuals who sell, service, adjust, and consult on all types of insurance. Managing risk is one very important aspect that directly impacts all of these roles within our organization. Finding qualified and knowledgeable employees in this area is imperative to our mission of providing the highest quality service to our clients. Southeast Technical College implementing the Risk and Investment Management diploma would create a direct recruitment pool that would not only benefit ourselves and other brokers in the Sioux Falls area, but across the entire Midwest region.

In conclusion, I fully support the efforts being made to bring about a Risk and Investment Management diploma program at Southeast Technical College. Any program that can provide experienced and knowledgeable professionals in this area will not only benefit our industry, but our community and Southeast Technical College.

Sincerely,

DocuSigned by:

A handwritten signature in black ink, appearing to read 'Doug Muth', enclosed in a blue DocuSign signature box.

CFB31FACB6D64A6...

Doug Muth

Senior Vice President, Market Leader/Shareholder



Kira Kimball, MEd, MA  
Chief Diversity, Equity & Inclusion Officer

Marsh McLennan Agency  
300 Cherapa Pl | Suite 601  
Sioux Falls | SD 57103  
M +1 605 351 0794  
Kira.Kimball@MarshMMA.com

February 16, 2022

Subject: Letter of Support for STC Risk Management & Investment Certificate Program

Dear Sir or Madam:

Please accept this letter as Marsh McLennan Agency's sincere gratitude for Southeast Technical College's support of helping us, as the insurance industry, with workforce challenges we are facing in South Dakota by creating the Risk Management & Investment Certificate Program.

Current workforce shortages, coupled with an aging insurance profession, have magnified our challenges. Further, in our state, there are no insurance education programs like there are in other parts of the country, so our challenges are exacerbated by not having a pipeline. Given these conditions, we are in full support of STC's vision for a Risk Management & Investment Certificate and are committed to collaborate with them on the success of this certificate.

Our conversations with STC about this opportunity have included our competitors because we know we need this support as the insurance industry. MMA is not alone in this. We've put aside our competition to become collaborators and partners to STC as an industry. This commitment will take the shape of creating internships for future students, supporting STC's curriculum as guest speakers and experts, and providing "field trip" opportunities for students to experience what we do as insurance professionals, not to mention hopes for future employees.

We support the focused curriculum in this certificate program and believe it provides the foundational education future employees need for the insurance industry and to join our firm. We also value that STC is creating a pathway to "stack" any future degree program an individual may choose to pursue within our state; yet, they do not have to commit to a four-year degree to become gainfully employed. We also know that students in this program may be re-careering and may already come with a wealth of experience from prior work, and perhaps also prior education. Because of all these reasons, we hope you will grant STC permission to offer this certificate.

Respectfully submitted,

*Kira Kimball*

Kira Kimball  
Chief Diversity, Equity & Inclusion Officer

2/14/2022

Dear Board of Technical Education:

It is my pleasure to write a letter in support of the Risk and Investment Diploma program being submitted to the South Dakota Board of Technical Education for approval on behalf of Mutual of Omaha Advisors.

As a professional who started in the industry in 2004, I have been witness to a consistent issue plaguing our industry. We do not have enough quality people that are providing insurance and financial solutions to the general population. Whether this be a strictly risk-based approach, a position that is only focused on asset gathering, or a professional who handles all facets of planning; we are in need of a greater number of skilled and driven professionals entering our career field. This industry has provided me the opportunity to build my own financial services practice, be promoted into leadership and corporate oversight roles, and have direct impact on individual policyholders as well as shaping the products and services advisors can offer as potential solutions for their clients.

I am fully supportive of the industry and growing all parts of it as annual surveys and research show that people are looking to make financial decisions, but do not have a plan or a person they are working with. I believe a program that gives students a baseline understanding of general risk and investment management knowledge would allow them to make an educated decision on where they can best help people after graduation.

In conclusion, I fully support the efforts of Southeast Technical College as they seek to offer a diploma in risk and investment management that will significantly assist our industry in building our workforce.

Respectfully,

A handwritten signature in black ink, appearing to read "Ryan Anderson", with a long horizontal line extending to the right.

Ryan Anderson, LUTCF

Managing Director—Mutual of Omaha Advisors, Dakotas Division Office