



South Dakota Board of  
**Technical Education**

March 26, 2026

Mitchell Technical College  
1800 E Spruce St  
Mitchell, SD 57301

**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):

Diploma  
Machining & Manufacturing

Diploma  
Medical Office Professional

Diploma  
Wi-Fi & Broadband Technologies

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

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

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

Sincerely,

Scott DesLauriers  
Deputy Director  
South Dakota Board of Technical Education  
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Pierre, SD 57006  
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(605) 295-7033

**PROGRAM DESCRIPTION**

Institution	Mitchell Technical College
Program Identifier Code (If applicable)	
Program Title	Medical Office Professional
Program Award Level:	<input type="checkbox"/> Short-Term Certificate <input type="checkbox"/> Long-Term Certificate <input checked="" type="checkbox"/> Diploma <input type="checkbox"/> Associate of Applied Science <input type="checkbox"/> Associate of Applied Science Option
CIP Code (6 Digit)	51.0710
Projected Implementation Date	8/24/2026
Approved Parent Program Title (If applicable)	Medical Office Professional
Approved Parent Program Identifier Code (If applicable)	
Location	<input checked="" type="checkbox"/> Main Campus <input type="checkbox"/> Other:

**SUMMARY**

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

Mitchell Technical College (MTC) currently offers an Associate of Applied Science degree in Medical Office Professional and is seeking approval to change the program award level to a one-year diploma to provide a quicker pathway to employment in high-demand medical office support roles.

Following a comprehensive program review and analysis of industry needs, MTC has determined that the core competencies required for entry-level employment—specifically medical billing, coding, and office administration—can be effectively delivered in a concentrated three-semester format. Employers in the healthcare sector prioritize technical proficiency and industry certifications (such as the Certified Professional Coder or CPC credential) over the broader general education requirements of an associate degree. This change will accelerate graduation timelines, reduce student costs, and increase the speed of workforce entry for graduates.

Changing to a diploma option better suits students seeking faster entry into the workforce, those needing foundational credentials before pursuing further education or employment and will allow them to continue working while pursuing their diploma. This adjustment allows MTC to better meet regional healthcare workforce needs by producing qualified administrative professionals more efficiently. This pathway supports the 2030 attainment goal of 3,000 additional credentials within the BOTE system.

## CRITERION 2: DEMAND

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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.

Demand for administrative healthcare support remains critical. Local healthcare providers (clinics, hospitals, and insurance centers) have expressed a consistent need for staff proficient in ICD-10-CM coding, medical office administration, and medical terminology. The shift to a diploma model allows MTC to double its potential number of graduates to meet this immediate regional shortage.

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

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

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

Southeast Technical College offers a Medical Coding: Professional Services diploma (35-credit, 1-year program focused on coding and billing).

Western Dakota Technical College offers Health Information Management AAS and diploma options (60-credit, 18-month AAS/31-credit, 9-month diploma) with coursework in medical terminology, office software, records management, and coding.

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 diploma structure increases access for individuals in the workforce who cannot attend a two-year program or quit their current employment to complete an unpaid internship. By condensing the training, MTC can better serve the hiring needs of local medical facilities that cannot wait two years for new staff to be trained.

### CRITERION 3: DESIGN

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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.

- Apply knowledge of medical terminology, anatomy, and pathophysiology to administrative tasks.
- Process insurance claims and understand healthcare reimbursement cycles.
- Assign accurate medical codes using CPT, ICD-10-CM, and HCPCS systems.
- Medical office administration and patient scheduling software.

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

These outcomes are validated by MTC's Medical Office Professional Industry Advisory Board and are aligned with the requirements for the AAPC Certified Professional Coder (CPC) exam.

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 demonstrate mastery through projects, simulations, exams, and performance assessments. The assessment plan includes rubrics for office simulations, case studies, and instructor evaluations. In addition to

competency-based exams, practical coding simulations, and a capstone review course (MOP 262) specifically designed to prepare students for the national CPC certification exam, assessment data will be tracked to ensure students meet industry standards before graduation.

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 checked="" type="checkbox"/> None          | <input 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.

The diploma focuses on core administrative competencies to enable rapid completion within one year, allowing students to enter the job market quickly without requiring additional time for work-based components. Additionally, the internship component was a barrier for students in completing the program.

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

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

To accommodate the target demographic, the program will continue to be offered in a flexible format (Online or Hybrid), allowing students to balance education with employment.

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<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.

#### CRITERION 4: ALIGNMENT

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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.

While this change reduces the primary award to a diploma, the credits remain fully accredited and stackable. All diploma graduates can pursue an AAS degree in Technical Studies as a customizable path to further the graduates' career goals. MOP diploma graduates who wish to pursue an associate degree later may also choose to apply many of their MOP diploma credits toward another health science program at Mitchell Tech ensuring a pathway for future academic growth. We also plan to explore the option of combining Medical Office Professional and Medical Assistant for an AAS degree.

C. As applicable: Insert any additional comments here.

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

Mitchell Technical College  
 Diploma in Medical Office Professional

SOUTH DAKOTA								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2022 EMPLOYMENT	2032 EMPLOYMENT	NUMERIC CHANGE: 2022-2032	PERCENT CHANGE: 2022-2032	MEDIAN: ANNUAL WAGE (2024)	AVERAGE: ANNUAL WAGE (2024)
00-0000	Total, All Occupations	63,435	511,117	550,566	39,449	0.0772	\$45,620	\$55,480
43-6013	Medical Secretaries and Administrative Assistants	18	142	158	1600.00%	11.27%	\$44,420	\$44,240
29-2072	Medical Records Specialists	97	1,150	1,312	162	14.09%	\$50,320	\$53,240
31-9094	Medical Transcriptionists	50	323	295	-28	-8.67%	\$45,580	\$47,150

NATIONAL								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2024 EMPLOYMENT	2034 EMPLOYMENT	NUMERIC CHANGE: 2024-2034	PERCENT CHANGE: 2024-2034	MEDIAN: ANNUAL WAGE (2023)	AVERAGE: ANNUAL WAGE (2023)
43-6013	Medical Secretaries and Administrative Assistants	85,900	850,000	885,300	35,300	4%	\$40,640	\$43,380
29-2072	Medical Records Specialists	14,200	194,800	208,600	13,800	7%	\$48,780	\$53,690
31-9094	Medical Transcriptionists	7,400	43,900	41,800	-2,100	-5%	\$37,060	\$39,090

**SOURCE:** South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)  
**DATE:** 01/15/2026

**NOTES:** National data taken from O\*NET OnLine ([www.onetonline.org](http://www.onetonline.org)), 2024-2034 employment projections, and Bureau of Labor Statistics ([www.bls.gov/oes/2023/may/oes\\_nat.htm](http://www.bls.gov/oes/2023/may/oes_nat.htm)) wage estimates. Date 1/15/2026.

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

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

Mitchell Technical College

Diploma in Medical Office Professional

	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>
<b>Student Full-Time Equivalent (FTE)</b>	<b>16</b>	<b>25</b>	<b>33</b>
Headcount: Full-Time	12	18	24
Headcount: Part-Time	0	0	0
<b>Headcount: Total</b>	<b>12</b>	<b>18</b>	<b>24</b>
<b>Total Program or Site Capacity</b>	<b>24</b>	<b>24</b>	<b>24</b>

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 3: Program of Study**

Mitchell Technical College  
 Diploma in Medical Office Professional

<b>MONTHS:</b>	12
<b>SEMESTERS:</b>	3
<b>TOTAL CREDITS:</b>	41

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

MATH 103	Mathematical Reasoning	3	This course is designed to develop students' problem-solving skills and quantitative reasoning through topics including: problem-solving processes, logic, percentages, measurement, ratios and proportions, statistics, linear equations, geometry and trigonometry, and personal finance.	Y
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 110	Workplace Communications	3	This course emphasizes written and oral skills needed for success in the workplace. Students will practice professional communications through activities and collaborative projects. Instruction will provide students with strategies for addressing essential writing, speaking, and listening skills.	Y
<b>SUBTOTAL OF GENERAL EDUCATION CREDITS:</b>		<b>7</b>	<b>TOTAL NEW COURSES:</b>	<b>0</b>

**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
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
MA 210	Pharmacology & Admin. of Medicines	3	Identification of the classification and uses of medicines, vaccines, etc. Included are the correct procedures for administration of these materials.  To build knowledge of medications and how the drugs are used to treat most diseases. Introduction of Nutrition and supplements, herbs, and vitamins.	Y
MOP 130	Computers in the Medical Office	3	Develops the ability to operate and maintain the computer efficiently. Using specialized programs, students will learn about billing office processes, handling patient records and transactions (new patients, immunizations records, insurance information, etc.), processing payments, correspondence and other computerrelated tasks.	Y
MOP 160	CPT ICD-10-CM Coding	3	A formal system for converting descriptions of diseases, injuries and health care procedures into numeric and alphanumeric designations is covered in this course. Students will learn to place code numbers that correlate to procedures performed to test or correct diagnoses.	Y
MOP 210	Medical Insurance and Billing	3	An overview of processing medical insurance claims is taught in this course. Special topics may include Medicare, various types of insurances, refilling, resubmitting, etc.	Y
MOP 230	Medical Office Administration	3	Explanations and illustrations of procedures, situations and tasks in a typical medical office. Units on patient health information, records management, telephone skills, communication skills and general office management are covered.	Y

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 3: Program of Study**

Mitchell Technical College

Diploma in Medical Office Professional

MOP 260	Advanced Coding I	4	Advanced level medical office coding course for CPT and ICD-10- CM coding systems. Students will apply the techniques learned to code patient services. Correct principles of coding, HIPAA tips and coding points will be covered.	Y
MOP 262	CPC Exam Prep	3	The CPC Exam Preparation course reviews the principles and purpose of the CPT, ICD-10-CM and HCPCS coding manuals. Students learn skills to become better coders and assign procedures and diagnosis codes to the highest level of specificity. Upon successful completion of the class, each student will be eligible to sit for the American Academy of Professional Coders (AAPC) exam.	Y
<b>SUBTOTAL OF PROGRAM CREDITS:</b>		<b>34</b>	<b>TOTAL NEW COURSES:</b>	<b>0</b>

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

Mitchell Technical College  
 Diploma in Medical Office Professional

**TOTAL CREDITS IN PROPOSED PROGRAM:**  
 41

I. STACKABLE OPPORTUNITIES							
<b>PROGRAM NAME</b>		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?
Technical Studies		Long-term Certificate		Forthcoming			
		Diploma					
	x	AAS					
					60	41	
<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?
MOP/MA (name to be determined)		Long-term Certificate	x	Forthcoming			
		Diploma					
	x	AAS					
					TBD	~60	41
<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					

II. ARTICULATION AGREEMENTS (BACCALAUREATE)						
<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			

III. LICENSURE AND CERTIFICATION OPPORTUNITIES		
<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?
Certified Professional Coder	American Academy of Professional Coders	No
<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?