



South Dakota Board of
Technical Education

April 22, 2024

Mitchell Technical College
1800 E. Spruce St.
Mitchell, SD 57301

**RE: South Dakota Board of Technical Education Approval of:
Non-Substantive Program Application
Diploma in Medical Assistant**

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	Mitchell Technical College
Program Identifier Code (If applicable)	MA
Program Title	Medical Assistant
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)	51.0801
Projected Implementation Date	Fall, 2024
Approved Parent Program Title (If applicable)	Medical Assistant
Approved Parent Program Identifier Code (If applicable)	51.0801
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:
--------------------------------	---

Describe the change the institution is seeking approval of

Mitchell Technical College is seeking approval to change the award level in Medical Assistant from an Associate's Degree to a Diploma. The other three technical colleges offer an 11-month diploma option so changing the award level at MTC makes sense. Additionally, reducing the amount of time and cost for degree completion will make a significant impact in filling the workforce needs in South Dakota.

Mitchell Tech's Medical Assistant program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The proposed change in curriculum meets the CAAHEP standards.

CRITERION 2: DEMAND

The program leads to meaningful employment, adequate student enrollment, and/or fulfills needs not being met by existing education and training providers.

- 2.1. The program leads to high-wage occupations that have an average/mean wage greater than the median wage across all occupations.
- 2.2. The program leads to high-demand occupations that have project annual openings (a measure of demand for workers) greater than the average across all occupations or is shown as an economic and/or labor market emerging field for the state of South Dakota and its regions.
- 2.3. The program's student enrollment is adequate to justify program existence.
- 2.4. The program fulfills a demand not being met by existing education and training providers in the region and/or state.

2.1. Describe the wage projections for occupations associated with the proposed program by completing Appendix 2.A.

2.2. Describe the demand projections for occupations associated with the proposed program.

A. Complete Appendix 2.A.

B. If an emerging field for the state of South Dakota, describe the field. Letter(s) of support, detailing demand, should be attached as appendices.

N/A

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

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

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

Western Dakota Technical College and Southeast Technical College both offer a one-year diploma in medical assistant. Lake Area Technical College was recently approved to move from awarding AAS degrees to a one-year diploma in medical assistant.

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: State consistency

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

The need for Medical Assistants in South Dakota is great and projections for the next ten years shows a 21% increase in South Dakota. Nationally, the US Bureau of Labor and Statistics projects a 14% increase in the field.

Providing a one-year diploma program in Medical Assistant across all four technical colleges ensures a balanced marketing strategy throughout the state. The uniformity of the offering across the colleges facilitates seamless partnerships with local healthcare facilities, clinics, and hospitals. This unified approach not only simplifies coordination but also amplifies the program's visibility and credibility within the healthcare community statewide.

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.

The Mitchell Technical College Medical Assistant program's goal is to prepare medical assistants who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

At the completion of the program, graduates will be able to:

Provide competent patient care

Perform laboratory duties

Perform administrative duties

Demonstrate effective oral and written communication with supervisors, patients and their families, and colleagues

Follow legal and ethical guidelines in medical practice

Follow health and safety policies and procedures in medical practice

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

The program learning outcomes were designed using the CAAHEP accreditation standards and policies. The advisory board, faculty, and vice president for academics have approved the outcomes and will continue to evaluate on a yearly basis.

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 are assessed throughout the program using traditional assessment methods such as written tests, skill performance, and projects. Students are also assessed by faculty and supervisors during their externship experience. Students are evaluated on all skills identified by CAAHEP.

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 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)¹. Select all that apply.

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

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

As a long standing traditional program, it is the intent to keep delivery as a face-to-face program.

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

CRITERION 4: ALIGNMENT

The program is vertically aligned to an education and training pathway.

- 4.1. The program is vertically aligned to an education and training pathway, reflecting efficient articulation of:
 - 4.1.1. Non-degree credential/industry certification
 - 4.1.2. Certificate to diploma
 - 4.1.3. Diploma to associate of applied science
 - 4.1.4. Associate of applied science to baccalaureate

4.1. Describe the alignment of the proposed program along an education and training pathway.

A. Complete Appendix 4.

B. Describe the projected alignment between the proposed program and existing academic programs within the technical college system.

Students who earn a diploma in Medical Assistant can return to earn degrees in other programs within the healthcare division. All general education courses transfer within the college.

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 Assisting

SOUTH DAKOTA								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2018 EMPLOYMENT	2028 EMPLOYMENT	NUMERIC CHANGE: 2018-2028	PERCENT CHANGE: 2018-2028	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)
00-0000	Total, All Occupations	62,664	491,588	526,251	34,663	7.1	\$36,823	\$44,961
31.9092.00	Medical Assistants	140	930	1100	170	18.30%	\$ 35,230.00	\$ 35,518.00
	Medical Assistants	135	930	1102	172	18.50%	\$ 37,608.00	\$ 38,014.00

NATIONAL								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2019 EMPLOYMENT	2029 EMPLOYMENT	NUMERIC CHANGE: 2019-2029	PERCENT CHANGE: 2019-2029	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)
31.9092.00	Medical Assistants	114,600	764,400	870,200	55,800	14%	\$ 38,270.00	\$ 40,212.00

SOURCE: South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)
 3.15.2024
<https://www.onetonline.org/link/localtrends/31-9092.00?st=SD>
 3.15.2024

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 2.B: Student Demand Projections

Mitchell Technical College
Diploma in Medical Assisting

	YEAR 1	YEAR 2	YEAR 3
Student Full-Time Equivalent (FTE)	20	20	20
Headcount: Full-Time	20	20	20
Headcount: Part-Time			
Headcount: Total	20	20	20
Total Program or Site Capacity	24	24	24

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 3: Program of Study

Mitchell Technical College
Diploma in Medical Assisting

MONTHS:	11
SEMESTERS:	3
TOTAL CREDITS:	43.5

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

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
SPCM 140	Health Communications	3	This course is a comprehensive guide to learning essential communication skills that will prepare students for success as healthcare professionals. There are multiple patient components to effective communication in a healthcare setting: diversity of patients and their experiences; healthcare literacy with techniques to assess and evaluate patient education and improve patient compliance; caring for patients with mental and physiologic illnesses; and recognizing language barriers and how to overcome many barriers to communication. The various communication styles used today will be discussed and the delivery method required for various situations. This course will use a broad range of examples, role plays, and scenarios from healthcare fields for mastering communication skills.	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. Please note: Students who have served active military duty (excluding basic training and AIT) may be exempt from the Student Success course. Student must provide a copy of DD214 or other official military documentation to the registrar for verification.	Y
SUBTOTAL OF GENERAL EDUCATION CREDITS:		7	TOTAL NEW COURSES:	0

II. PROGRAM CORE

HS 100	Basic Life Support	0.5	This course meets CDC, OSHA and NFPA guidelines for basic life support. It focuses on immediate life-threatening situations, demonstrates quick, effective responses and presents perspectives on how frequently these situations occur. It is ideal for professionals such as firefighters, police, paramedics, lifeguards, athletic trainers, medical assistants and other medical professionals. Topics covered include the professional rescuer's role in emergencies; victim's condition assessment; basic life support; rescue breathing; cardiac emergencies; airway obstructions; AED use; and resuscitation in special situations. This class is offered for credit as a Pass/No Pass course.	Y
HS 101	Medical Terminology	3	Vocabulary and terms used in the medical professions. Meanings of root words, prefixes and suffixes are studied. Proficiency is gained in analyzing medical words and in understanding how the word elements relate and apply to medicine. (A grade of "C" or higher required to continue in medical programs.)	Y
HS 103	Anatomy and Physiology	4	Basic anatomy and physiology of the human body. Systems studied include integumentary, musculo-skeletal, nervous, circulatory, lymphatic, respiratory, urinary, digestive, endocrine and reproductive. (A grade of "C" or higher required to continue in medical programs.)	Y
HS 162	Medical Law & Ethics	2	Ethical principles and legal regulations governing a medical practice.	Y

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 3: Program of Study

Mitchell Technical College
 Diploma in Medical Assisting

MA 106	Medical Laboratory Fundamentals	3	Introduction to medical laboratory work with specific reference to the role, ethics, conduct, certification, education, employment and fundamental knowledge and skills related to clinical laboratory personnel. Basic mathematics review and lab related math such as the metric system, temperature conversions, concentration units, including terms used in quality control are covered. Included in this course is laboratory safety to include physical, chemical and biological hazards, barriers and isolation techniques. Students are instructed in the collection and preparation of specimens to include venipunctures and capillary sticks, reporting of laboratory results and quality assurance methods	Y
MA 111	Medical Office Procedures	3	Material, situations and work in a medical front office. Examples, explanations and illustrations from the medical office are utilized. The perspective of the medical assistant is emphasized. Communication skills, recording patient histories, office accounting, secretarial, reception and other clerical skills are stressed	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	3	Identification of the classification and uses of medicines, vaccines, etc. Included are the correct procedures for administration of these materials.	Y
MA 220	Clinical Procedures I	3	Clinical office competencies and skills required of the medical assistant. Course work includes aseptic technology, assessment and procedures, preparation and administration of medications, vital signs assessment, recording and assisting with physical examinations, performance of disinfection and sterilization and charting techniques	Y
MA 221	Clinial Procedures II	3	A continuation of clinical procedures performed in a medical office. Course work includes assisting with specific physical exams, instrument recognition, ear and eye procedures, catheterization, dressing applications, preparation of surgical trays and patient education	Y
MA 250	Clinical Externship	6	Experience in medical facilities and organizations. Work is performed under the direct supervision of licensed medical personnel.	Y
MOP 210	Insurance and Billing	3	An overview of processing medical insurance claims. Special topics may include Medicare, various types of insurances, refilling, resubmitting, etc.	Y
SUBTOTAL OF PROGRAM CREDITS:		36.5	TOTAL NEW COURSES:	0

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION
Appendix 4: Alignment Projection

Mitchell Technical College
 Diploma in Medical Assisting

TOTAL CREDITS IN PROPOSED PROGRAM:
 43.5

I. STACKABLE OPPORTUNITIES							
PROGRAM NAME							
LPN		Short-term Certificate	x	Existing Forthcoming	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate					
	x	Diploma					
		AAS				53	16
MLT		Short-term Certificate	x	Existing Forthcoming	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate					
		Diploma					
	x	AAS				80.5	20
		Short-term Certificate		Existing Forthcoming	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate					
		Diploma					
		AAS					
		Short-term Certificate		Existing Forthcoming	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate					
		Diploma					
		AAS					

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

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?
Certified Medical Assistant (CMA)	American Association of Medical Assistants	Yes
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?

SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION

Appendix 5: Financial Projections

Mitchell Technical College
 Diploma in Medical Assisting

	YEAR 1	YEAR 2	YEAR 3
Student FTE	20	20	20

I. PROJECTED EXPENDITURES

A. ONE-TIME			
New/Renovated Facilities	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -
Sub-Total: One-time	\$ -	\$ -	\$ -

B. RECURRING			
B.1. PERSONNEL			
FTE (Faculty and Staff)			
Salary & Benefits	\$ -	\$ -	\$ -
B.2. OPERATING			
Rental / Lease	\$ -	\$ -	\$ -
Contractual Services	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Supplies	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -
Sub-Total: Operating	\$ -	\$ -	\$ -
Total: Recurring	\$ -	\$ -	\$ -

TOTAL EXPENDITURES (A + B)	\$ -	\$ -	\$ -
-----------------------------------	-------------	-------------	-------------

II. PROJECTED REVENUE

Tuition	\$ 74,400.00	\$ 74,400.00	\$ 74,400.00
State Fees	\$ 25,200.00	\$ 25,200.00	\$ 25,200.00
Local Fees	\$ -	\$ -	\$ -
Location-Based Fees	\$ -	\$ -	\$ -
State Sources	\$ -	\$ 115,403.80	\$ 115,543.80
Federal Sources	\$ -	\$ -	\$ -
Private Grants or Gifts	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -

TOTAL REVENUE	\$ 99,600.00	\$ 215,003.80	\$ 215,143.80
----------------------	---------------------	----------------------	----------------------

REVENUE - EXPENDITURES	\$ 99,600.00	\$ 215,003.80	\$ 215,143.80
-------------------------------	---------------------	----------------------	----------------------

**Projections are held constant based on current fiscal year. Inflation or rate changes are not factored.*