



South Dakota Board of
Technical Education

July 30, 2026

Mitchell Technical College
1800 E. Spruce St.
Mitchell, SD 57301

RE: Academic Affairs – Approval of Non-Substantive Program Application(s)

To whom it may concern:

After review, the Executive Director of the South Dakota Board of Technical Education (SDBOTE) has approved the following application(s):

Long-Term Certificates
Entrepreneurship

Per Board Policy 303.3, the receipt of this letter completes the SDBOTE's approval process, and the technical college may proceed with program implementation.

The SDBOTE'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 SDBOTE'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,

Scott DesLauriers
Deputy Director
South Dakota Board of Technical Education
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(605) 295-7033

PROGRAM DESCRIPTION

Institution	Mitchell Technical College
Program Identifier Code (If applicable)	
Program Title	Entrepreneurship
Program Award Level:	☐ Short-Term Certificate ☒ Long-Term Certificate ☐ Diploma ☐ Associate of Applied Science ☐ Associate of Applied Science Option
CIP Code (6 Digit)	52.0701
Projected Implementation Date	8/24/2026
Approved Parent Program Title (If applicable)	Entrepreneurship
Approved Parent Program Identifier Code (If applicable)	M24043
Location	☒ Main Campus ☐ Other:

SUMMARY

Type of Non-Substantive Change	☒ Program created using subset of existing courses (B.1.1) ☐ Creation of associate of applied science option (B.1.2) ☐ Consolidation of existing programs (B.1.3) ☐ Program award level change (B.1.4) ☐ Other:
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Describe the change the institution is seeking approval of.

Mitchell Technical College (MTC) currently offers a Diploma and Associate of Applied Science degree in Entrepreneurship. The program targets graduates of technical programs or aspiring entrepreneurs, teaching essential skills including marketing, strategy, product/service development, accounting, and management. MTC is seeking approval to add two long-term certificate options to increase the target market for this program.

While the Diploma option serves students seeking a comprehensive credential, the proposed Certificate options are designed for non-traditional students who are currently incumbent workers, small business owners, and degree-holders in other fields who require specific, targeted business skills without the time commitment of a full diploma. These certificates will function as a "stackable credential," allowing students to complete the core entrepreneurship coursework and seamlessly lattice into the Diploma or AAS degree if they choose to continue their education.

The curriculum is designed to teach core areas needed to be successful in launching or managing a business. Software products available to aspiring entrepreneurs greatly assist those with limited experience in marketing, accounting, and social media. Recruitment efforts could be extended by broadening the pool of potential entrepreneurs in the region.

The proposed long-term certificate options will utilize a subset of the same curriculum. By extending the entrepreneurial opportunity to those with a desire to own or manage a business but do not wish to earn a diploma, MTC will help aspiring business leaders earn entry-level credentials. This additional pathway to success will help in obtaining the 2030 attainment goal of 3,000 additional credentials within the BOTE system.

CRITERION 2: DEMAND

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.

There is a sustained demand for entrepreneurial skills across all sectors of the South Dakota economy. The increasing number of small business startups in the region drives the need for short-term, high-impact training. These certificates fulfill a specific need for individuals who have technical skills but lack the business acumen to launch or manage their own enterprise, alumni seeking a post-graduate business credential, and professionals looking to enhance project management and leadership skills.

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

The enrollment goal of the Certificates in Entrepreneurship would be 12 students each year. The students on the Diploma track would be in the same program coursework as the students on the Diploma and AAS track. Our current enrollment cap for the Entrepreneurship cohort is 24 students. We envision having 12 students begin the certificate track each year and 12 students begin on the Diploma or AAS track. At the end of each academic year, we would graduate 24 students from our Entrepreneurship program with either their certificate, diploma, or AAS.

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."

Similar to the Diploma findings, Western Dakota Tech and Lake Area Tech offer related degrees, but the Mitchell Technical College Entrepreneurship Certificate is uniquely designed to integrate directly with MTC's specific technical programs as an add-on value; as well as appeal to alumni and professionals in the workforce.

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.

Adding the certificate options eliminates the barrier of general education requirements for professionals who are only seeking the technical business coursework. It increases access for individuals in the workforce who cannot commit to a full-time academic schedule but need immediate training in business planning, marketing, and strategy to survive in the competitive marketplace.

CRITERION 3: DESIGN

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.

The curriculum is the same for all award levels, so the outcomes remain:

- Understand the nature of entrepreneurship
- Demonstrate knowledge of information in accounting, management, marketing and quantitative analysis
- Confirm an entrepreneurial business idea by engaging in critical thinking, analyzing situations, constructing and selecting viable solutions to solve problems
- Market the entrepreneur and their ideas
- Identify personal attributes that enable best use of entrepreneurial opportunities
- Explore and implement entrepreneurial leadership and management styles

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

Learning outcomes were developed through the same rigorous process as the parent program, utilizing interviews with approximately 100 successful entrepreneurs and validation by the program's Industry Advisory Board.

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.

Students will demonstrate mastery through project-based learning, specifically the creation of a viable business launch plan. Assessments include market research simulations, pitch presentations, and the development of a "Minimum Viable Product" (MVP) concept.

- 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.

*3.4.A. Other: Each student develops a complete business plan that includes the creation of a theoretical or actual advisory board to guide their specific venture.

3.5. Describe the program's delivery methods.

- A. Select the program's primary delivery method(s)¹. Select all that apply.

- | | |
|---|---|
| ☐ On Campus | ☐ Apprenticeship |
| ☐ Online | ☐ Other: |
| ☒ Blended | |

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

To maximize access for working professionals, these certificates utilize the same blended model as the Diploma: classes meet twice monthly (intensive 8-hour days) with weekly online lessons and assessments.

¹ **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

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.

These certificates are fully stackable. A student completing both certificates will have finished the "Program Core" of the Diploma/AAS. They can subsequently take the remaining general education courses to "lattice" into the full Entrepreneurship Diploma and/or AAS degree without loss of credit.

C. As applicable: Insert any additional comments here.

Articulation opportunities exist for AAS to baccalaureate programs at South Dakota universities (e.g., Technical Leadership B.S. at University of South Dakota).

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

Mitchell Technical College
Certificates in Entrepreneurial Foundations and Organizational Leadership

SOUTH DAKOTA								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2022 EMPLOYMENT	2032 EMPLOYMENT	NUMERIC CHANGE: 2022-2032	PERCENT CHANGE: 2022-2032	MEDIAN: ANNUAL WAGE (2024)	AVERAGE: ANNUAL WAGE (2024)
00-0000	Total, All Occupations	63,435	511,117	550,566	39,449	7.72%	\$45,620	\$55,480
11-1011	Chief Executives	76	1,165	1,170	5	0.43%	N/A	\$357,220
11-1021	General and Operations Managers	386	4,192	4,598	406	9.69%	\$133,440	\$150,020
11-9199	Managers, All Other	74	922	976	54	5.86%	\$111,630	\$112,250

NATIONAL								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2024 EMPLOYMENT	2034 EMPLOYMENT	NUMERIC CHANGE: 2024-2034	PERCENT CHANGE: 2024-2034	MEDIAN: ANNUAL WAGE (2023)	AVERAGE: ANNUAL WAGE (2023)
11-1011	Chief Executives	22,200	309,400	322,700	13,300	4.30%	\$206,680	\$258,900
11-1021	General and Operations Managers	308,700	3,712,900	3,876,800	163,900	4.41%	\$101,280	\$129,330
11-9199	Managers, All Other	106,700	1,333,700	1,393,500	59,800	4.48%	\$133,560	\$146,320

SOURCE: South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)
DATE: 01/15/2026
NOTES: National data taken from O*NET OnLine (www.onetonline.org), 2024-2034 employment projections, and Bureau of Labor Statistics (www.bls.gov/oes/2023/may/oes_nat.htm) wage estimates. Date 1/15/2026.

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 2.B: Student Demand Projections

Mitchell Technical College

Certificates in Entrepreneurial Foundations and Organizational Leadership

	YEAR 1	YEAR 2	YEAR 3
Student Full-Time Equivalent (FTE)	7	11	14
Headcount: Full-Time	6	9	12
Headcount: Part-Time			
Headcount: Total	6	9	12
Total Program or Site Capacity	24	24	24

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 3: Program of Study

Mitchell Technical College

Certificates in Entrepreneurial Found: Entrepreneurial Foundations certificate

MONTHS:	9
SEMESTERS:	2
TOTAL CREDITS:	24

PREFIX AND NUMBER	TITLE	CREDITS	DESCRIPTION	EXISTING COURSE
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I. GENERAL EDUCATION CORE

SUBTOTAL OF GENERAL EDUCATION CREDITS:		0	TOTAL NEW COURSES:	0

II. PROGRAM CORE

ENTR 200	Strategic Thinking	3	Students are introduced to the principles and techniques of problem solving, creativity and opportunity recognition that are critical to an entrepreneurial mindset. A wide variety of creative problem solving and theory building skills are presented and students have the opportunity to apply those to the development of an innovation or invention.	Y
ENTR 205	Business Model Development	3	Creating new businesses, capturing new markets, and enhancing organizational effectiveness occur through improving productivity or innovation, or both. Students will explore the building blocks to develop successful frameworks, strategies, funding techniques, business model and design-driven innovation. Focus is on the selection of an appropriate business model.	Y
ENTR 210	How to Build a Startup	3	Focus is on the startup and operation of a business. Students examine the accounting, finance, management, and marketing (tools) and processes (application of tools) as they pertain to entrepreneurial endeavors. Develops overall managerial awareness and analytical skills in small business problem solving.	Y
ENTR 215	Professional Selling	3	Professional selling is predicated on question-based selling. Students learn how to conduct an interview and make recommendations to customers. This course provides students with the knowledge and skill sets needed to give them the ability to make effective sales presentations to businesses or consumers, including direct selling.	Y
ENTR 225	Business Plan Development	3	Every successful venture, big or small, started with a problem and an idea for a solution. New venture success is a measured combination of feasibility, practicality, testing, and luck. This course will teach students how to research and write an effective business plan.	Y
ENTR 230	Market Analysis	3	This course will explore markets and learn how to identify and evaluate opportunities for new businesses. Topics covered include market analysis, researching venture creating opportunities, and finding a niche to operate.	Y
ENTR 235	Advisory Boards	3	Establishing a strong advisory board to utilize external expertise is vital to any business, small or large. This course will teach students about the team of professionals, often called an advisory board, and the impact this group of experts can make in successfully operating a business. Advisory boards may be comprised of a(n) accountant, lawyer, insurance agent, banker, and personal advisors.	Y
ENTR 240	Customer Development	3	This course will introduce students to the tools and process of gathering customer insights for identifying and developing new product opportunities. Students will acquire the knowledge and skills to turn their ideas gained from understanding customer needs into innovative products and solutions.	Y
SUBTOTAL OF PROGRAM CREDITS:		24	TOTAL NEW COURSES:	0

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 3: Program of Study

Mitchell Technical College

Certificates in Entrepreneurial Foundations and Organizational Leadership

MONTHS:	9
SEMESTERS:	2
TOTAL CREDITS:	12

PREFIX AND NUMBER	TITLE	CREDITS	DESCRIPTION	EXISTING COURSE
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I. GENERAL EDUCATION CORE				
SUBTOTAL OF GENERAL EDUCATION CREDITS:		0	TOTAL NEW COURSES:	0

II. PROGRAM CORE				
LDR 201	Principles of Leadership	3	Designed to help students understand the principles of leadership, students will develop the knowledge, confidence, skills, and self-image necessary to pursue entrepreneurial ventures in business. Provides a foundation in the fundamentals of entrepreneurial leadership, as well as a source of how to assess and motivate themselves.	Y
LDR 206	Leadership Development	3	The Franklin Covey Leadership academy is integrated to develop leadership character and competencies. An introduction to the skills and tools necessary to become a modern leader. Each learner will evaluate personal leadership effectiveness, individual motivation strategies, and personal missions and goals.	Y
LDR 221	Project Management	3	Effective project management skills are important to professionals in any business. In this course, students will learn how to define, plan, and execute a project whether the goal is simple or complex. Students will discover the tools and skills for delivering projects on time and on budget while meeting performance specifications. Students will explore the basic components of project management and the project life cycle.	Y
LDR 226	Strategic Leadership and Planning	3	This course provides a survey of the traditional functions of management in a startup business with a primary emphasis on planning, organizing, controlling, and leading. This emphasis involves coverage of managerial decision making, leadership, motivation, interpersonal communication, staffing human resources, organizational structure, design, and change and development.	Y
SUBTOTAL OF PROGRAM CREDITS:		12	TOTAL NEW COURSES:	0

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 4: Alignment Projection

Mitchell Technical College

Certificates in Entrepreneurial Foundations and Organizational Leadership

TOTAL CREDITS IN PROPOSED PROGRAM:

12

I. STACKABLE OPPORTUNITIES							
PROGRAM NAME		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?
Entrepreneurship diploma		Long-term Certificate		Forthcoming		42	36
	x	Diploma					
		AAS					
PROGRAM NAME		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?
Entrepreneurship AAS		Long-term Certificate		Forthcoming		60	36
		Diploma					
	x	AAS					
PROGRAM NAME		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					
PROGRAM NAME		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					

II. ARTICULATION AGREEMENTS (BACCALAUREATE)						
PROGRAM NAME	COLLEGE OR UNIVERSITY	x	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?
Entrepreneurship AAS to baccalaureate programs	Dakota Wesleyan University		Forthcoming			
					varies	maximum 60
PROGRAM NAME	COLLEGE OR UNIVERSITY	x	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?
Entrepreneurship AAS to B.S. in Leadership and Management program	University of South Dakota		Forthcoming			
					120	60
PROGRAM NAME	COLLEGE OR UNIVERSITY		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			

III. LICENSURE AND CERTIFICATION OPPORTUNITIES		
<i>The PROPOSED PROGRAM will qualify students to pursue the following licensure and/or certification opportunities:</i>		
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?