

South Dakota Board of  
**Technical Education**

May 21, 2026

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

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

To whom it may concern:

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

Long-Term Certificate  
Advanced Emergency Medical Technician

Long-Term Certificate  
Landscaping

Associate of Applied Science Option  
Business Administration: Entrepreneurship Emphasis

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

The SDBOTE's approval is valid for three years upon the date of this letter. If a technical college does not implement an approved program within three years, approval is terminated.

A technical college must update the program's profile in the SDBOTE's Academic Program Database by June 30 prior to the year in which students are first enrolled or at least 30 days prior to enrolling students, whichever is first.

Sincerely,

Scott DesLauriers  
Deputy Director  
South Dakota Board of Technical Education  
800 Governors Drive  
Pierre, SD 57006  
Scott.DesLauriers@state.sd.us  
(605) 295-7033

**PROGRAM DESCRIPTION**

Institution	Southeast Technical College
Program Identifier Code (If applicable)	
Program Title	Advanced Emergency Medical Technician
Program Award Level:	<input type="checkbox"/> Short-Term Certificate <input checked="" type="checkbox"/> Long-Term Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Associate of Applied Science <input type="checkbox"/> Associate of Applied Science Option
CIP Code (6 Digit)	51.0904
Projected Implementation Date	1/11/2027
Approved Parent Program Title (If applicable)	Paramedic Science AAS
Approved Parent Program Identifier Code (If applicable)	
Location	<input type="checkbox"/> Main Campus <input checked="" type="checkbox"/> Other: Sanford Stephens Center

**SUMMARY**

Type of Non-Substantive Change	<input checked="" type="checkbox"/> Program created using subset of existing courses (B.1.1) <input type="checkbox"/> Creation of associate of applied science option (B.1.2) <input type="checkbox"/> Consolidation of existing programs (B.1.3) <input type="checkbox"/> Program award level change (B.1.4) <input type="checkbox"/> Other:
--------------------------------	---

Describe the change the institution is seeking approval of.

Southeast Technical College is seeking approval for the addition of an Advanced Emergency Medical Technician (AEMT) certificate option that would share the same January start and first-semester schedule as the Paramedic AAS program. Following the first semester, students would transition into differentiated pathways: those seeking the AEMT credential would complete the remaining coursework required for the certificate, while those pursuing the full Paramedic AAS would continue into the second-semester paramedic sequence. This structure provides students with an early career entry point into advanced prehospital care while maintaining a clear, flexible pathway toward the Paramedic AAS.

The proposed Advanced Emergency Medical Technician (AEMT) Certificate Program addresses a documented workforce need for mid-level EMS providers within the region. EMS agencies continue to experience staffing shortages, particularly in rural and volunteer-based systems, where the AEMT role provides a critical balance between EMT and paramedic capabilities. Expanding educational access to the AEMT level supports system sustainability, improves patient care capacity, and strengthens the regional healthcare workforce.

This program provides a structured, stackable pathway for career advancement in Emergency Medical Services. Students may enter advanced EMS practice without the immediate commitment of a paramedic degree while maintaining the option to progress seamlessly into the Paramedic AAS. This flexible model supports recruitment, retention, and student success while reducing barriers to advancement.

Additionally, the program maximizes institutional efficiency by leveraging shared coursework, instructional resources, laboratory experiences, and clinical partnerships aligned with the existing paramedic program. The AEMT certificate

enhances workforce readiness, supports regional EMS partners, and strengthens the long-term educational pipeline for paramedic education.

## 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.

This is an established field in South Dakota.

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

2.4. Describe how the proposed program fulfills a demand not being met by existing education and training providers in the region and/or state.

A. Identify closely related program(s) that currently exist at other public higher education institutions in the system or state. If none, write "None."

Western Dakota Technical College – Paramedic AAS and Certificate, Advanced EMT Certificate, EMT Certificate,  
Lake Area Technical College - Med/Fire Rescue, EMT Certificate

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.

The addition of an Advanced EMT certificate strengthens our EMS education pathway by directly addressing the region's ongoing workforce shortages at the AEMT and paramedic levels, providing agencies with a much-needed supply of practitioners prepared for advanced prehospital care. Leveraging our long-standing partnership with Sanford Health, the program integrates high-quality clinical experiences and shared instructional resources that enhance relevance, rigor, and job-readiness. The hybrid structure that pairs online didactic coursework with evening labs and classes removes traditional scheduling barriers, expanding access for working adults, rural EMS volunteers, and others seeking an attainable entry point into advanced practice while maintaining the option to continue seamlessly into the Paramedic AAS.

### 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.

**PLO 1 – Patient Assessment & Clinical Decision-Making**

Apply Advanced EMT knowledge and clinical reasoning to assess and manage patients experiencing medical and traumatic emergencies. Assessments: Written exams, simulation evaluations, clinical/field evaluations

**PLO 2 – Psychomotor Competency**

Demonstrate proficiency in Advanced EMT psychomotor skills consistent with entry-level practice expectations. Assessments: Skill competency verification, simulation evaluations

**PLO 3 – Safe & Effective Patient Care**

Provide safe, effective, and patient-centered care within the Advanced EMT scope of practice. Assessments: Simulation evaluations, clinical and field preceptor evaluation

**PLO 4 – Professionalism & Communication**

Exhibit professional behaviors, effective communication, and teamwork in clinical and prehospital environments. Assessments: Simulations evaluations, clinical and field preceptor evaluation, instructor observation

**PLO 5 – Operational & Safety Awareness**

Apply operational, safety, and systems-based considerations relevant to Advanced EMT practice. Assessments: Written exams, simulations evaluations, clinical/field evaluations.

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

The program learning outcomes were developed through faculty review of course content, industry standards, and workforce expectations, followed by input and confirmation from the program's advisory board to ensure alignment with employer needs. These outcomes were then evaluated for clarity, rigor, and assessment alignment by the institution's Assessment Team before advancing through the formal approval process. Final approval was granted by the Curriculum Committee and the Vice President of Academic Affairs, ensuring institutional oversight and consistency with academic quality standards.

3.2. Describe the program's learning assessment strategy.

A. Describe how students will demonstrate mastery of the program learning outcomes. Description should be specific to the program's learning assessment plan vs. the institutional assessment plan.

Students will demonstrate mastery of the program learning outcomes through a combination of written exams, simulation-based assessments, clinical evaluations, and documented skill demonstrations. Cognitive competency in patient assessment, clinical decision-making, and operational knowledge is measured through written exams and scenario-based simulations, while psychomotor proficiency is verified through formal skill checks and repeated performance in simulated environments. Safe and effective patient care, professionalism, communication, and teamwork are assessed through structured simulation rubrics, instructor observations, and evaluations completed by clinical and field preceptors. Together, these assessment methods provide comprehensive evidence that students can apply Advanced EMT knowledge, skills, and behaviors consistent with entry-level practice expectations.

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

B. If none, describe why.

3.5. Describe the program's delivery methods.

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

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

<sup>1</sup> **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.

Blended

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

The Advanced EMT Certificate program expands student access by combining online didactic coursework with evening labs and classes, allowing learners to balance education with work and personal responsibilities. The online components give students the flexibility to engage with course content at their own pace, while the scheduled evening labs provide essential hands-on practice in a format that accommodates those with daytime obligations. This hybrid approach ensures that a wider range of students including working adults, volunteers in rural EMS agencies, and individuals with nontraditional schedules can successfully enter and progress through the program without compromising the quality of their clinical skill development.

#### 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.

Southeast Tech's proposed Advanced EMT certificate aligns with the existing AEMT-level pathways offered at Lake Area Technical College and Western Dakota Technical College, both of which provide EMT and advanced emergency medical training within their EMS program structures. Lake Area offers EMT and paramedic-related credentials, including an online EMT option and a Paramedic Diploma that serves as a progression point for students pursuing advanced roles, demonstrating similar stackable pathway design. Western Dakota provides EMT training and a Paramedic AAS program, establishing a comparable ladder approach from basic to advanced prehospital care. While these institutions offer parallel EMS options, Southeast Tech's AEMT certificate is uniquely integrated with the existing Paramedic Science AAS program, which is delivered in partnership with Sanford Health. This creates a seamless, stackable pathway—EMT (prerequisite certification to the AEMT Certificate and Paramedic AAS) → AEMT → Paramedic—within a single educational and clinical ecosystem, reducing duplication of instruction, ensuring continuity of curriculum, and strengthening workforce preparation through a unified, industry-connected model.

C. As applicable: Insert any additional comments here.

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

Southeast Technical College  
 Advanced Emergency Medical Technician Certificate

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
29-2042	Emergency Medical Technicians	54	691	743	52	7.53	\$ 39,520.00	\$ 39,520.00
29-2043	Paramedics	18	326	354	28	8.59	\$ 48,070.00	\$ 49,120.00

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)
29-2042	Emergency Medical Technicians		181000	190200	9200	5%	\$ 41,340.00	
29-2043	Paramedics		101900	107000	5100	5%	\$ 58,410.00	

**SOURCE:** South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)  
**DATE:** 03/06/2026

**NOTES:**

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 2.B: Student Demand Projections**

Southeast Technical College

Advanced Emergency Medical Technician Certificate

	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>
<b>Student Full-Time Equivalent (FTE)</b>			
Headcount: Full-Time			
Headcount: Part-Time	8	12	16
<b>Headcount: Total</b>	<b>8</b>	<b>12</b>	<b>16</b>
<b>Total Program or Site Capacity</b>	20	20	20

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 3: Program of Study**

Southeast Technical College

Advanced Emergency Medical Technician Certificate

<b>MONTHS:</b>	7
<b>SEMESTERS:</b>	2
<b>TOTAL CREDITS:</b>	18

PREFIX AND NUMBER	TITLE	CREDITS	DESCRIPTION	EXISTING COURSE
-------------------	-------	---------	-------------	-----------------

I. GENERAL EDUCATION CORE				
<b>SUBTOTAL OF GENERAL EDUCATION CREDITS:</b>		<b>0</b>	<b>TOTAL NEW COURSES:</b>	<b>0</b>

II. PROGRAM CORE				
SSS 100	Student Success Seminar	2	This course provides students with tools and techniques to help them succeed in their program of study. The course focuses on interactive exercises to help the learner identify personal strengths, learning styles, and support resources based on the STC Wellness Wheel. Reading and study techniques are also practiced.	Y
PARAM 100	Paramedic Fundamentals	2	This course will cover the general scope of practice of a paramedic and explain the roles and responsibilities required therein. The history of EMS as well as the paramedic's role in society today, basic life-span development and medical legal aspects of a paramedic's job are addressed.	Y
PARAM 105	Introduction to Medication Administration	2	This course will introduce the student to the principles and techniques of medication administration, IV therapy, and basic drug calculations. This course will allow the student to integrate a comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.	Y
PARAM 110L	Patient Assessment Lab	1	This course will address the process of integrating scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.	Y
PARAM 115	Advanced Airway Management	2	This course will allow the student to integrate knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation and respiration for patients of all ages.	Y
PARAM 119L	Airway and Medication Administration Lab	1	This laboratory course covers pharmacology, medication administration, IV therapy and airway management. The student will master skills using task training and clinical simulation with emphasis on clinical decision making and treatment planning.	Y
AEMT 210	Advanced EMT Clinical Concepts	4	This course builds upon foundational EMT knowledge and focuses on the clinical principles required for Advanced Emergency Medical Technician practice. Emphasis is placed on advanced patient assessment, clinical decision-making, pathophysiology, pharmacology concepts, and the integration of medical and trauma care across the lifespan. Students develop the ability to recognize and manage common emergent conditions through the application of evidence-based assessment findings, treatment priorities, and AEMT-level interventions. Topics include advanced airway considerations, vascular access principles, medication administration concepts, cardiology fundamentals, shock, neurological emergencies, and special patient populations.	N
AEMT 215L	Advanced EMT Skills and Simulation Lab	1	This laboratory course reinforces Advanced EMT psychomotor competencies through structured skills practice, scenario-based learning, and simulation exercises. Students will apply assessment techniques, airway management, medication administration, and patient care skills in a controlled environment designed to promote clinical reasoning, teamwork, and operational readiness.	N

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 3: Program of Study**

Southeast Technical College

Advanced Emergency Medical Technician Certificate

AEMT 225S	Advanced EMT Clinical and Field Internship	3	This course provides supervised clinical and field-based experiences designed to integrate Advanced Emergency Medical Technician knowledge and skills into patient care practice. Students apply advanced assessment, clinical decision-making, and AEMT-level interventions in a variety of healthcare and prehospital environments. Emphasis is placed on patient evaluation, treatment planning, communication, professional behavior, and safe performance of advanced procedures within the AEMT scope of practice. Clinical and field experiences allow students to demonstrate competency in the management of medical and trauma patients across the lifespan while functioning under the guidance of approved clinical and field preceptors.	N
<b>SUBTOTAL OF PROGRAM CREDITS:</b>		<b>18</b>	<b>TOTAL NEW COURSES:</b>	<b>3</b>

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**  
**Appendix 4: Alignment Projection**

Southeast Technical College  
 Advanced Emergency Medical Technician Certificate

**TOTAL CREDITS IN PROPOSED PROGRAM:**

18

<b>I. STACKABLE OPPORTUNITIES</b>							
<b>PROGRAM NAME</b>							
Paramedic Science		Short-term Certificate	x	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
	x	AAS					
						18	10
<b>PROGRAM NAME</b>							
		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					
<b>PROGRAM NAME</b>							
		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					
<b>PROGRAM NAME</b>							
		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					

<b>II. ARTICULATION AGREEMENTS (BACCALAUREATE)</b>						
<b>PROGRAM NAME</b>	<b>COLLEGE OR UNIVERSITY</b>					
			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			
<b>PROGRAM NAME</b>	<b>COLLEGE OR UNIVERSITY</b>					
			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			
<b>PROGRAM NAME</b>	<b>COLLEGE OR UNIVERSITY</b>					
			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			

<b>III. LICENSURE AND CERTIFICATION OPPORTUNITIES</b>		
<i>The PROPOSED PROGRAM will qualify students to pursue the following licensure and/or certification opportunities:</i>		
<b>LICENSURE/CERTIFICATION</b>	<b>OVERSIGHT ORGANIZATION</b>	Will the licensure/certification require reporting per SDCL 13-1-61?
SD AEMT	South Dakota Board of Osteopathic Examiners	Yes
<b>LICENSURE/CERTIFICATION</b>	<b>OVERSIGHT ORGANIZATION</b>	Will the licensure/certification require reporting per SDCL 13-1-61?
<b>LICENSURE/CERTIFICATION</b>	<b>OVERSIGHT ORGANIZATION</b>	Will the licensure/certification require reporting per SDCL 13-1-61?

March 3, 2026

To: South Dakota Board of Technical Education  
re: Curricular/Program Approval – Advanced Emergency Medical Technician

Please accept this letter supporting an Advanced Emergency Medical Technician (AEMT) course curriculum as part of the Southeast Technical College and Sanford Health education collaboration.

Workforce recruitment and retention continues to be a widespread issue for EMS agencies in South Dakota and the region. The AEMT course offers an expansion and alternative to initial EMT education and paramedic program curriculum. A certificate based Advanced EMT curriculum will offer EMS clinician (within the region) an alternative educational pathway into advanced education and training opportunities.

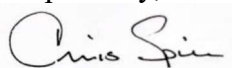
Potential students have identified time constraints that prevent them from enrolling in the current paramedic program. Students express an interest into having expanded EMS education with the intent to broaden their clinical practice through advanced skills. The Advanced EMT curriculum can offer expanded education, advanced clinical assessment and broadened EMS skills for students interested in this alternative pathway while serving in a rural and frontier area.

The AEMT course has been offered in Western South Dakota for several years and recently gained popularity in Eastern South Dakota. Students enrolling in the AEMT course typically have established careers within their community and serve as a volunteer EMS provider on the local ambulance. These students seek advanced knowledge and skills to expand EMS service capabilities in their community. Individuals enrolled in the AEMT course are traditionally not interested in the paramedic course due to the extended timeline and academic requirements. Larger communities in South Dakota traditionally hire paramedics for EMS employment whereas AEMT employment/volunteer opportunities are more traditional in rural and frontier areas.

Offering the AEMT course in Eastern South Dakota will expand educational opportunities for advanced knowledge and skills for EMS clinician serving rural and frontier areas. The South Dakota Rural Health Transformation Funding commitment and workplan identifies priorities in expanding EMS education along with improving care delivery and capabilities by EMS in rural and frontier communities. Conducting the AEMT course through the established relationship of Southeast Technical College and Sanford Health assures quality education and value-based experiences while utilizing nationally accredited instructors and program standards.

Sanford Health values its ongoing partnership with Southeast Technical College in the education and preparation of EMS professionals. We support the development of this program and believe it will play an important role in strengthening the regional EMS workforce.

Respectfully,



Travis Spier, MSN, RN, NR-Paramedic  
Enterprise Director  
Center for Prehospital Care and Simulation  
Sanford Health

---