



South Dakota Board of
Technical Education

April 9, 2024

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

**RE: South Dakota Board of Technical Education Approval of:
Non-Substantive Program Application
Diploma in Entrepreneurship**

To whom it may concern:

After review, the executive director has approved above application.

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,

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	Mitchell Technical College
Program Identifier Code (If applicable)	
Program Title	Entrepreneurship
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)	52.0701
Projected Implementation Date	5/1/2024
Approved Parent Program Title (If applicable)	
Approved Parent Program Identifier Code (If applicable)	
Location	<input checked="" type="checkbox"/> Main Campus <input type="checkbox"/> Other:

SUMMARY

Type of Non-Substantive Change	<input checked="" 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 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.

Mitchell Technical College (MTC) currently offers a unique third-year program option in Entrepreneurship. Students targeted for the program have earned a diploma or associates of applied science degree in occupations that lend themselves to entrepreneurial opportunities. MTC is seeking approval to add a diploma option to increase the target market for this program.

The first cohort (8 members) of the Entrepreneurship program is performing well and feedback has been extremely positive. All eight of the students are graduates of MTC and six have already started their own business. The curriculum is designed to teach all essential areas needed to be successful including marketing, strategy, product service development, accounting, and management.

Adding a diploma options best suits non-traditional students who may not have had any formal education. The software products available to all 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 diploma option will utilize the same curriculum. By extending the entrepreneurial opportunity to those who have a desire to own their own business but are not currently academically qualified for admission, MTC will help aspiring business leaders earn 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.

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."

Western Dakota Technical College offers an 18-credit introductory Entrepreneurship Certificate.

Southeast Technical College offers a 61-credit Associate of Applied Science degree in Entrepreneurship.

Lake Area Technical College offers a 72 credit Associate of Applied Science degree in Business Associate-Entrepreneurship Option. Also offer a 39 credit third year option for any A.A.S. graduate.

South Dakota State University offers a B.A or B.S. in Entrepreneurial Studies.

University of South Dakota offers an Innovation and Entrepreneurship Minor.

Black Hills State University offers a B.A. in Business Administration with an Entrepreneurial Studies Specialization.

University of Sioux Falls offers a B.A. in Entrepreneurial Studies.

Enrolled in 52.07 CIP code range*						
Institution	2023	2022	2021	2020	2019	2018
Lake Area Technical College	0	0	0	0	0	0
Mitchell Technical College	22	13	20	21	20	16
Southeast Technical College	34	39	41	26	29	26
Western Dakota Technical College	0	0	0	2	4	5

Source: SDBOTE State Enrollment Report, Fall 2023

Graduates in 52.07 CIP code range*					
Institution	2021-22	2020-21	2019-20	2018-19	2017-18
Black Hills State University	2	0	1	0	1
Dakota Wesleyan University	8	3	4	2	1
Mitchell Technical College	7	8	6	8	4
South Dakota State University	17	12	18	22	30
Southwest Technical College	10	8	12	6	13
University of Sioux Falls	1	1	3	5	6
University of South Dakota	5	2	1	1	0
Western Dakota Technical College	5	3	2	2	2
TOTAL	55	37	47	46	57

Source: National Center for Education Statistics (IPEDS)

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)
 Increases Student Access (C.5.1.3)
- Industry Partnership (C.5.1.2)
 Other:

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

Adding the diploma option will ensure that the entrepreneurship program is inclusive and accessible to students from various backgrounds. The barrier of needing to have a previously earned diploma or associate degree will be eliminated. Many prospective business owners are committed to immediate plans of action and need a streamlined opportunity to continue to work and acquire the additional skills needed to operate their own enterprise. Many entrepreneurs have chosen to forgo the traditional academic classroom and have chosen to gain a majority of their education through an informal basis. These individuals could greatly benefit by a hybrid approach that focuses on their personal business while giving them additional choices and pathways for success.

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 both 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 the how the program learning outcomes were developed and validated.

Learning outcomes for the Entrepreneurship program were developed through extensive interviews with successful entrepreneurs with substantial experience. Roughly 100 entrepreneurs were asked two questions 1) What are the most important skills needed to become a successful entrepreneur 2) What do you wish someone would have told you when you were an 18-year-old? These interviews were analyzed, and themes were developed. Based on the information gained from these interviews, a rough course outline was constructed to teach students. Gaps and overlaps of entrepreneurial skills were discovered using a variety of assessment methods, including written, oral, and practical tests/examinations, projects, and portfolios.

The learning outcomes were then reviewed with the vice president for academics and prospective advisory board members.

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.

In-class activities: Utilize interactive activities like pitching ideas, market research simulations, and brainstorming sessions to observe students' problem-solving, communication, and collaboration skills.

Project-based learning: Assign real-world entrepreneurial projects, like developing a business plan or launching a small-scale venture. Regularly provide feedback on progress, feasibility, and execution to promote continuous improvement.

Peer review: Encourage peer feedback through workshops, presentations, and collaborative tasks. This allows students to learn from each other's strengths and weaknesses while developing critical thinking and constructive criticism skills.

Self-reflection: Implement reflective journals or exercises where students assess their learning progress, identify areas for improvement, and set personal goals. This fosters self-awareness and ownership of their learning journey.

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
 Apprenticeship
 Internship or Externship
 Clinical
 Capstone
 Other: Each student is developing a complete business plan that includes the creation of an advisory board to guide them through the challenges that arise when starting a business.

B. If none, describe why.

3.5. Describe the program's delivery methods.

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

- | | |
|---|---|
| <input type="checkbox"/> On Campus | <input type="checkbox"/> Apprenticeship |
| <input type="checkbox"/> Online | <input type="checkbox"/> Other: |
| <input checked="" type="checkbox"/> Blended | |

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

The program is offered in two traditional semesters, but classes will meet twice monthly (eight-hour days) with online lessons and assessments to be completed weekly. The hybrid model establishes future opportunity to offer additional start dates and greater flexibility for learners.

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.

The addition of a diploma option creates opportunities for new and current students as well as graduates within the technical college system. Prospective students can begin their education with the Entrepreneurship program which then opens pathways to associate degrees, bachelor's degrees and master's degrees within the Board of Regents university system as well as private institutions.

C. As applicable: Insert any additional comments here.

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

Mitchell Technical College
Diploma Option for Entrepreneurship

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)	
00-0000	Total, All Occupations	62,664	491,588	526,251	34,663	7.1	\$36,823	\$44,961	
11-1011	Chief Executives	94	1302	1315	13	1.0%	\$ 259,426.00	\$ 36,823.00	
11-1021	General and Operations Managers	404	4038	4412	374	9.3%	\$ 131,895.00	n/a	
11-9199	Managers, All Other	69	812	867	55	6.8%	\$ 102,573.00	\$ 118,598.00	
25-1011	Business Teachers, Postsecondary	30	274	322	48	17.5%	\$ 74,195.00	\$ 98,722.00	
								\$ 62,967.00	

NATIONAL									
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2022 EMPLOYMENT	2032 EMPLOYMENT	NUMERIC CHANGE: 2019-2029	PERCENT CHANGE: 2019-2029	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)	
11-1011	Chief Executives	17,500	292,500	275,700	-16,800	-5.7%	\$ 197,840.00	\$ 185,950.00	
11-1021	General and Operations Managers	229,600	2,411,900	2,638,200	226,300	9.4%	\$ 122,860.00	\$ 98,100.00	
11-9199	Managers, All Other	47,100	573,000	615,300	42,300	5.0%	\$ 128,620.00	\$ 141,190.00	
25-1011	Business Teachers, Postsecondary	9,700	99,900	106,900	6,900	8.0%	\$ 88,790.00	\$ 88,010.00	

SOURCE: South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)
DATE: 1.17.2024
SOURCE: U.S. Bureau of Labor Statistics (<https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm>)
DATE: 1.17.2024

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 2.B: Student Demand Projections

Mitchell Technical College
Diploma Option for Entrepreneurship

	YEAR 1	YEAR 2	YEAR 3
Student Full-Time Equivalent (FTE)	12	15	17
Headcount: Full-Time	10	12	14
Headcount: Part-Time	0	0	0
Headcount: Total	10	12	14
Total Program or Site Capacity	10	12	14

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 3: Program of Study

Mitchell Technical College
 Diploma Option for Entrepreneurship

MONTHS:	9
SEMESTERS:	2
TOTAL CREDITS:	42

PREFIX AND NUMBER	TITLE	CREDITS	DESCRIPTION	EXISTING COURSE
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I. GENERAL EDUCATION CORE				
MATH 103	Mathematical Reasoning	3	This course is designed to develop students' problem-solving skills and quantitative reasoning through topics including: problem-solving processes, logic, percentages, measurement, ratios and proportions, statistics, linear equations, geometry and trigonometry, and personal finance.	Y
ENGL 110	Workplace Communications	3	This course emphasizes written and oral skills needed for success in the workplace. Students will practice professional communications through activities and collaborative projects. Instruction will provide students with strategies for addressing essential writing, speaking, and listening skills.	Y
SUBTOTAL OF GENERAL EDUCATION CREDITS:		6	TOTAL NEW COURSES:	0

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 3: Program of Study

Mitchell Technical College
Diploma Option for Entrepreneurship

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 Start Up	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

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 3: Program of Study

Mitchell Technical College

Diploma Option for Entrepreneurship

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.	
SUBTOTAL OF PROGRAM CREDITS:		36	TOTAL NEW COURSES:	0

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
Appendix 4: Alignment Projection

Mitchell Technical College
 Diploma Option for Entrepreneurship

TOTAL CREDITS IN PROPOSED PROGRAM:
 42

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?
AAS degree in Business		Long-term Certificate		Forthcoming			
		Diploma					
	X	AAS					
					66-69	42	
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					
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?
Technical Leadership	USD			Forthcoming			
					120	42	
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?
Marketing Management	Western Governor's University			Forthcoming			
					120	42	
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?
Entrepreneurial Leadership	Dakota Wesleyan University			Forthcoming			
					120	42	

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?