



South Dakota Board of
Technical Education

May 21, 2026

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

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 Certificate
Advanced Emergency Medical Technician

Long-Term Certificate
Landscaping

Associate of Applied Science Option
Business Administration: Entrepreneurship Emphasis

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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Pierre, SD 57006
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(605) 295-7033

PROGRAM DESCRIPTION

Institution	Southeast Technical College
Program Identifier Code (If applicable)	S24053
Program Title	Business Administration: Entrepreneurship Emphasis
Program Award Level:	<input type="checkbox"/> Short-Term Certificate <input type="checkbox"/> Long-Term Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Associate of Applied Science <input checked="" type="checkbox"/> Associate of Applied Science Option
CIP Code (6 Digit)	52.0101
Projected Implementation Date	8/24/2026
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 type="checkbox"/> Program created using subset of existing courses (B.1.1) <input checked="" 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.

Southeast Technical College currently has a standalone AAS in Entrepreneurship. The recommendation of the advisory board and the programmatic accrediting body (ACBSP) is to offer the entrepreneurship courses as the technical electives within the Business Administration AAS. There will be no change in coursework between the current structure and the proposed.

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.

Not an emerging field.

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."

Southeast Technical College: Business Administration

South Dakota State University: BA/BS in Entrepreneurial Studies

University of South Dakota: Small Business Entrepreneurship Certificate; Innovation and Entrepreneurship BBA

Northern State: Entrepreneurship Certificate

Mitchell Technical College: Entrepreneurship AAS

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.

Transitioning the standalone Entrepreneurship program into an emphasis within the Business Administration AAS allows the college to strengthen program quality, improve alignment with workforce needs, and streamline offerings so students gain broader business competencies alongside focused entrepreneurial skills, resulting in a more coherent and sustainable academic pathway.

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.

Create spreadsheets, reports, and presentations using business software, the Internet, and computer applications to make business decisions.

Explain the four basic business functions: management, marketing, accounting and human resources.

Analyze business information for decision making.

Apply critical thinking to illustrate customer service concepts.

Use effective time management skills.

Collaborate and interact with other team members to support organization goals.

Communicate with clarity, coherence, and correctness.

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

The program learning outcomes were developed through faculty review of course content, industry standards, and workforce expectations, followed by input and confirmation from the program's advisory board to ensure alignment with employer needs. These outcomes were then evaluated for clarity, rigor, and assessment alignment by the institution's Assessment Team before advancing through the formal approval process. Final

approval was granted by the Curriculum Committee and the Vice President of Academic Affairs, ensuring institutional oversight and consistency with academic quality standards.

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 of the Technical Skills outcomes through hands-on, performance-based assignments that require them to create spreadsheets, reports, and presentations using industry-standard business software and online tools to support data-driven decision making. Coursework, exams, and applied projects assess their understanding of core business functions by evaluating their ability to apply these concepts in practical business scenarios.

Mastery of Problem Solving and Critical Thinking is demonstrated through case studies, simulations, and analytical exercises in which students interpret business information, evaluate alternatives, and make informed recommendations. Customer service-related role-plays, scenario analyses, and reflective assignments provide evidence of students' ability to apply critical thinking to real-world service interactions.

Students demonstrate Professionalism through observable behaviors in classroom, team, and project environments, including punctuality, effective workload management, and appropriate preparation for assigned tasks. Collaborative group projects, peer evaluations, and participation rubrics document how well students engage with team members and contribute to achieving shared organizational goals.

Mastery of Communication is assessed through written and oral assignments including emails, reports, presentations, and discussions that require students to communicate with clarity, coherence, and correctness. Faculty evaluate communication effectiveness using standardized rubrics aligned to industry expectations for professional business communication.

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.

- | | |
|---|--|
| <input type="checkbox"/> None | <input type="checkbox"/> Clinical |
| <input type="checkbox"/> Apprenticeship | <input checked="" type="checkbox"/> Capstone |
| <input type="checkbox"/> Internship or Externship | <input type="checkbox"/> Other: |

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 checked="" type="checkbox"/> On Campus | <input type="checkbox"/> Apprenticeship |
| <input checked="" 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 Business Administration: Entrepreneurship Emphasis program increases student access by offering a flexible combination of in-person and fully online course options, allowing learners to choose the modality that best supports their schedule, learning preferences, and work-life responsibilities. Core business and entrepreneurship courses are available asynchronously online, supported by technology-enhanced learning tools, virtual discussions, and digital resources that enable students to engage with content at their own pace. At the same time, students who prefer a traditional classroom experience can complete the emphasis on campus, benefitting from face-to-face instruction and cohort-based support. This dual-delivery model expands pathways into the program, reduces barriers for working adults and place-bound learners, and ensures that students can progress toward completion without being limited by modality or location.

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 proposed adjustment from a standalone AAS to an emphasis will remove a redundancy within the system as Mitchell Technical College has an Entrepreneurship AAS. This change will create an option for students that currently does not exist.

C. As applicable: Insert any additional comments here.

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

Southeast Technical College
 Business Administration: Entrepreneurship Emphasis

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
11-1021	General and Operations Managers	386	4192	4598	406	9.69	\$ 133,440.00	\$ 150,020.00
11.9199	Managers, All Other	74	922	976	54	5.86	\$ 111,630.00	\$ 112,250.00
13-1199	Business Operations Specialists, All Other	135	1493	1546	53	3.55	\$ 82,900.00	\$ 89,020.00
13-1082	Project Management Specialists	73	853	955	102	11.96	\$ 81,790.00	\$ 87,680.00

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)
11-1021	General and Operations Managers		3712900	3876800	163900	4%	\$ 161,030.00	
11.9199	Managers, All Other		1333700	1393500	59800	4%	\$ 136,550.00	
13-1199	Business Operations Specialists, All Other		1205700	1242000	36300	3%	\$ 81,270.00	
13-1082	Project Management Specialists		1046300	1105000	58700	6%	\$ 100,750.00	

SOURCE: South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)
DATE: March 6, 2026

NOTES:

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 2.B: Student Demand Projections

Southeast Technical College

Business Administration: Entrepreneurship Emphasis

	YEAR 1	YEAR 2	YEAR 3
Student Full-Time Equivalent (FTE)	30	40	50
Headcount: Full-Time	20	25	30
Headcount: Part-Time	10	15	20
Headcount: Total	30	40	50
Total Program or Site Capacity	No Cap	No Cap	No Cap

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 3: Program of Study

Southeast Technical College

Business Administration: Entrepreneurship Emphasis

MONTHS:	20
SEMESTERS:	4
TOTAL CREDITS:	61

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

CSC 105	Introduction 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
ENGL 101	Composition	3	English Composition will help develop proficiency in writing concise, coherent essays, and in using correct English. Several modes of discourse will be explored and good grammar skills are emphasized. This course will improve the student's critical thinking skills as it provides students with practice in all stages of the writing process: planning, supporting, rewriting, analyzing, proofreading, and editing. This course will also require critical reading and writing.	Y
Math 100	Math Applications	3	A course covering the concepts and applications of mathematics, that includes: the arithmetic order of operations, percent problems, descriptive statistics and graphing, algebraic manipulations, solving linear equations, formula rearrangement, word problems, measurement, and applied plane and solid geometry. This course satisfies the institution's general education requirements for mathematics, but is not a transfer course.	Y
CMST 101	Foundations of Communication	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
ECON 201	Principles of Microeconomics	3	Principles of Microeconomics studies basic economic concepts as they relate to consumer, worker, and business decision. Emphasis is given to satisfaction maximizing behavior by individuals and profit maximization by firms. Market structures are thoroughly analyzed regarding their effect on price, output, and competitiveness.	Y
SUBTOTAL OF GENERAL EDUCATION CREDITS:		15	TOTAL NEW COURSES:	0

II. PROGRAM CORE

SSS 100	Student Success Seminar	2	This course provides students with tools and techniques to help them succeed in their program of study. The course focuses on interactive exercises to help the learner identify personal strengths, learning styles, and support resources based on the STC Wellness Wheel. Reading and study techniques are also practiced.	Y
BUS 101	Foundations of Business	3	Student will receive an overview of many different elements in the business world. The overview will include the business environment, business ethics, types of ownership structures, management techniques, marketing principles, technological implications, monetary basics and investments.	Y

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 3: Program of Study

Southeast Technical College

Business Administration: Entrepreneurship Emphasis

MKT 120	Principles of Marketing	3	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.	Y
BUS 130	Business Communications	3	The students will learn to communicate effectively in North American culture by preparing professional documents and learning to use the channels of communication best suitable for their audiences. Correct English, spelling, punctuation, and proofreading will also be emphasized. Students will become aware of message types and appropriate business tones. Professionalism in the workplace will be stressed throughout the course.	Y
ACCT 210	Principles of Accounting I	4	This course is an introduction to the basic concepts of accounting. It teaches basic principles of accounting application to service and merchandising businesses in a sole proprietorship environment. This course emphasizes the qualities of a properly designed accounting system including the principles of internal control, subsidiary ledgers, preparation of financial statements, and review of basic payroll concepts. This course also highlights the use of the Excel program throughout the course.	Y
HRM 212	Human Resource Management	3	Students will understand how an organization's efficiency is impacted by the effectiveness of its human resource management practices. Human resource planning, recruitment, selection, development, compensation and benefits, employee relations, and safety and health will be covered in the course.	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
BUS 286	Capstone in Business Studies	3	This capstone course prepares students for the workplace. Students will demonstrate their business knowledge, technical skills, problem-solving abilities, and effective communication in weekly assignments. Final presentations will highlight leadership, professionalism, and teamwork. It is highly recommend to take this course in the final semester.	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
MKT 285	Social Media	3	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 210	Supervisory Management	3	Students will learn about the changing role of supervisors in today's business world. Trends such as downsizing, cost cutting, quality enhancement, employee empowerment, and increased diversity have complicated the supervisor's role. Students will learn decision making and problem solving processes and explore methods to achieve maximum productivity while maintaining a positive work environment.	Y
	Technical Elective	3		Y
ACCT 216	Payroll & Quickbooks	4	Emphasis Req: This course will cover the fundamentals of payroll and commonly used industry software, QuickBooks. Students will set up companies, work with payable/receivable, and use the general ledger. The payroll focus will be personnel records, payroll calculations, and accounting for all payroll taxes. Students will generate reports and utilize forms.	Y

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 3: Program of Study

Southeast Technical College

Business Administration: Entrepreneurship Emphasis

BUS 140	Business Law I	3	Emphasis Req: Students will gain basic knowledge of United States law and the judicial system and will study law as it pertains to contracts, warranties, and product liability, consumer protection, landlord and tenant, and employment.	Y
BUS 230	Small Business Entrepreneurship	3	Emphasis Req: Designed to help students gain knowledge to start a small business. The instructor will help students explore the tools needed to begin a small business. The focus is on the development of a business plan, which will be the end result of the course.	Y
SUBTOTAL OF PROGRAM CREDITS:		46	TOTAL NEW COURSES:	0

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
Appendix 4: Alignment Projection

Southeast Technical College
 Business Administration: Entrepreneurship Emphasis

TOTAL CREDITS IN PROPOSED PROGRAM:
 61

I. STACKABLE OPPORTUNITIES						
PROGRAM NAME						
Marketing	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					
	AAS	x				
					61	47
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					
Business Administration	Northern State 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?
			Forthcoming			
					120	32-35
PROGRAM NAME	COLLEGE OR UNIVERSITY					
Business Administration	Dakota State 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?
			Forthcoming			
				Fall 2026 for Updated		>the current 24 credits
PROGRAM NAME	COLLEGE OR UNIVERSITY					
Business Administration	South Dakota State 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?
			Forthcoming			
					120	

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?