

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
SUBSTANTIVE PROGRAM APPLICATION
COMMITTEE RECOMMENDATION**

SUBSTANTIVE PROGRAM APPLICATION

Mitchell Technical College

Associate of Applied Science (AAS) in Physical Therapy Assistant

COMMITTEE RECOMMENDATION

The Committee on Academic Affairs and Institutional Effectiveness met on 9/16/2021 to consider the merits of the substantive program application and, if present, review unresolved concerns regarding program duplication.

After review, the Committee makes the following action recommendation to the Board of Technical Education:

- Approval
- Disapproval
- Deferral
- Other:

PROGRAM DESCRIPTION

Institution	Mitchell Technical College
Program Identifier Code (If applicable)	N/A
Program Title	Physical Therapist Assistant
Program Award Level: Check all that apply	<input type="checkbox"/> Short-Term Certificate <input type="checkbox"/> Long-Term Certificate <input type="checkbox"/> Diploma <input checked="" type="checkbox"/> Associate of Applied Science
CIP Code (6 Digit)	51.0806
Projected Implementation Date	8/1/2022
Location	<input checked="" type="checkbox"/> Main Campus <input type="checkbox"/> Other:

SUMMARY

Type of Substantive Change	<input checked="" type="checkbox"/> New Program (B.1.1) <input type="checkbox"/> Significant Curriculum Modification (B.1.2) <input type="checkbox"/> Other:
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Describe the change the institution is seeking approval of.

Mitchell Technical College (MTC) has identified the need for Physical Therapist Assistants (PTAs) in South Dakota. According to several job search sites including Indeed.com, Glassdoor.com, LinkedIn.com and bls.gov (sites accessed July 11, 2021), there are currently over 50 PTA positions open in South Dakota. MTC's health care partners believe this trend will continue over the next 10-20 years. MTC has the physical space to quickly address the demand for PTAs and has met with industry leaders for input on program design as well as classroom and lab needs.

The following proposal addresses the design, evaluation, and implementation of a Physical Therapist Assistant (PTA) program that ensures successful student preparation for the National Physical Therapy Licensure Exam. Physical Therapist Assistants work under the direct supervision of a Physical Therapist to implement a treatment plan that will help individuals achieve fitness goals, regain their strength, maintain their independence, and live healthy, active lives. In addition to providing therapeutic exercises, PTAs can also administer various physical modalities such as soft tissue massage and electrical muscle stimulation.

The proposed curriculum includes didactic, laboratory and clinical components. Local Physical Therapists have donated time and talent in designing a high-functioning lab to best prepare students to perform treatments. Skill development is addressed through patient evaluation and assessment activities using equipment and other treatment procedures.

Simulations will prepare students to enter the clinical educational experience where they will be required to experience a variety of treatments for patients of all ages who have injuries, disabilities, pain management, or preventative care. Most of the PTAs work in hospitals or privately-owned practices. Content areas include acute care, geriatrics, oncology, orthopedics, pediatrics, and wound management.

Graduates will be eligible to take the National Physical Therapy Examination (NPTE) administered by the Federation of State Boards of Physical Therapy (FSBT).

CRITERION 1: MISSION

The program aligns with the system's mission and strategic priorities.

1.1. The program aligns with the system's mission of preparing a technically skilled workforce prepared to serve the state of South Dakota and its regions.

1.2. The program aligns with the system's strategic priorities.

1.1. Describe how the proposed program aligns with the system's mission.

The mission of MTC is to provide skills for success in technical careers. The proposed program recognizes the demand for PTAs in South Dakota and surrounding states and is confident that the program outcomes meet MTC's mission. The four technical colleges work together to provide opportunities for students across the state to meet workforce demand. The addition of a PTA program in Mitchell supports growth without increasing demands on current industry partners.

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.

N/A

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."

Lake Area Technical College (LATC) offers an Associate of Applied Science (AAS) in Physical Therapy Assistant. According to the Board of Technical Education's 2019-2020 Appendix A Report, LATC graduated 15 students during the 2019-2020 academic year.

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.

Unmet Demand: Currently there are over 50 unfilled PTA positions in South Dakota (Indeed.com, Glassdoor.com, LinkedIn.com and bls.gov (sites accessed July 11, 2021)). Occupational projections

(2018-2028) indicate 43 annual openings in South Dakota for the next 10 years (dlr.sd.gov/lmic/menu_projections_occupations_statewide.aspx). Placement reports the past three years from the SDBOTE Lake Area Technical College has consistently placed 12-14 PTA graduates in South Dakota facilities (SDBOTE Placement Reports).

Industry Partnership: Clinics, hospitals and home care facilities in the Mitchell region are excited for MTC to offer a PTA program and will provide support in advising program development and growth as well as opportunities for students' clinical placements. Support from Avera Therapy Mitchell provides services to more than 20 facilities in the Mitchell region. Monument Health in Rapid City offers therapy services to 7 hospitals and clinics in western South Dakota and is willing to support clinical training for the MTC program. Individual providers Josh Moody and Steve Van Genderen from Mitchell, and Ryan Hansen from Rapid City have also agreed to work with MTC to ensure a successful program.

Increases Student Access: Over the past several years, students from MTC's recruiting area have increased interest in medical programs. Often, recruiters are asked about PTA as an option to stay local (within 100 miles). Students from the south-east and central regions of the state have a strong commitment to staying close to home. MTC anticipates an increase in diverse student populations as PTA is traditionally a female program and the opportunity to have clinical training sites in Rapid City as MTC continues to see enrollment increases, PTA will provide another much-needed avenue for prospective students.

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.

N/A

3.1. Describe the program learning outcomes.

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

Upon completion of the PTA AAS program, the student will be able to:

Understand the plan of care written for individual patients and implement delegated interventions to achieve goals identified in the plan of care.

Communicate effectively and respectfully with diverse groups of people in order to foster the achievement of therapeutic and organizational goals.

Demonstrate the ethical and legal standards of the physical therapist assistant.

Demonstrate clinical problem-solving skills and professional judgement.

Use data collection and communication to participate in determining patient progress toward goals established by the physical therapist.

Participate in career development based on self-assessment, performance appraisals, work setting, and interests.

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

Program learning outcomes were developed through review of current programs across the nation including Montgomery College, North Iowa Area Community College, Mercy College, Marcicopa Community College, Heartland Community College, and Lake Area Technical College. The PTA Accreditation Handbook found online at www.capteonline.org outlined required elements for both student and program outcomes. The PTA faculty will review the proposed outcomes with industry partners from Avera, Monument Health, Hansen Physical Therapy and Dakota Physical Therapy.

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.

Graduates will achieve above average marks on the clinical performance instrument.

Graduates will accomplish a first-time pass rate of 85% or higher on the National Physical Therapy Exam.

Employer Survey results will be 3.5 or higher (out of 5) on employee performance.

At least 85% of graduates will participate in professional activities.

Graduates will be employed as PTAs at a 95% or higher rate.

Program meets all requirements set forth by the Commission on Accreditation in Physical Therapy Education.

Every program at MTC has clearly defined Program Learning Outcomes (PLOs) that define program-level outcomes specific to the program. In addition, every course in a program has specific Student Learning Outcomes (SLOs), which are content-specific. Program faculty develop an annual assessment plan that includes the evaluation of PLOs and SLOs throughout the year. Assessment activities are designed to provide critical feedback to improve student learning. The results from the annual assessment review provides documentation that can be used to determine whether intended outcomes are being achieved and how the program can be improved.

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 checked="" type="checkbox"/> Clinical |
| <input type="checkbox"/> Apprenticeship | <input type="checkbox"/> Capstone |
| <input type="checkbox"/> Internship or Externship | <input type="checkbox"/> Other: |

B. If none, describe why.

N/A

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 type="checkbox"/> Online | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Blended | |

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

The best delivery method for the PTA program is traditional, face-to-face instruction with clinical rotations. However, MTC is prepared to offer hybrid and online classes if needed due to the pandemic. MTC has an instructional team readily available to assist faculty in producing video lectures, asynchronous activities, well-framed discussion questions, and engaging projects and case studies.

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.

MTC's health sciences division core curriculum offers PTA students an option to easily transfer to other programs (Medical Laboratory Technician, Medical Assistant, Human Services Technician, Medical Office Professional), if desired, after the first semester. The core curriculum (10 credits) includes Anatomy and Physiology, Medical Terminology, and Pathophysiology. These credits also transfer into the Licensed Practical Nursing and Radiologic Technology programs if additional entrance requirements are met. Furthermore, all general education courses included in the PTA program are accepted in all programs at MTC.

C. As applicable: Insert any additional comments here.

CRITERION 5: CAPACITY

The institution demonstrates the internal and external resources necessary to develop, implement, and sustain the program.

- 5.1. The institution demonstrates the financial resources necessary to develop, implement, and sustain the program.
- 5.2. The institution demonstrates appropriately certified and qualified faculty are in place with expertise in content, pedagogy, and related industry to develop and validate the program learning outcomes.
- 5.3. The institution's physical facilities (e.g., classrooms, laboratories) reflect current industry and/or occupational standards necessary to develop and validate the program learning outcomes.
- 5.4. The institution's equipment and technology resources reflect current industry and/or occupational standards necessary to develop and validate the program learning outcomes.
- 5.5. The institution demonstrates the ability of the program to meet institutional and programmatic accreditation standards, as applicable.

5.1. Describe the institution's financial capacity to develop, implement, and sustain the proposed program.

A. Complete Appendix 5.

B. Describe the proposed program's anticipated local fee structure. Description of fee structure should be specific to the program.

MTC's projected local fees for the PTA AAS program consist of a department fee of \$40 per credit hour and an institutional fee of \$32 per credit hour.

C. What is the proposed program weight factor (funding formula)?

- Standard Cost (1)
- High Cost (3)
- High Cost, Low Density (5)

I. Provide rationale related to the selection of proposed program weight factor.

MTC's proposed PTA program aligns with the state-level guidance for the standard-cost program weight factor. The proposed PTA program does not require extensive overhead in faculty, expansion or renovation of physical facilities, or equipment and technology resources. Further, the program could enroll a large group of students if the demand were present.

D. Describe the contingency plans in case anticipated enrollments, income, or resources do not materialize.

Should student enrollments not materialize, onboarded PTA faculty could assume health science general studies faculty roles, as MTC anticipates upcoming vacancies due to retirements.

MTC does not anticipate substantive financial investments into physical facilities. Current classrooms will be used for the PTA program and can easily be repurposed to meet the needs of the college.

Planned equipment purchases for the PTA lab can be utilized by other programs in the Medical Division, specifically Medical Assistant, Medical Laboratory Technician, and Licensed Practical Nursing, or repurposed to the new 24/7 on campus Fitness Center.

5.2. Describe how the institution will ensure the appropriate certified and qualified faculty are in place with the expertise in content, pedagogy, and the related industry to develop and validate the program learning outcomes.

A. Describe the necessary qualifications of faculty who will be involved in the program.

Following the standards and required elements for CAPTE accreditation, the program director and core faculty will be required to hold an active, unrestricted PT or PTA license/certification and have a minimum of three years full-time clinical experience.

MTC requires newly hired faculty to enroll in a 4-credit semester course, EDU 299-Methods of Teaching in Career and Technical Education, and a 1-credit semester course, MEN 110- Mentoring Special Topics, within the first year of employment. These two courses emphasize effective teaching practices including instructional design, assessment strategies, instructional media, effective learning environments, classroom management practices, and an introduction to Perkins funding.

B. Does the instructorship(s) currently exist in the roster of Instructor Salary Support market value determinations?

- Yes
 No

I. If no: Describe the SOC(s) codes and titles that will need to be added.

31-2021- Physical Therapists Assistants; 29-1123 Physical Therapist

5.3. Describe the existing and/or new physical facilities that will be utilized or needed to reflect current industry and/or occupational standards. Outline short- and long-term investments in physical facilities.

No changes to physical facilities are needed for the PTA program. MTC will use current classroom CC 176 as the Physical Therapist Assistant program's lab space. Didactic classes will be held in existing classrooms in the Campus Center.

5.4. Describe the existing and/or new equipment and technology resources that will be utilized or needed to reflect current industry and/or occupational standards. Outline short- and long-term investments in equipment and technology resources.

Equipment needed to launch and maintain the program is minimal and easily obtained. MTC has consulted with Physical Therapists from Avera and Dakota Physical Therapy to ensure necessary and appropriate equipment and supplies are included in the proposal.

5.5. Describe the institution's and proposed program's ability to meet institutional and programmatic accreditation standards, as applicable.

A. Specify Higher Learning Commission (HLC) requirements.

- Notification Only
 Approval Required
 None
 Other:

B. Is there an accrediting or professional organization that has established standards for the program?

- Yes

No

C. If yes: Describe the ability of the proposed program to meet professional accreditation standards. If the program does not or cannot meet those standards, describe the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation. Provide the date by which the program would be expected to be fully accredited.

If the institution does not plan to seek specialized accreditation, provide a rationale for not seeking.

The Commission on Accreditation in Physical Therapy Education (CAPTE) is an accrediting agency that grants accreditation status to qualified education programs for physical therapists and physical therapist assistants. Upon BOTE approval, MTC will seek programmatic accreditation with CAPTE for the PTA AAS program. MTC expects the PTA AAS to meet all professional accreditation standards and does not foresee any deficiencies.

APPENDICES

- 2.A. Labor Market Information
- 2.B. Student Demand Projections
- 3. Program of Study
- 4. Alignment Projection
- 5. Financial Projections
- Letters of Support
 - o Avera Therapy and Queen Peace Hospital
 - o Dakota Physical Therapy
 - o Monument Health Orthopedic and Specialty Hospital

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

Mitchell Technical College
 AAS in Physical Therapist Assistant

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
31-2021	Physical Therapist Assistant		281	335	54	19.2	\$ 42,401.00	\$ 42,805.00

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)
31-2021	Physical Therapist Assistant		98,700	130,900	32,200	32.6	\$ 59,770.00	\$ 59,440.00

SOURCE: South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)
DATE: 7.7.2021

NOTES:

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 2.B: Student Demand Projections

Mitchell Technical College
AAS in Physical Therapist Assistant

	YEAR 1	YEAR 2	YEAR 3
Student Full-Time Equivalent (FTE)	17	30	39
Headcount: Full-Time	12	24	30
Headcount: Part-Time	0	0	0
Headcount: Total	12	24	30
Total Program or Site Capacity	12	30	36

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
Appendix 3: Program of Study

Mitchell Technical College
AAS in Physical Therapist Assistant

Months: 21
Semesters: 5
Credits: 75

PREFIX AND NUMBER	TITLE	CREDITS	DESCRIPTION	EXISTING COURSE
I. General Education Core				
SSS 100	Student Success	1	Provides a foundation for gaining the knowledge, skills and attitudes necessary for college success. Students will learn to make a successful transition to higher education by setting up a pattern of success that will last the rest of their lives. Students will define goals and develop thinking skills, learning strategies and personal qualities essential to both academic and career success.	Y
ENGL 101	Composition	3	This class is designed to develop students' skills in critical reading and in a range of writing tasks. It allows students to go beyond matters of comprehension and summary to evaluate and extend everything they read. It will assist students in discovering something meaningful to say and to use writing as a way to actively participate in discussions about certain subjects; it will also enable students to approach a topic in a creative manner, gather and evaluate information, organize ideas, write coherent sentences, and learn to revise and edit drafts.	Y
PSYC 101	General Psychology	3	Designed to relate psychology to everyday life. Students will gain a basic understanding of how we develop throughout our life span and how we learn throughout our lives. Special emphasis is placed on understanding causes, symptoms and treatment of the most prevalent psychological disorders in our society. An empathetic perspective for those who suffer from these disorders and how the disorders affect their families is stressed.	Y
SOC 100	Intro to Sociology	3	Students will learn a wide range of classical and contemporary perspectives of diverse roles, interests, opportunities, contributions, and experiences in social life. The socialization process, including social structure, social interaction, and social groups is examined in the context of how human society developed. Topics include race, ethnicity, deviance, gender, class, age, marriage and family, politics, education, religion, population, and social change.	Y
MATH 105	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, systems of equations and personal finance.	Y
SPCM 101	Fundamentals of Speech	3	Intensive practice of oral presentations. The material lays the foundation for a study of speech principles and provides exercises in guiding students through preparation and delivery. The course will include units on informative, persuasive (research), small group, and special occasion presentations, and use of visual aids.	Y
Subtotal of General Education Credits:		16	Total New Courses:	0

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Appendix 3: Program of Study

Mitchell Technical College
AAS in Physical Therapist Assistant

Months: 21
Semesters: 5
Credits: 75

PREFIX AND NUMBER	TITLE	CREDITS	DESCRIPTION	EXISTING COURSE
II. PROGRAM CORE				
PTA 100	Introduction to Kinesiology	3	Covers kinesiology and anatomy of the musculoskeletal and neuromuscular systems. Emphasis on arthrokinematics, static and dynamic movement systems, and clinical applications.	N
PTA 100	Introduction to Physical Therapy	1	Provides an introduction to the role and scope of practice of the Physical Therapy Assistant. Covers historical overview of PT, professional affiliations, structure and function of services, and ethical and legal issues.	N
PTA 101	Principles of Patient Care	2	Introduction to the theory of basic patient care skills performed by a physical therapist assistant. Includes positioning, monitoring vital signs, infection control techniques, transfer, assessment and treatment.	N
PTA 102	Patient Care Skills and Assessment	3	Practical training in basic care skills performed by a physical therapist assistant. Assessment and intervention techniques are included.	N
PTA 110	Physical Agents in Rehabilitation I	2	Study of the use of physical agents and massage for the relief of pain and inflammation. Includes techniques of application, indications, contraindications, precautions and conditions for treatment.	N
PTA 111	Application of Physical Agents I	3	The use of physical agents in the treatment of common conditions. Various thermal, mechanical, and electromagnetic agents will be introduced.	N
PTA 120	Foundations of Therapeutic Exercise	3	Explores the use of exercise as a preventative and rehabilitative modality for treatment. Includes strength, posture, flexibility and balance techniques.	N
PTA 121	Therapeutic Exercise for Orthopedics	3	Focus on dysfunction, disease and trauma of the musculoskeletal system. Concepts of tissue healing, signs and symptoms of orthopedic dysfunctions, surgical interventions and physical therapy interventions are presented.	N
PTA 140	Clinical Experience I	4	A full-time four to six-week (minimum 160 hours) supervised clinical experience at a healthcare facility in which there will be active student participation in patient care.	N
PTA 210	Physical Agents in Rehabilitation II	3	This course provides the student with the theoretical basis for the use of physical agents such as heat, cold, electricity, light, water and therapeutic modalities utilized in physical therapy. Emphasis is placed on modalities such as hydrotherapy, various forms of electrical stimulation, ultrasound, traction and diathermy.	N
PTA 211	Application of Physical Agents II	3	Application of the principles and procedures taught in PTA 210.	N
PTA 220	Concepts of Rehabilitation	4	This course allows for hands on appreciation of rehabilitation techniques. Emphasis on orthopedic and neurologic treatment techniques, therapeutic exercise procedures, and analysis and treatment of pathologic gait.	N
PTA 221	Rehabilitation Techniques	3	Lab component of PTA 220.	N
PTA 240	Clinical Experience II	10	Clinical experience includes two rotations (7 weeks each) at two clinical settings; one of which is a general hospital setting.	N
PTA 250	Clinical Seminar	2	Prepares students to transition from student to practitioner. Emphasis on licensure, job skills, board exam review, roles, legal and ethical issues and trends in physical therapy.	N

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 3: Program of Study

Mitchell Technical College
 AAS in Physical Therapist Assistant

Months: 21
Semesters: 5
Credits: 75

PREFIX AND NUMBER	TITLE	CREDITS	DESCRIPTION	EXISTING COURSE
HEALTH SCIENCES CORE				
HS 101	Medical terminology	3	Vocabulary and terms used in the medical professions. Meanings of root words, prefixes and suffixes are studied. Proficiency is gained in analyzing medical words and in understanding how the word elements relate and apply to medicine. (A grade of "C" or higher required to continue in medical programs.)	Y
HS 103	Anatomy and Physiology	4	Basic anatomy and physiology of the human body. Systems studied include integumentary, musculo-skeletal, nervous, circulatory, lymphatic, respiratory, urinary, digestive, endocrine and reproductive. (A grade of "C" or higher required to continue in medical programs.)	Y
MA 123	Pathophysiology	3	Pathology of diseases. Special emphasis is placed on the etiology, signs, symptoms, diagnoses and treatment options for diseases and conditions of the human body.	Y
SUBTOTAL OF PROGRAM CREDITS		59	TOTAL NEW COURSES:	15

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 4: Alignment Projection

Mitchell Technical College
 AAS in Physical Therapist Assistant

TOTAL CREDITS IN PROPOSED PROGRAM:

75

I. STACKABLE OPPORTUNITIES							
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?
N/A		Long-term Certificate		Forthcoming			
		Diploma					
		AAS					

II. ARTICULATION AGREEMENTS (BACCALAUREATE)						
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?
Technical Leadership	USD	X	Forthcoming			
Health Sciences	USD	X	Forthcoming	June, 2022	120	60-69
Athletic Training	Dakota Wesleyan University	X	Forthcoming	June, 2022	120	60-70

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?
NPTE- National Physical Therapy Examination	CAPTE-Commission of Accreditation in Physical Therapy Education	Yes
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?

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 5: Financial Projections

Mitchell Technical College
 AAS in Physical Therapist Assistant

	YEAR 1	YEAR 2	YEAR 3
Student FTE	17	30	39

I. PROJECTED EXPENDITURES

A. ONE-TIME

New/Renovated Facilities	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -
Sub-Total: One-time	\$ -	\$ -	\$ -

B. RECURRING

B.1. PERSONNEL

FTE (Faculty and Staff)	1	2	2
Salary & Benefits	\$ 95,000.00	\$ 175,000.00	\$ 185,000.00

B.2. OPERATING

Rental / Lease	\$ -	\$ -	\$ -
Contractual Services	\$ -	\$ -	\$ -
Equipment	\$ 25,000.00	\$ 15,000.00	\$ 3,000.00
Supplies	\$ 3,500.00	\$ 1,500.00	\$ 1,500.00
Travel	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -
Sub-Total: Operating	\$ 28,500.00	\$ 16,500.00	\$ 4,500.00
Total: Recurring	\$ 123,500.00	\$ 191,500.00	\$ 189,500.00

TOTAL EXPENDITURES (A + B)	\$ 123,500.00	\$ 191,500.00	\$ 189,500.00
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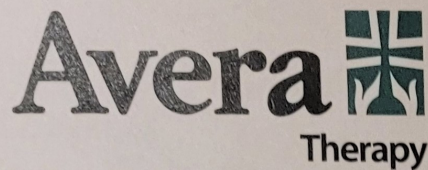
II. PROJECTED REVENUE

Tuition	\$ 63,240.00	\$ 111,600.00	\$ 145,080.00
State Fees	\$ 21,420.00	\$ 37,800.00	\$ 49,140.00
Local Fees	\$ 39,270.00	\$ 69,300.00	\$ 90,090.00
Location-Based Fees	\$ -	\$ -	\$ -
State Sources	\$ -	\$ 64,105.47	\$ 113,127.30
Federal Sources	\$ -	\$ -	\$ -
Private Grants or Gifts	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -

TOTAL REVENUE	\$ 123,930.00	\$ 282,805.47	\$ 397,437.30
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REVENUE - EXPENDITURES	\$ 430.00	\$ 91,305.47	\$ 207,937.30
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**Projections are held constant based on current fiscal year. Inflation or rate changes are not factored.*



2100 N Kimball Street
Mitchell, SD 57301
(605) 996-8712
Fax: (605) 996-7513

July 30, 2021

200 E Havens Avenue
Mitchell, SD 57301
(605) 995-6370
Fax: (605) 995-6374

Mark Wilson
President, Mitchell Technical College
1800 E Spruce Street
Mitchell, SD 57301

Avera.org/queen-of-peace

Dear President Wilson,

I am writing this letter of support as the Manager of Outpatient Therapy Services on behalf of Avera Therapy and Queen of Peace Hospital for Mitchell Technical College's development and implementation of a physical therapy assistant program with potential growth opportunities, which could include a CSCS certification in conjunction with the PTA degree.

Avera Therapy Mitchell, a department of Avera Queen of Peace Hospital in Mitchell South Dakota, is a regional staple in providing physical, occupational and speech therapy services to more than 20 facilities in a multitude of small rural communities, including the Queen of Peace and three critical access hospitals. As we continue to serve the aging population and medical complexities of patients in these communities, physical therapy assistances will be vital to the ability to provide this service while being fiscally responsible.

The profession of physical therapy assistants is projected to grow by 33% nationally from 2019-2029. South Dakota alone, is projected to have 11-12 new PTA jobs annually. Physical therapy services are projected to grow as we continue to move towards population health and preventative medicine as a staple to our healthcare approach. The profession of physical therapy is also seeing a decrease in reimbursement by the Medicare system annually with an 8% cut to all reimbursement in 2021, thus supporting the need for the PTA profession as utilization of the physical therapy assistant helps facilitate balanced budgets and fiscal responsibility. The healthcare industry may also see increased burnout rates within the physical therapy profession due to the responsibility they hold for both physical and mental wellbeing of each patient, resulting in the demand for these professions in the healthcare industry.

As a physical therapist and manager of therapy services for the Avera system, I would support the development of a physical therapy assistant program at Mitchell Technical College. We, as Avera, have a strong working relationship with the other healthcare-based programs at Mitchell Technical College and feel that the development of the physical therapy assistant program will continue to grow this relationship, as well as build the future workforce for the physical therapy profession.

Sincerely,

A handwritten signature in black ink, appearing to read "Christopher Marek", with "DPT/ATC" written in smaller letters below it.

Christopher Marek, DPT, ATC | Manager, Outpatient Therapy & Sports Medicine
Avera Queen of Peace Region

Sponsored by the Benedictine
and Presentation Sisters



August 27, 2021

President Wilson,

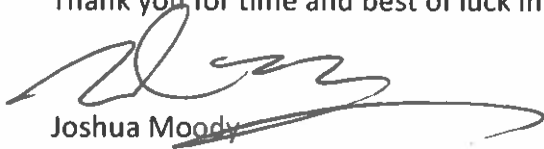
We are writing today to express our support for the development and implementation of a Physical Therapy Assistant (PTA) program at Mitchell Technical College. Dakota Physical Therapy currently employs 3 full time PTAs in addition to our workforce of Physical and Occupational Therapists. The PTA plays a vital role in the ever changing landscape of rehabilitation services that we provide at our clinic and serve a vital role in helping our population recover from illness, injury, surgery, and other ailments.

The profession of physical therapy has seen tremendous growth in patient numbers and variety of conditions that we treat, while at the same time struggling with reimbursement that has remained stagnant in the private insurance arena and even declined significantly in our ever growing Medicare population. While our profession is placing tremendous focus on improving reimbursement, it remains to be seen if/when this can be accomplished, so the ability of the PTA to assist in the treatment of patients at a reduced expense cannot be underestimated. These facts support the concept of Mitchell Technical College implementing an outstanding PTA program to meet the needs of an ever growing profession in need of mid-level providers.

Our practice is historically on a path of steady growth, and has not been immune to periodic staffing shortages as well. It is very likely that we will need more PTAs at some point in the future and having a local program producing outstanding PTAs would be a collaboration that we would support wholeheartedly.

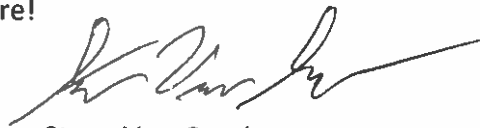
In summary Dakota Physical Therapy would not only fully support the implementation of a PTA curriculum, but we would certainly have an interest in being a regular clinical training site for your students as well as having an interest in serving in an advisory role or even as guest lecturers and/or adjunct staff to assist the program in producing the most prepared, educated PTA students possible.

Thank you for time and best of luck in this venture!



Joshua Moody

PT/Owner



Steve Van Genderen

PT/Owner



Home Health Care

- Nursing
- Occupational Therapy
- Speech Therapy
- Physical Therapy

910 S. Edgerton St. • Mitchell, SD 57301
Phone 605-996-4778 • Fax 605-996-3660

Home Care & Cleaning • Phone 605-995-1963

www.dakota-pt.com



Home Care & Cleaning



**Monument Health Orthopedic and
Specialty Hospital**
1635 Caregiver Circle
Rapid City, SD, 57702
PH: (605)-755-1100 FAX: (605)-755-1116

August 31, 2021

Mark Wilson
President, Mitchell Technical College
1800 E Spruce Street
Mitchell, SD 57301

Dear President Wilson,

I am writing this letter of support as the Manager of Rehabilitation Services, Rapid City and Southern Hills Markets on behalf of Monument Health Rehabilitation Services for Mitchell Technical College's development of a Physical Therapist Assistant program.

Monument Health's Therapy Services are engrained within seven hospitals and clinics throughout the Black Hills and western South Dakota. Our settings include critical access hospitals, levels two and three trauma hospitals, outpatient clinics, home health, an inpatient rehabilitation hospital and an orthopedic & specialty hospital. We collectively employ over 60 Physical Therapy professionals throughout our system which includes Physical Therapist Assistants.

The need for physical therapy services is projected to grow rapidly in conjunction with the continued aging of the US population and the need for cost-effective health care services. While this growth is projected, at the same time, reimbursement for therapy services continues its downward trend with recent CMS cuts this year and proposed future cuts on the immediate horizon. This is requiring the therapy industry to look at ways to improve financial efficiencies and will directly drive the increased need for the lower expense Physical Therapist Assistant position to become an even more utilized position.

As the costs of higher education, specifically Physical Therapist programs, continue to get scrutinized by applicants, the appeal of the Physical Therapist Assistant program will be enhanced and hopefully will lead to increased availability of PTA's coming out into the workforce as the demand rises. With a limited program availability currently within South Dakota, an additional program would be welcome to support the local need for additional therapists and Monument Health would be more than willing to support the clinical training required as part of the program.

Sincerely,

Jim Rix, PT, MPT, OCS, CSCS | Manager Rehabilitation / Sports Medicine / Performance Services
Monument Health Orthopedic and Specialty Hospital

To: Nick Wendell
Executive Director, South Dakota Board of Technical Education

From: Michael Cartney
President, Lake Area Technical College

Re: Concern and Rationale for Unwarranted Program Duplication - Physical Therapy Assistant

The Substantive Program Application to add a Physical Therapy Assistant Associates of Applied Science degree program at Mitchell Technical College results in unwarranted duplication. Criterion 2, Standard 2.4. in Appendix A of the 303.1. Program Approval and Review Criteria requires the new program fulfill “a demand not being met by existing education and training providers in the region and/or state”.

The occupational demand for Physical Therapist Assistants is currently met by existing educational providers in South Dakota, including Lake Area Technical College. There is a lack of evidence that there is unmet workforce demand in South Dakota. The Substantive Program Application cited two sources of occupational data: 1. South Dakota Labor Market information and 2. Online job postings. There are concerns with the occupational demand data presented:

1. South Dakota Labor Market Information

The South Dakota Department of Labor projects 19.2% growth in the occupation from 2018-2028; however, there are only 281 positions in South Dakota total as of 2018. Over the course of the next ten years, the labor market information projects 54 new jobs. A conservative projection of certified graduates from the Lake Area Technical College program is 150 professionals entering the occupation during this same time period. The number of graduates is at equilibrium with industry demand when considering the number of professionals needed for new positions, resignations, and retirements. Adding an additional Physical Therapy Assistant program will result in graduates not able to be employed in the field in South Dakota.

2. Online Job Postings

Under Criterion 2: Demand, Standard 2.4., the application references 50 unfilled positions in South Dakota based upon online job postings from Indeed, Glassdoor, Linked In, and the Bureau of Labor Statistics. There is not a document detailing the available jobs on the July 11 date. When reviewing the positions available currently, it appears that positions that do not require a Physical Therapy Assistant degree or license were included in this number as well as part-time, PRN positions that do not result a financially sustainable career. Some of the advertising companies are recruiting for travelling therapists which may or may not result in the graduate working in South Dakota.

In addition, industry demand for Physical Therapist Assistants is a significant concern for the Commission on Accreditation in Physical Therapy Education (CAPTE). Nationally, the student demand outpaces the occupational demand; therefore, in order to remain at equilibrium with demand CAPTE




requires existing programs to submit a formal proposal to expand a cohort. It is a specialized medical area with a finite number of positions available in South Dakota.

Rather than starting an additional program, the most efficient and fiscally responsible method to meet the workforce demand in South Dakota is for Lake Area Technical College to expand the partnerships with the employers who are experiencing unmet demand.





To: Nick Wendell
Executive Director, South Dakota Board of Technical Education

From: Mark Wilson 
President, Mitchell Technical College (MTC)

Re: Follow up to LATC's Concerns and Rationale for Unwarranted Program Duplication-PTA

Date: September 16th, 2021

Mitchell Technical College's Substantive Program Application for a Physical Therapist Assistant (PTA)-Associate of Applied Science degree program does meet all the requirements in moving forward. Prior to submitting the PTA application, MTC has and continues to work together with our regional healthcare providers and healthcare partners across the state of South Dakota, in determining to move forward with a two-year Physical Therapist Assistant program. Based on MTC's letters of support from health-care providers/industry, current job-opening listings, and future projected openings from the Labor Market Information Center-LMIC and Bureau of Labor Statistics-BLS, there is an unmet need. Also, Representatives from the Governor's Office of Economic Development, the Department of Labor & Regulations, and the Department of Education, did not oppose MTC's Physical Therapist Assistant program application.

The SD Technical College system has a history of working together to fulfill workforce demands. The "System" does have multiple programs that are currently duplicated. The number of graduates from current duplicated programs, still does not meet the need/shortage of workers. At times, Colleges/ Administrators will disagree in the duplication of a program(s) that may appear to compete with their standing program(s). However, there continues to be a great need in the Healthcare career field for educating and training two-year graduates for the healthcare workforce.

In closing, "The need for physical therapy services is projected to grow rapidly in conjunction with the continued aging of the US population and the need for cost-effective health care services. While this growth is projected, at the same time, reimbursement for therapy services continues its downward trend with recent CMS cuts this year and proposed future cuts on the immediate horizon. This is requiring the therapy industry to look at ways to improve financial efficiencies and will directly drive the increased need for the lower expense Physical Therapist Assistant position to become an even more utilized position. As the costs of higher education, specifically Physical Therapist programs, continue to get scrutinized by applicants, the appeal of the Physical Therapist Assistant program will be enhanced and hopefully will lead to increased availability of PTA's coming out into the workforce as the demand rises. With a limited program availability currently within South Dakota, an additional program would be welcome to support the local need for additional therapists and Monument Health would be more than willing to support the clinical training required as part of the program." Sincerely, Jim Rix, PT, MPT, OCS, CSCS-Manager Rehabilitation / Sports Medicine / Performance Services – Monument Health Orthopedic and Specialty Hospital