

South Dakota Board of
Technical Education

April 9, 2024

Western Dakota Technical College
800 Mickelson Dr.
Rapid City, SD 57703

**RE: South Dakota Board of Technical Education Approval of:
Non-Substantive Program Application
Long-Term Certificate in Advanced Emergency Medical Technician**

To whom it may concern:

After review, the executive director has approved above application.

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,

A handwritten signature in black ink that reads "Scott DesLauriers". The signature is written in a cursive, flowing style.

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	Western Dakota Technical College
Program Identifier Code (If applicable)	AEMT
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)	51.0810
Projected Implementation Date	8/12/2024
Approved Parent Program Title (If applicable)	
Approved Parent Program Identifier Code (If applicable)	
Location	<input checked="" type="checkbox"/> Main Campus <input type="checkbox"/> Other:

SUMMARY

Type of Non-Substantive Change	<input 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:
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Describe the change the institution is seeking approval of.

Western Dakota Technical College (WDTC) is seeking approval for a long-term certificate for Advanced Emergency Medical Technician. The Advanced Emergency Medical Technician (AEMT) is a health professional whose primary focus is to respond to, assess, and triage nonurgent, urgent, and emergent requests for medical care, apply basic and focused advanced knowledge and skills necessary to provide patient care and/or medical transportation, and facilitate access to a higher level of care when the needs of the patient exceed the capability level of the AEMT. The additional preparation beyond EMT prepares an AEMT to improve patient care in common emergency conditions for which reasonably safe, targeted, and evidence-based interventions exist. The program curriculum will meet guidelines set by industry professionals through the program advisory board and other collaborative industry partnerships.

Once the program is completed, graduates will be eligible to sit for the National Registry of Emergency Medical Technicians (NREMT) Advanced Emergency Medical Technicians (AEMT) national certification examination.

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."

WDTC currently offers an Emergency Medical Technician (EMT) course which is 6 credits. Upon completion, students are eligible to sit for the National Registry of Emergency Medical Technicians (NREMT) Emergency Medical Technicians (EMT) national certification examination. STC and LATC also offer EMT courses, and the Sanford and Avera Health Systems also hold EMT courses. WDTC could not find that any of these technical colleges / organizations offer the advanced EMT course. Approval of this proposed AEMT program will allow students to enter the paramedicine field in a flexible manner while also qualifying for financial aid with it being an 18-credit certificate program.

B. If applicable: Describe the ways in which the demand is not currently being met by the aforementioned program(s) and provide justification as to why the program should be approved by addressing the following conditions that warrant duplication ([BP 303.2](#)). Select all that apply.

- Unmet Demand (C.5.1.1)
 Industry Partnership (C.5.1.2)

- Increases Student Access (C.5.1.3)
 Other:

I. For each condition selected above, provide a brief justification.

Unmet Demand (C.5.1.1) - This proposed program would meet an unmet local, regional, and state demand. Small ambulance services, such as Spearfish Ambulance, are currently offering an AEMT course annually or bi-annually. Smoke Signals Solutions has also offered the AEMT curriculum. WDTC could not find that any of the other three technical colleges are offering AEMT courses.

Increase Student Access (C.5.1.3) – Course delivery options for this AEMT certificate program will be flexible. Students may choose to take the Medical Terminology and Anatomy & Physiology courses in either online or face-to-face delivery options. The two EMS course will be offered in hybrid format meaning the lecture portions will be delivered online and the laboratory portion will be delivered in person. Offering this AEMT program as an 18-credit certificate program would allow students to use federal financial aid funds to help offset the cost of the program (for those who qualify).

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.

Critical Thinking

Identify, analyze, and make appropriate life choices when encountering a stressful situation.

Demonstrate critical thinking skills to analyze and treat medical and trauma emergencies within the AEMT scope of practice.

Apply analysis, synthesis, and evaluation of information and ideas from multiple perspectives at an AEMT level.

Adapt treatment plans for a patient with varying cultural values, behaviors, attitudes, and economic factors within the AEMT scope of practice.

Technical Knowledge and Skills

Use instrumentation, equipment, and supplies utilized in the prehospital environment at the AEMT level.

Communication

Demonstrate appropriate verbal and nonverbal communication with patient, family, bystanders, and professionals within the medical field.

Chart an accurate and detailed patient care report utilizing appropriate terminology, abbreviations, and formats.

Professionalism

Exhibit professional behaviors and skills that are essential to earn employment as a National Registry AEMT.

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

Program Learning Outcomes are used to inform students, employers, and other constituents what the student should be able to perform when they have completed the program. The main stakeholder in Program Learning Outcomes is the program; however, outside constituents influence them based on industry trends. When developing new Program Learning Outcomes, WDTC starts by utilizing O*Net Online which is a web resource that provides detailed job and industry information including key job skills and knowledge required for a specific career area. WDTC also researches the Program Learning Outcomes of other established programs to compare with information gathered on O*Net Online to draft preliminary Program Learning Outcomes. From there, the draft outcomes are vetted by industry professionals who are assisting with the development of the program.

Once students are enrolled in a program, assessment of student learning results may influence changes to Program Learning Outcomes, as learning targets assigned to Program Learning Outcomes are continuously met or not met. If a change is to be implemented, it should be completed by the program through the official curriculum change process which includes review by the program's advisory board and WDTC's Assessment Committee. New Program Learning Outcomes are then submitted to the Curriculum Committee for tracking purposes.

3.2. Describe the program's learning assessment strategy.

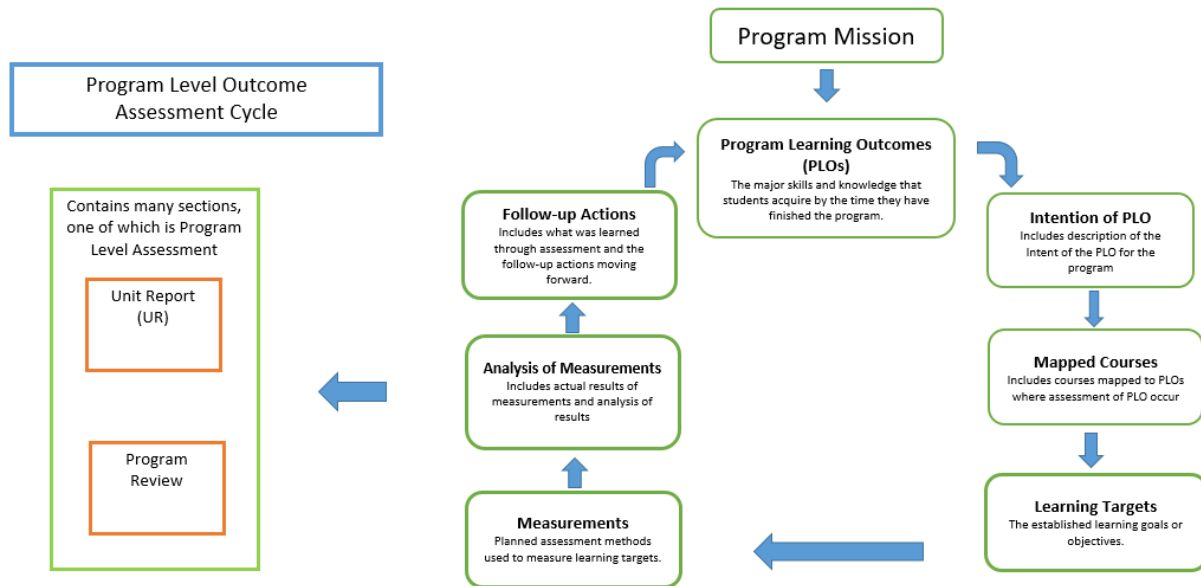
A. Describe how students will demonstrate mastery of the program learning outcomes. Description should be specific to the program's learning assessment plan vs. the institutional assessment plan.

Assessment of student learning is conducted on an annual basis. Program faculty develop an assessment plan at the beginning of the academic year that focuses on one Institutional Learning Outcome (ILO) and one Program Learning Outcome (PLO). Assessment activities are conducted, and data is collected throughout the year. All assessment planning and results are documented in WDTC's online planning and assessment program, Strategic Planning Online (SPOL). At the end of the assessment year, program faculty compile an Annual Assessment Report that includes data results, analysis, and follow-up plans. Results of annual assessments guide necessary program changes that strengthen the program and ensure that graduates have learned what they need for success in their career.

Program Directors work with WDTC's two Assessment Coordinators to further define the Program Learning Outcomes (PLOs) and establish the following two assessment documents: 1) Course Map, which shows how the PLOs are developed throughout the curriculum with Introductory, Developed, and Mastered curriculum and 2) Program Competencies linked to PLOs, which documents how competencies link to the PLOs.

New faculty become immersed in the program curriculum and teaching their first two semesters at WDTC. Assessment of Course Learning Outcomes (CLOs), and PLOs, begin during a new faculty member's 3rd semester. Faculty begin with completing the online course: ED 115 – Introduction to Program Assessment. This course instructs all new faculty on the foundations of assessment at WDTC and guides them through the assessment cycle. Then, during the 4th semester, faculty work one-on-one with Assessment Coordinators to plan and implement their first PLO and CLO assessment activities. After the 4th semester, they are then ready to complete all assessment activities on schedule with experienced faculty. This onboarding process to assessment allows new faculty to attain curriculum experience first, which gives them the foundation for better assessment success.

Assessment Cycle



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
 Apprenticeship
 Internship or Externship
 Clinical
 Capstone
 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
 Online
 Apprenticeship
 Other: Clinical

¹ **In Person:** 100 percent of courses are available in-person. **Online:** 100 percent of courses are available via distance learning. Delivery is only via the Internet. **Blended:** Delivery includes a required combination of both in-person and online courses. If a student has the option to take courses online, but is not required to do so, the program is not necessarily considered blended.

Blended

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

Classes will be offered in a variety of formats. The Medical Terminology and Anatomy & Physiology courses have face-to-face and online delivery options. The face-to-face courses provide a traditional learning environment for students who learn best in a physical classroom, and the online format will provide students with flexibility around work and family schedules. The EMS courses will be offered as hybrid courses where the lecture content would be delivered online, and the laboratory content will be in person. The second semester EMS course will also include a minimum of 40 clinical hours where students will be assigned to a local ambulance agency as part of their learning process.

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 2-semester long-term certificate program for Advance Emergency Medical Technician includes a basic technical curriculum for a foundation in the paramedicine field. Graduates may choose to advance their studies in paramedicine by enrolling in the Associate of Applied Science Degree in Paramedic. Additionally, students may transition to a different healthcare program at WDTC and transfer credits from this program if other admissions criteria are met.

C. As applicable: Insert any additional comments here.

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

Western Dakota Technical College
 Advanced EMT - Certificate

SOUTH DAKOTA									
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2020 EMPLOYMENT	2030 EMPLOYMENT	NUMERIC CHANGE: 2020-2030	PERCENT CHANGE: 2020-2030	MEDIAN: ANNUAL WAGE (2022)	AVERAGE: ANNUAL WAGE (2022)	
29-2042	Emergency Medical Technician	77	1,011	1,091	80	7.91%	\$31,150	\$34,950	
29-2043	Paramedics	77	1,011	1,091	80	7.91%	\$42,740	\$45,870	

NATIONAL									
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2022 EMPLOYMENT	2032 EMPLOYMENT	NUMERIC CHANGE: 2022-2032	PERCENT CHANGE: 2022-2032	MEDIAN: ANNUAL WAGE (2022)	AVERAGE: ANNUAL WAGE (2022)	
29-2042	Emergency Medical Technician	13,100	170,700	180,000	9,300	5.40%	\$36,680	\$40,120	
29-2043	Paramedics	5,100	98,300	103,600	5,300	5.40%	\$53,560	\$49,090	

SOURCE: South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)
DATE: 11/17/23

NOTES: The South Dakota DLR separates EMT and Paramedic for wages but lumps them together for employment projections
 Three ambulance services (Rosebud, Spearfish, and Rapid City) report paying Advanced EMT's a wage halfway between an EMT and a Paramedic at an average of \$18/hour. No job descriptions for Advanced EMT's were available at the time of compiling this data.

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 2.B: Student Demand Projections

Western Dakota Technical College

Advanced EMT - Certificate

	YEAR 1	YEAR 2	YEAR 3
Student Full-Time Equivalent (FTE)	7	11	14
Headcount: Full-Time			
Headcount: Part-Time	12	18	24
Headcount: Total	12	18	24
Total Program or Site Capacity	24	24	24

NOTE - Year 1 - 12 students x 18 credits / 30 = 7 FTE

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

Western Dakota Technical College
Advanced EMT - Certificate

MONTHS:	10
SEMESTERS:	2
TOTAL CREDITS:	18

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

II. PROGRAM CORE				
HC 114	Anatomy & Physiology for the Health Professions	3	Students will gain an introductory understanding of the structure and function of the human body. This course emphasizes concepts essential for student success in health program curriculum as well as in practical, work-related environments.	Y
HC 213	Medical Terminology	3	Students will be taught the basic techniques of medical word building. These techniques will be applied to acquire an extensive medical vocabulary. The course introduces students to medical terms relating to the anatomy and physiology of body systems, pathology, diagnosis, medical treatments, and procedures.	Y
EMS 101	Emergency Medical Technician	6	This course consists of all aspects of emergency medical care at the Emergency Medical Technician level in accordance with the National Registry and the Department of Transportation guidelines.	Y
EMS 160	Advanced Emergency Medical Technician	6	This course consists of all aspects of emergency medical care at the Advanced Emergency Medical Technician level in accordance with the National Registry and the Department of Transportation guidelines.	N
SUBTOTAL OF PROGRAM CREDITS:		18	TOTAL NEW COURSES:	1

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
Appendix 4: Alignment Projection

Western Dakota Technical College
Advanced EMT - Certificate

TOTAL CREDITS IN PROPOSED PROGRAM:

18

I. STACKABLE OPPORTUNITIES							
PROGRAM NAME							
Paramedic - AAS		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					
						63	12
PROGRAM NAME							
		Short-term Certificate		Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
		AAS					
PROGRAM NAME							
		Short-term Certificate		Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
		AAS					
PROGRAM NAME							
		Short-term Certificate		Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
		AAS					

II. ARTICULATION AGREEMENTS (BACCALAUREATE)						
PROGRAM NAME	COLLEGE OR UNIVERSITY					
			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?
Advanced EMT	National Registry of Emergency Medical Technicians	Yes
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?

January 23, 2024

Dear SD Technical Education Board,

I'm writing this letter to endorse the Advanced EMT (AEMT) proposed curriculum for Western Dakota Technical College. I feel it will help with WDT's goal of producing qualified EMS providers at all levels. The AEMT can provide several advanced life support (ALS) services and help rural areas provide AEMT ALS to their communities. The AEMT could also become a stepping stone to taking the paramedic course.

Sincerely

J.D. Geigle, MS, CRNA, CEN, NRP

WDT EMS Advisory Board Member



January 23, 2024

Western Dakota Technical College
Attention: Tiffany Howe
800 Mickelson Drive
Rapid City, SD 57703

Re: Advanced EMT Certificate Program

To Whom It May Concern,

Thank you for the opportunity to be part of such a robust pre-hospital education program. The Rural Health Research & Policy Centers recently published Ambulance Deserts – Geographic Disparities in the Provision of Ambulance Services. With so much of our states being rural, communities are looking for additional means to provide Advanced Life Support services to more of our population. Our industry and communities have learned the value of this program. It has provided advanced-level skills to those who have a time-sensitive critical illness.

Our rural communities are struggling for pre-hospital level care. Our ambulance services are often the only healthcare in communities after 5 p.m. and on weekends. One lesson we learned during the Public Health Emergency is the value of our ground ambulances in keeping our fragile healthcare system up and running. We are still seeing patients who are scared to go to the hospital and transferring patients further distances to find the specialists/beds to care for. All of the above reasons make this program important to everyone in our communities.

I wholeheartedly support the Advanced EMT Curriculum, and if I can answer any questions, please do not hesitate to reach out to me at (318)-548-1093.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tracy B. Wold".

Tracy B. Wold, Chief Financial Officer, NRP



Rosebud Sioux Tribe Ambulance Service

812 Hospital Drive
P.O. BOX 200
ROSEBUD, SD 57570
Phone (605) 747-2238 Fax (605) 747-4792



November 21, 2023

To Whom It May Concern:

I am writing to express my dedicated support for including and participating individuals from the Rosebud Sioux Tribe in the Advanced EMT class at Western Dakota Technical College. This program represents a crucial opportunity to address the pressing healthcare needs of not just the Rosebud Sioux Tribe but also the broader spectrum of underserved rural communities in South Dakota. The Rosebud Sioux Tribe, like many indigenous communities across the nation, faces multifaceted challenges in accessing adequate healthcare resources. The Advanced EMT class at Western Dakota Technical College offers a vital pathway toward addressing these challenges by equipping individuals with the advanced medical training required to provide immediate, high-quality emergency care.

The significance of this program extends far beyond individual skill development. It aligns with the urgent need for culturally sensitive and community-centered healthcare solutions. Members of the Rosebud Sioux Tribe possess a deep-rooted understanding of their community's cultural nuances and healthcare needs. Participating in the Advanced EMT class will enhance their capabilities to provide targeted and culturally competent care to their community and the neighboring rural areas. Western Dakota Technical College's program is renowned for its comprehensive curriculum, practical training, and esteemed faculty. The skills and knowledge acquired through this program will not only benefit the participants. Still, they will also have a far-reaching impact on the overall healthcare landscape of the Rosebud Sioux Tribe and adjacent underserved rural communities in South Dakota.

The individuals from the Rosebud Sioux Tribe who enroll in this program will serve as ambassadors of healthcare within their community. They will not only bridge the gap in emergency medical services but also foster trust and confidence among community members, resulting in improved health outcomes and a strengthened healthcare infrastructure.

In conclusion, I wholeheartedly endorse the participation of members from the Rosebud Sioux Tribe in the Advanced EMT class at Western Dakota Technical College. This initiative represents a pivotal step towards ensuring equitable access to quality healthcare for underserved populations in South Dakota, thereby contributing to the well-being and prosperity of these communities. Thank you for your commitment to advancing healthcare education and inclusivity. Please feel free to contact me if you require further information or support.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric Emery".

Eric Emery, NRP
Rosebud Sioux Tribe Ambulance Service



SMOKE SIGNAL SOLUTIONS

605.212.1559

matt@smokesignalsolutions.com

Brookings, SD

SD Board of Technical Education

800 Governors Drive
Pierre, SD

I've been teaching the AEMT curriculum in Rural South Dakota for about 10 years now. Our medical director (Dr. Chad Carda) and I are huge proponents of the AEMT program for rural areas. Most of the 911 calls that are considered "ALS" in rural SD are covered by the AEMT scope of practice in South Dakota. The AEMT curriculum (difficulty and course length) is considerably easier for the average volunteer EMT, who is usually older with family, job and other responsibilities - this is very different from younger students just starting their families and careers.

Adding AEMT as a destination course (all the farther a student wants to pursue EMS) or as a bridge course (something where the course and associated college classes would apply to paramedic school) would be incredible. Many of the EMTs I have talked to are hesitant about going straight into paramedic school because of the cost, time commitment, and fearing all the content. A college based AEMT class would be an excellent choice for them.

Expanding the number of Advanced EMT providers in rural South Dakota would be extremely important and a huge step to helping our EMS system.

Matt Helling
Paramedic, Co-Founder Smoke Signal Solutions