

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
ACADEMIC AFFAIRS
COMMITTEE RECOMMENDATION**

SUMMARY

Mitchell Technical College
Substantive Program Application
Long-Term Certificate
Allied Health

COMMITTEE RECOMMENDATION

The Committee on Academic Affairs and Institutional Effectiveness ("Committee") met on 10/1/2026 to consider the merits of the above application. 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)	
Program Title	
Program Award Level: Check all that apply	☐ Short-Term Certificate ☒ Long-Term Certificate ☐ Diploma ☐ Associate of Applied Science
CIP Code (6 Digit)	
Projected Implementation Date	Click here to enter a date.
Location	☒ Main Campus ☐ Other:

SUMMARY

Type of Substantive Change	☒ New Program (B.1.1) ☐ Significant Curriculum Modification (B.1.2) ☐ Other:
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Describe the change the institution is seeking approval of.

Key Program Objectives & Structure: Allied Health Certificate

- Foundational Health Sciences & General Education: Delivers essential, transferrable general education and prerequisite coursework including Anatomy & Physiology I (HS 103), Pathophysiology (MA 123), Medical Terminology (HS 101), Mathematical Reasoning (MATH 103), and English Composition (ENGL 101) required for success in advanced clinical programs.
- Direct Alignment with LPN & Rad Tech Admissions: Incorporates targeted preparation for competitive program entry, specifically including a TEAS Test Prep Seminar (AHE 105) and Certified Nursing Assistant (HS 170) training, which satisfy admission requirements for LPN and Radiologic Technology programs.
 - State Board Compliance: Successful completion of HS 170 satisfies the 75-hour state-approved Nurse Aide Training Program (NATP) requirements mandated by the South Dakota Board of Nursing (SDBON).
- Immediate Workforce Readiness & Standalone Value: Prepares students with applicable skills, academic preparation, and active credentials, including Basic Life Support (BLS) Certification (HS 100). Even if students choose not to pursue or continue into a selective-admission healthcare program like LPN or Rad Tech, completing this certificate equips them with full eligibility to earn active CNA credentials and directly enter the healthcare workforce.
 - Path to Active State CNA Registry Status: To transition from course completion to active placement on the South Dakota Unlicensed Assistive Personnel (SD UAP) / SDBON Nurse Aide Registry, graduates complete the following standard post-coursework steps:
 - Complete State Competency Examinations: Students register for and pass the South Dakota Nurse Aide Competency Evaluation administered through D&SDT-Headmaster (SD TMU), which includes both a written/knowledge examination and a practical skills evaluation.
 - Registry Placement: Upon passing both exam components, results are submitted to the SDBON to place the student on the official South Dakota Nurse Aide Registry with active CNA status.
 - Institutional Support: Mitchell Technical College supports students through the state exam registration process during HS 170 to facilitate a seamless transition from course completion to active state certification.

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.

Alignment with Board of Technical Education (BOTE) Mission & Workforce Priorities

- **Title IV Eligibility & Financial Accessibility:** The proposed 26.5-credit long-term certificate program is designed to be fully eligible for Title IV federal financial aid, directly resolving a significant financial barrier for students. Previously, students completing prerequisites were designated as undeclared "Pre-Allied Health" students and were ineligible for federal assistance (such as Pell Grants or federal student loans) because they were not enrolled in a formal degree or certificate program. Structuring these courses into an approved certificate allows students to access federal financial aid, maintaining an affordable, funded pathway while they complete prerequisite coursework, TEAS test preparation, and workforce credentials.
- **Direct Alignment with Workforce Demand:** The Allied Health Certificate addresses critical healthcare labor shortages across South Dakota by preparing foundational healthcare professionals. Embedding essential training such as Basic Life Support (HS 100) and Certified Nursing Assistant training (HS 170) equips graduates with immediate, high-demand workforce skills to fill vital roles in local healthcare facilities.
- **Flexible Career Pathways & Stackable Credentials:** By combining general education requirements including Mathematical Reasoning (MATH 103), English Composition (ENGL 101), and General Psychology (PSYC 101) with core health sciences (Anatomy & Physiology, Pathophysiology, and Medical Terminology), the program delivers a versatile, stackable credential. Graduates gain the flexibility to enter the workforce immediately or transition seamlessly into health science programs such as LPN, Radiologic Technology, or Medical Laboratory Technology, fulfilling BOTE's mission of promoting lifelong learning and career mobility.
- **Access & Student Success Focus:** The curriculum intentionally incorporates targeted academic support courses, including Student Success (SSS 100) and the TEAS Test Prep Seminar (AHE 105). This deliberate design strengthens student retention, builds entrance exam readiness, and elevates completion rates, embodying BOTE's commitment to accessible, student-centered technical education.
- **Affordable & Efficient Program Design:** At 26.5 total credit hours structured over two semesters, the certificate delivers a streamlined, cost-effective model that allows students to gain valuable postsecondary credentials and academic standing without unnecessary time or financial burden.

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."

All three other technical colleges in South Dakota offer health science foundational options, but none offer a direct equivalent to the proposed stackable Allied Health Certificate structure that combines CNA certification, BLS, TEAS preparation, and core general education into a long-term certificate.

Here is how the offerings at the other three institutions compare to Mitchell Tech's proposed program:

- Lake Area Technical College (LATC)
 - Programs: Individual Certificates (e.g., Community Health Worker, Phlebotomy) & Diploma/AAS Health Programs (e.g., Medical Assisting, Practical Nursing).
 - How they compare: LATC relies on standalone certificates or direct admission into terminal diploma/degree programs. They do not offer a unified Allied Health Certificate specifically designed to bridge students into selective healthcare majors while providing entry-level workforce credentials.
- Southeast Technical College (STC)
 - Programs: Individual Certificate in Community Health Worker, Diploma in Licensed Practical Nursing (LPN), and Standalone CNA and Phlebotomy courses.

- How they compare: STC offers various entry-level standalone certificates, diplomas, and health science AAS degrees (Diagnostic Medical Sonography, Surgical Technology, Respiratory Therapy). However, they do not have a single, consolidated Allied Health Certificate that packages general education requirements (Math, English, Psychology) alongside clinical certifications (CNA, BLS) and TEAS prep into a structured prerequisite credential.
- Western Dakota Technical College (WDTC)
 - Program: Associate of Applied Science (AAS) in Allied Health
 - How it compares: WDTC offers a formal Allied Health program, but it is structured as an AAS degree rather than a long-term certificate. It is designed as a direct healthcare associate track or as a degree-completion option for students stacking previously completed diplomas (such as Practical Nursing, Phlebotomy, or Dental Assisting) into an associate degree.

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.

Increases Student Access (C.5.1.3)

While other South Dakota technical colleges offer specialized short-term certificates (e.g., Phlebotomy), technical diplomas (e.g., Dental Assisting), or Associate of Applied Science (AAS) degrees in Allied Health, Mitchell Technical College's proposed Allied Health Certificate fills a distinct gap.

The program is uniquely structured as a stackable "gateway" credential that dual-serves immediate workforce needs and higher education pathways. Rather than requiring a multi-year degree commitment prior to employment, this two-semester curriculum equips students with immediate entry-level healthcare credentials, specifically Certified Nursing Assistant (CNA) and Basic Life Support (BLS), while simultaneously fulfilling general education prerequisites and entrance exam preparation (TEAS) for competitive, selective-admission health science programs.

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.

Upon completion of the Allied Health Certificate program, graduates will be able to:

- Demonstrate Foundational Clinical Competencies: Execute essential nursing assistant tasks and patient care skills safely and effectively according to state standards and industry regulations (HS 170).
- Apply Emergency & Life Support Protocols: Administer Basic Life Support (BLS) and cardiopulmonary resuscitation (CPR) procedures in compliance with American Heart Association guidelines for healthcare providers (HS 100).
- Utilize Medical Terminology & Body System Mechanics: Interpret medical language, anatomical structures, physiological processes, and biological disease concepts accurate to patient care and documentation settings (HS 101, HS 103, MA 123).
- Adhere to Legal, Ethical, and Professional Standards: Apply ethical principles, patient privacy regulations (HIPAA), and legal guidelines governing healthcare delivery and professional practice (HS 162).
- Apply Quantitative & Analytical Reasoning: Perform mathematical calculations required for clinical measurement, data interpretation, and foundational health science problem-solving (MATH 103).
- Communicate Effectively in Healthcare Settings: Communicate clearly in written and verbal forms with patients, families, and interprofessional healthcare teams while applying psychological and human behavior concepts (ENGL 101, PSYC 101).
- Demonstrate Academic Preparedness for Selective Healthcare Programs: Apply targeted test-taking

strategies and core knowledge competencies necessary to successfully attempt healthcare entrance assessments, such as the TEAS (AHE 105).

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

Development and Validation of Program Learning Outcomes (PLOs)

The Program Learning Outcomes (PLOs) for the Allied Health Certificate were developed and validated through a rigorous, multi-step process that leveraged Mitchell Technical College's existing academic infrastructure, regulatory standards, and established industry advisory channels:

- **Advisory Board Vetting & Regional Industry Collaboration:** The vast majority of courses in the Allied Health Certificate including Anatomy & Physiology I (HS 103), Medical Terminology (HS 101), Pathophysiology (MA 123), and Medical Law & Ethics (HS 162) are core courses already embedded in MTC's existing accredited Health Sciences programs. The underlying competencies of these courses are continuously reviewed, refined, and validated by each programs Advisory Board, which includes clinical partners and leadership from major regional healthcare providers. Draft outcomes were evaluated against regional workforce requirements to guarantee they reflect current employer expectations across long-term care settings, clinics, and hospitals.
- **Academic Leadership & Health Program Director Design:** The certificate's structural alignment and broader learning outcomes were directly reviewed and vetted by MTC academic leadership and Health Sciences program directors, including Dr. Carena Jarding (Nursing Program Director) and Ashley Alarcon (Radiologic Technology Program Director). They validated that the foundational academic outcomes directly fulfill the required prerequisites, entrance preparation, and benchmark competencies necessary for student admission and success in MTC's selective-admission programs.
- **Alignment with External & Regulatory Standards:** The outcomes were formulated by analyzing core entry-level competencies defined by external accrediting and certifying bodies. This includes American Heart Association (AHA) guidelines for Basic Life Support (HS 100) and the South Dakota Board of Nursing (SDBON) standards for Certified Nursing Assistants (HS 170).
- **Strategic Integration of CNA Credentials for Immediate Workforce Readiness:** Recognizing that the Certified Nursing Assistant (HS 170) course was not historically embedded in MTC's general health science core, academic leadership intentionally integrated the CNA skill set into the PLO structure. This ensures that every graduate achieves a tangible, state-recognized workforce credential, equipping them for immediate employment as a CNA even if they do not immediately transition into a selective degree program.
- **Stackable Pathway & Curriculum Mapping:** Learning outcomes were systematically mapped across the 26.5-credit curriculum to connect individual course objectives with overall program goals. Essential general education outcomes (mathematical reasoning, written communication, and psychology) were integrated alongside technical health coursework to support student retention, career progression, and seamless academic advancement.
- **Institutional Assessment Integration:** The PLOs were formally aligned with Mitchell Technical College's Institutional Learning Outcomes (ILOs), specifically emphasizing critical thinking, effective communication, and professional conduct. This alignment ensures the Allied Health Certificate adheres to MTC's established continuous improvement, quality assurance, and institutional assessment 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 Allied Health Certificate program learning outcomes through a multi-faceted assessment plan combining direct clinical skill evaluations, standardized testing, embedded course assessments, and practical application:

- **Direct Performance & Skill Competency Assessments**
 - **CNA Clinical Competency Evaluations (HS 170):** Mastery of direct patient care skills, hygiene procedures, and safety protocols is evaluated through standardized direct-observation checklists in a clinical skills lab and long-term care setting, aligning with South Dakota Board of Nursing standards.
 - **Basic Life Support (BLS) Certification (HS 100):** Hands-on skill demonstrations for CPR, AED usage, and airway obstruction relief are assessed using American Heart Association (AHA)

practical pass/fail rubric criteria.

- Standardized & High-Stakes Exam Benchmarks
 - TEAS Test Prep Benchmark Assessment (AHE 105): Student preparation and mastery across academic domains (reading, math, science, and English usage) are measured using practice and simulation scores from the Test of Essential Academic Skills (TEAS).
 - State Nursing Assistant Certification Exam: Completion and pass rates on the South Dakota Certified Nursing Assistant registry exam serve as an external, summative metric of program outcome mastery.
- Embedded Course Artifacts & Cognitive Assessments
 - Medical Terminology & Pathophysiology Examinations (HS 101 & MA 123): Assessment of foundational medical vocabulary, biological disease concepts, and diagnostic principles through objective quizzes, unit exams, and case-study analysis.
 - Anatomy & Physiology Laboratory & Written Exams (HS 103): Direct evaluation of anatomical structure identification and physiological systems comprehension using lab practicals and objective assessments.
 - Mathematical Reasoning & Quantitative Problem-Solving (MATH 103): Assessment of clinical math applications, conversions, and general quantitative reasoning through structured exams and practical problem sets.
- Written & Ethical Case Study Analyses
 - Medical Law & Ethics Case Reviews (HS 162): Evaluation of student understanding of HIPAA privacy laws, patient rights, and professional boundaries through written case studies and ethical scenario analysis.
 - Written & Interpersonal Communication Artifacts (ENGL 101 & PSYC 101): Evaluation of written essays, collaborative group activities, and psychological concept application rubrics measuring clear, professional communication suitable for healthcare environments

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

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

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

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

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

- | | |
|---|--|
| ☐ None | ☒ Clinical |
| ☐ Apprenticeship | ☐ Capstone |
| ☐ Internship or Externship | ☐ Other: |

B. If none, describe why.

3.5. Describe the program's delivery methods.

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

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

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

Mitchell Technical College leverages flexible delivery methods and adaptable academic pathways to lower barriers to entry and expand access for diverse student populations enrolling in the Allied Health Certificate program.

- **Hybrid Instructional Delivery**
While core, hands-on clinical and laboratory training is conducted on campus to ensure practical skill mastery, select foundational and general education courses are made available in online formats. This flexible, hybrid structure allows students to balance rigorous, in-person coursework with flexible online learning.
- **Credit for Prior Learning & Advanced Standing**
To accelerate completion and eliminate redundant coursework, the program recognizes prior academic and professional achievements. Students can earn credit toward certificate requirements through:
 - **Dual-Credit Coursework:** High school students who completed eligible dual-credit health science or general education courses can seamlessly apply those credits toward their certificate.
 - **Transfer & Postsecondary Credits:** Transcript evaluations allow students with prior college coursework (e.g., General Psychology or English Composition) to transfer applicable credits directly into the program.
 - **Prior Certifications:** Students who hold active industry credentials, such as an existing South Dakota CNA certification, may receive credit for equivalent coursework, saving time and tuition costs.
- **Reduced Time-to-Credential**
By combining online access with prior learning assessment opportunities, students can customize their course loads and reduce out-of-pocket costs. This flexibility directly supports working adults, career changers, and students preparing for competitive health science programs.

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 b

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 Allied Health Certificate is designed as a program-preparation pathway that strategically complements, supports, and transitions students into Mitchell Technical College's existing Health Sciences division and general education ecosystem:

- Direct Feeder Pathway for Selective-Admission Programs: The certificate serves as an intentional pre-program pathway for MTC's selective-admission healthcare offerings:
 - Licensed Practical Nursing (LPN) Diploma
 - Radiologic Technology (Rad Tech) AAS
 - Medical Laboratory Technician (MLT) AAS
- Academic Impact & Seamless Credit Transfer: Courses embedded within the certificate including Medical Terminology (HS 101), Anatomy & Physiology I (HS 103), Pathophysiology (MA 123), and Medical Law & Ethics (HS 162) fulfill direct core requirements for these selective programs. Completing these foundational courses during the certificate year ensures seamless academic progression and lightens the intensive course load once students matriculate into their target health science programs.
- Targeted Admissions Advantages & Benchmark Preparation:
 - TEAS Exam Readiness: By embedding the TEAS Test Prep Seminar (AHE 105), the program directly addresses entry benchmarks for competitive healthcare tracks, raising overall entrance exam scores, student retention, and program completion rates.
 - Competitive Rubric Scoring: For Radiologic Technology applicants, earning college credits and establishing a postsecondary GPA through the certificate directly elevates a student's competitive score on the Rad Tech admissions evaluation rubric.
- Stackable Career and Academic Pathways: Beyond initial entry into diploma and associate degree programs, the certificate marks the first step in a multi-tier, stackable career trajectory. For example, LPN coursework seamlessly stacks into Registered Nursing (RN) degree tracks, while Radiologic Technology graduates can pursue advanced credentials in Radiation Therapy. This structure gives students a clear, transparent framework for long-term professional growth.
- Clear Admission Distinction (Certificate vs. Selective Program): MTC will admit any student seeking entry into the Allied Health Certificate, provided they meet standard institutional admission requirements. While certificate enrollment guarantees access to prerequisite coursework, tutoring, and exam prep, it does not guarantee automatic entry into a selective clinical program. Students must still achieve qualifying TEAS scores and meet established selection criteria to gain formal admission into their target health science program.
- Strategic Enrollment Sizing & Capacity Alignment:
 - Cohort Cap: Enrollment in the Allied Health Certificate is capped at 24 students per cohort.
 - Capacity Alignment: MTC intentionally set this 24-student cap to align directly with overall division capacity. The LPN, Rad Tech, and MLT programs maintain combined seat capacity capable of absorbing the entire Allied Health cohort, provided those students meet admission standards. This intentional design prevents over-enrolling pre-program students relative to available seats in MTC's selective clinical programs.

C. As applicable: Insert any additional comments here.

Please see attached letters from the following:

- Dr. Carena Jarding, Nursing Program Director
- Ashley Alarcon, Radiologic Technology Program Director

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.

Total cost per credit - \$246 (Same as Medical Assistant)

Tuition - \$134

Department Fee - \$36

State Facility Fee - \$36

State Maintenance Fee - \$8

Institutional Fee - \$32

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.

The proposed Allied Health Certificate aligns with state-level guidance for a Standard Cost (1) program weight factor based on the following operational and financial considerations:

- Resource Efficiency & Facility Utilization: The program utilizes existing Mitchell Technical College classroom and health lab facilities. It does not require capital expansion, building renovations, or high-cost specialized heavy equipment.
- Instructional Infrastructure: The curriculum incorporates general education and foundational healthcare courses that leverage existing faculty and institutional resources already established within the college.
- Operational Overhead: The coursework (including classroom instruction, online delivery options, and fundamental lab exercises like CNA/BLS) maintains a standard cost-per-student ratio and does not incur the specialized, high-density equipment or clinical simulator costs associated with "High Cost" technical designations.
- Scalability: The program structure allows for efficient cohort sizing and capacity growth without a proportional increase in capital expenditures or instructional overhead.

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

In the event that anticipated enrollments, revenue, or external resources do not materialize as projected, Mitchell Technical College will implement the following operational strategies to ensure program sustainability and fiscal responsibility without compromising educational quality:

- Cohort Merging & Section Consolidation: Because the Allied Health Certificate utilizes existing core general education courses (MATH 103, ENGL 101, PSYC 101) and foundational science courses (HS 103, HS 101), certificate students can be integrated into existing course sections offered across other Health Sciences or General Education programs rather than running standalone sections.
- Shared Instructional Personnel: The Allied Health Certificate will utilize current faculty within the Health Sciences and General Education divisions to cover coursework (AHE 105, HS 170), eliminating the need for dedicated new faculty hires.
- Tuition & Credit Efficiency: The curriculum is structured around 26.5 total credits across two semesters (12.5 and 14 credits), maintaining a cost structure that covers operational expenses even at lower cohort sizes due to low overhead requirements.
- Lab Space Optimization: Basic skills training (HS 170 CNA and HS 100 BLS) will utilize existing health simulation labs, avoiding dedicated facility costs.

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.

The Allied Health Certificate curriculum utilizes existing Mitchell Technical College faculty within the Health Sciences and General Education divisions who already meet all institutional, HLC accreditation, and state credentialing requirements for their respective subject areas.

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.

The Allied Health Certificate relies on existing Mitchell Technical College facilities, laboratory equipment, and educational technology. Because the program utilizes foundational courses already established in the Health Sciences division, no new capital expenditures or major equipment purchases are required.

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.

The Allied Health Certificate relies on existing Mitchell Technical College facilities, laboratory equipment, and educational technology. Because the program utilizes foundational courses already established in the Health Sciences division, no new capital expenditures or major equipment purchases are required.

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 Certified Nursing Assistant component of the certificate requires formal approval from the South Dakota Board of Nursing (SDBON) to ensure graduates are eligible to sit for the state competency examination (administered through Headmaster/SD TMU) and gain placement on the South Dakota Nurse Aide Registry.

- Standards & Curriculum Alignment: The HS 170 Certified Nursing Assistant curriculum and lab footprint will meet all state mandates under the SDBON, including a minimum of 75 instructional hours (comprising required didactic instruction, lab simulation, and direct supervised clinical practice).
- Faculty Approval: Clinical instruction will be overseen by a Registered Nurse (RN) holding an unencumbered South Dakota license who meets all state requirements for CNA Program Coordinators/Instructors.
- Approval Timeline: Mitchell Technical College will submit its Nurse Aide Training Program (NATP) application and curriculum package to the South Dakota Board of Nursing in Fall 2026, with full program approval targeted for January 1, 2027. This timeline provides a generous lead window well in advance of the program's official start in August 2027.

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

Mitchell Technical College
Allied Health Certificate

SOUTH DAKOTA								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2024 EMPLOYMENT	2028 EMPLOYMENT	NUMERIC CHANGE: 2024-2034	PERCENT CHANGE: 2018-2028	MEDIAN: ANNUAL WAGE (2025)	AVERAGE: ANNUAL WAGE (2025)
00-0000	Total, All Occupations	62,664	491,588	526,251	34,663	7.1	\$36,823	\$44,961
31-1131.00	Nursing Assistants (CNAs)	985	6,565	7,040	475	7.24	\$38,800	\$39,510
31-9099.00	Healthcare Support Workers, All Other	23	168	180	12	7.14	\$44,610	\$48,730

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)
31-1131.00	Nursing Assistants (CNAs)	204,100	1,441,500	1,474,000	32,500	2	\$39,530	\$41,270
31-9099.00	Healthcare Support Workers, All Other	14,400	109,700	113,500	3,800	3	\$47,920	\$52,040

SOURCE: South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)
DATE: 08/12/2026

SOURCE: Wage estimates through BLS OWES and employment projections through BLS O*NET.
DATE: 08/12/2026

NOTES:

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 2.B: Student Demand Projections

Mitchell Technical College

Allied Health Certificate

	YEAR 1	YEAR 2	YEAR 3
Student Full-Time Equivalent (FTE)	15	15	15
Headcount: Full-Time	14	14	14
Headcount: Part-Time	4	4	4
Headcount: Total	18	18	18
Total Program or Site Capacity	18	18	18

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 3: Program of Study

Mitchell Technical College

Allied Health Certificate

MONTHS:	9
SEMESTERS:	2
TOTAL CREDITS:	26.5

PREFIX AND NUMBER	TITLE	CREDITS	DESCRIPTION	EXISTING COURSE
I. GENERAL EDUCATION CORE				
ENGL 101	English 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.	Y
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
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.	Y
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.	Y
SUBTOTAL OF GENERAL EDUCATION CREDITS:		10	TOTAL NEW COURSES:	0

II. PROGRAM 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.	Y
HS 103	Anatomy/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.	Y
HS 162	Medical Law & Ethics	2	Ethical principles and legal regulations governing a medical practice.	Y
HS 170	Certified Nursing Assistant	3	Provides the foundational knowledge and practical clinical skills required to become a Certified Nursing Assistant (CNA). Prepares students for the state CNA certification exam.	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
AHE 105	TEAS Test Prep Seminar	1	Designed to assist health science applicants in successfully preparing for the TEAS entrance examination. Covers core content areas while equipping students with test-taking strategies, practice evaluations, and targeted study techniques to achieve competitive admission scores.	N
HS 100	Basic Life Support for Health Care	0.5	This course focuses on immediate life-threatening situations, demonstrates quick, effective responses and presents perspectives on how frequently these situations occur.	Y
SUBTOTAL OF PROGRAM CREDITS:		16.5	TOTAL NEW COURSES:	1

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 4: Alignment Projection

Mitchell Technical College

Allied Health Certificate

TOTAL CREDITS IN PROPOSED PROGRAM:

26.5

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?
Licensed Practical Nursing (LPN)		Long-term Certificate		Forthcoming		51	14.5
	X	Diploma					
		AAS					
PROGRAM NAME		Short-term Certificate	X	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
Radiologic Technology		Long-term Certificate		Forthcoming		92.5	14.5
		Diploma					
	X	AAS					
PROGRAM NAME		Short-term Certificate		Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
		AAS					
PROGRAM NAME		Short-term Certificate		Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
		AAS					

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

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

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**Appendix 5: Financial Projections**

Mitchell Technical College

Allied Health Certificate

	YEAR 1	YEAR 2	YEAR 3
Student FTE	18	18	18

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	1	1
Salary & Benefits	\$ 80,000.00	\$ 82,000.00	\$ 84,000.00
B.2. OPERATING			
Rental / Lease	\$ -	\$ -	\$ -
Contractual Services	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Supplies	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -
Sub-Total: Operating	\$ -	\$ -	\$ -
Total: Recurring	\$ 80,000.00	\$ 82,000.00	\$ 84,000.00

TOTAL EXPENDITURES (A + B)	\$ 80,000.00	\$ 82,000.00	\$ 84,000.00
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II. PROJECTED REVENUE

Tuition	\$ 70,200.00	\$ 70,200.00	\$ 70,200.00
State Fees	\$ 23,760.00	\$ 23,760.00	\$ 23,760.00
Local Fees	\$ -	\$ -	\$ -
Location-Based Fees	\$ -	\$ -	\$ -
State Sources	\$ -	\$ 113,832.72	\$ 113,832.72
Federal Sources	\$ -	\$ -	\$ -
Private Grants or Gifts	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -

TOTAL REVENUE	\$ 93,960.00	\$ 207,792.72	\$ 207,792.72
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REVENUE - EXPENDITURES	\$ 13,960.00	\$ 125,792.72	\$ 123,792.72
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**Projections are held constant based on current fiscal year. Inflation or rate changes are not factored.*



Nursing Department

Friday, August 14, 2026

To Whom It May Concern,

As the Director of the Nursing Programs at Mitchell Technical College, I am writing to express my strong support for the proposed Allied Health Certificate (26.5 credits). This program represents an essential and strategic addition to MTC's curriculum, providing students with a clear academic foundation and structured pipeline into healthcare careers, specifically our competitive Licensed Practical Nursing (LPN) program.

Admission into nursing education demands specific academic preparation and clinical readiness. The Allied Health Certificate is intentionally designed to address these requirements directly, embedding the exact prerequisite standards necessary for entry and long-term success in our LPN program across three vital pillars:

- **General Education Prerequisites:** By completing MATH 103 (Mathematical Reasoning), ENGL 101 (Composition), and PSYC 101 (General Psychology), students satisfy core degree requirements prior to LPN entry, reducing academic strain once they begin clinical coursework.
- **Core Healthcare Sciences:** Foundational courses such as HS 103 (Anatomy & Physiology I), MA 123 (Pathophysiology), HS 101 (Medical Terminology), and HS 162 (Medical Law & Ethics) establish the fundamental scientific, clinical, and regulatory knowledge essential for advanced nursing concepts.
- **Credentials & Entrance Preparation:** The inclusion of AHE 105 (TEAS Test Prep Seminar) directly targets student success on critical entrance examinations, while HS 170 (Certified Nursing Assistant) and HS 100 (Basic Life Support) allow students to fulfill mandatory hands-on clinical prerequisites before entering the program.

Completing this sequence of courses demonstrates clear academic momentum and dedication to becoming a healthcare professional. Beyond improving admission competitiveness, it significantly lightens the credit load for students once accepted into the intensive LPN program, directly supporting higher retention and graduation rates.

The Allied Health Certificate bridges a critical gap for aspiring healthcare professionals and strengthens our ability to produce well-prepared, high-caliber nursing candidates. I fully endorse the implementation of this program and look forward to the positive impact it will have on our students and regional healthcare workforce.

Sincerely,

A handwritten signature in black ink that reads 'Dr. Carina Jandig'. The signature is written in a cursive, flowing style.

Mitchell Technical College

Nursing Program Director



Dear Members of the South Dakota Board of Technical Education:

The Radiologic Technology Program at Mitchell Technical College submits this letter in support of the proposed Allied Health Certificate, a 26.5-credit, one-year certificate designed to provide students with a strong academic and clinical foundation for careers in healthcare and to create a direct pathway for students seeking future admission to the Radiologic Technology Associate of Applied Science program. Admission to the Mitchell Technical College Radiologic Technology program is competitive. The Allied Health Certificate provides students who may not have gained entry with a meaningful opportunity to continue their education, strengthen their academic record, gain valuable healthcare experience, and complete coursework that directly supports success in the Radiologic Technology curriculum.

The certificate is intentionally structured to align with three critical areas of preparation:

General Education Prerequisites:

The curriculum includes MATH 103 (Mathematical Reasoning), ENGL 101 (Composition), and PSYC 101 (General Psychology). These courses fulfill essential general education requirements and allow students to make meaningful progress toward an associate degree while preparing for future admission to Radiologic Technology.

The Radiologic Technology curriculum includes Physics I, Physics II, and Radiation Biology, which require students to apply mathematical and scientific concepts to radiographic imaging and radiation safety. Students encounter mathematical principles such as the inverse square law, exposure maintenance formula, conversions, and other calculations that are essential to understanding radiographic exposure and image production. A strong foundation in mathematics can help students enter these challenging courses with greater confidence and improve their ability to apply mathematical concepts to clinical situations.

The Radiologic Technology curriculum also requires students to demonstrate effective written and oral communication skills. For example, the Pathology course requires students to research the pathology of their choice and develop both a written and oral presentation. This assignment requires students to locate and evaluate information, organize and communicate their findings, and effectively present healthcare-related information. The Allied Health Certificate provides students with foundational academic preparation that can help them develop the communication, critical thinking, and study skills necessary to be successful in these more rigorous Radiologic Technology courses.

Core Healthcare Sciences:

Students complete HS 103 (Anatomy & Physiology I), MA 123 (Pathophysiology), HS 101 (Medical Terminology), and HS 162 (Medical Law & Ethics). Together, these courses establish basic understanding in anatomy, disease processes, healthcare terminology, and professional and ethical practice. This knowledge is directly applicable to the academic and clinical expectations of a radiologic technologist.

These courses also provide students with foundational knowledge in subject areas that are further developed within the Radiologic Technology curriculum. RAD courses include Pathology, where students build upon their understanding of disease processes; Radiographic Procedures, which incorporates anatomy, physiology, positioning, and the application of anatomical knowledge to diagnostic imaging; and Introduction to Clinical, which addresses medical terminology, medical law, ethics, and professional expectations in the clinical setting. By completing these foundational courses prior to entering the Radiologic Technology program, students will have an opportunity to develop knowledge in key areas of the profession before beginning the technical curriculum. This preparation can help students understand and apply the more advanced concepts presented in their RAD courses and may help ease their overall academic course load once admitted to the program.

Basic Clinical and Patient Care Skills:

Through HS 170 (Certified Nursing Assistant) and HS 100 (Basic Life Support for Health Care), students develop practical healthcare skills, including patient interaction and communication, vital signs, basic patient care, and emergency response. These experiences provide students with valuable exposure to the healthcare environment and prepare them for the patient-centered responsibilities inherent in medical imaging. Students will also develop a broader understanding of the healthcare environment and the important role each allied health profession plays in patient care. Through their coursework and clinical experiences, students will gain insight into how hospitals and healthcare systems function as interdisciplinary teams, with multiple departments and healthcare professionals working collaboratively to meet the diverse needs of patients. This understanding will help students appreciate the importance of communication, teamwork, and collaboration in providing safe, effective, and patient-centered care.

Radiologic Technology students are required to maintain current BLS certification as part of the program's accreditation requirements. In addition, students in the Radiologic Technology program are required to demonstrate competency in vital signs, patient transfers, venipuncture, and the safe care and management of patient medical equipment. These patient care competencies are required by the program's accrediting standards and align with expectations established by the American Registry of Radiologic Technologists (ARRT).

Completing these foundational courses through the Allied Health Certificate allows students to enter the Radiologic Technology program with greater familiarity and confidence in patient care practices. It also provides students with early exposure to the responsibilities of working directly with patients in a healthcare environment.

The Allied Health Certificate provides an important opportunity to reduce the academic and financial burden students may experience once admitted to the Radiologic Technology program. By completing foundational coursework before entering the technical cohort, students can enter the program with a stronger academic foundation and a more manageable course load. This can support student retention, progression, and successful completion of the Radiologic Technology program.



Importantly, the certificate provides value beyond its role as a pathway to Radiologic Technology. Students who complete the program will earn a recognized postsecondary credential and develop foundational healthcare knowledge and skills that can be applied in a variety of healthcare settings. The Certified Nursing Assistant and Basic Life Support components provide students with tangible healthcare preparation and an opportunity to gain experience interacting with patients and healthcare professionals.

From a workforce development perspective, the Allied Health Certificate supports Mitchell Technical College's mission to provide accessible, career-focused education that responds to the healthcare needs of South Dakota. It creates an additional entry point into postsecondary healthcare education for students who may not initially gain admission to a competitive technical program while allowing them to remain engaged in higher education and make measurable progress toward their career goals.

For students who ultimately enter Radiologic Technology, the certificate creates a purposeful academic bridge. Rather than spending a year waiting to reapply, students can use that time to build academic readiness, develop healthcare skills, earn a credential, and complete coursework that will contribute directly toward their future degree.

The Radiologic Technology Program at Mitchell Technical College believes the proposed Allied Health Certificate will strengthen student pathways into healthcare, improve preparation for competitive allied health programs, and provide students with a valuable credential that has both immediate and long-term benefit. We respectfully request the South Dakota Board of Technical Education's approval of this certificate and appreciate your consideration of this important addition to our healthcare education offerings.

Ashley Alarcon, B.S, RT(R)(CT)
Radiologic Technology Program Director
Mitchell Technical College
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