GREAT BASIN COLLEGE
PRESIDENT'S COUNCIL
February 10, 2015
1:30 p.m.

PRESENT: Mark Curtis, Mike McFarlane, Sonja Sibert, Lynn Mahlberg, Bret Murphy, Steve Theriault, Cathy Fulkerson, Melinda Mott, DeMarynee Saili, Tom Reagan
ABSENT: education and after that she will be working on the program review data for GBC and then WNC. Brandis is working on supporting assessment efforts.

6. Change Name for Adjuncts to Part-Time Instructor (PTI) – Mike McFarlane
Action Item: GBC uses the term "adjuncts" to describe the part time instructors. The NSHE definition of adjunct is someone who works for no pay. NSHE refers to the part-time instructors as part-time instructors (PTI). GBC needs to conform to the NSHE terminology. President's Council approved the name change from Adjuncts to Part-Time

POLICY AND PROCEDURE

Title:	Professional Advancement, Academic Faculty
Policy No.:	3.62
Department:	Academic Affairs
Contact:	Vice-President for Academic Affairs

Policy

It is recognized that academic faculty members of Great Basin College may wish to further their education to enhance their knowledge and skills to a level that will also increase their placement on the GBC faculty pay scale. This policy recognizes that both faculty members and the GBC administration shall know of and be in agreement of these endeavors in advance of the completion of work to this end.

In approving a program of professional advancement, GBC will follow all applicable NSHE Code as stated in the NSHE Procedures and Guidelines. This is found

Professional Advancement Program Agreement and Approval Form

This form is to

NSHE, Applicable Procedures and Guidelines Sections

2. Degree Programs
a. The academic faculty member wishing to advance on the salary schedule by completing a bachelor's, master's or doctorate degree (grades 2, 3, 4 and 5) must submit a written formal request.

b. Upon appropriate vice presidential/dean approval, a formal professional advancement agreement will be written. The program must identify the anticipated program and program completion date. The agreement is not valid unless the appropriate vice president/dean and the faculty member sign the agreement.

c. Upon successful completion of the degree program, the faculty member must submit official verification to his/her official personnel file. In the event the degree program is not completed in the anticipated time frame, the faculty member will notify the appropriate body in writing prior to the anticipated date of completion. A review of completed work will be made by the 3(r)11(o)-6.6(g)2.6(ra)10.6(m)(

New Academic Program Proposal
Five-Year Budget Projection

		[2]	Total	FTE	Existing[1]	New[2]	Total	FTE	Existing[1]	New[2]	Total	FTE
PERSONNEL												
Faculty (salaries/benefits)[3]	0	153,600	153,600	0.0	153,600	3,840	157,440	0.0	157,440	7,872	165,312	0.0
Graduate Assistants	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Support Staff	0	2,500	2,500	0.0	2,500	0	2,500	0.0	2,500	0	2,500	0.0
Fellowships/Scholarships	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Personnel Total	$0											

ACADEMIC PROGRAM PROPOSAL FORM

DIRECTIONS: Use this form when proposing a new major or primary field of study, new emphasis, or new degree program.

DATE SUBMITTED:

INSTITUTION: Great Basin College

REQUEST TYPE:
- ☐ New Degree
- ☒ New Major or Primary Field of Study
- ☐ New Emphasis

DEGREE (i.e. Bachelor of Science): Associate of Applied Science

MAJOR (i.e. Animal Science): Emergency Medical Services-Paramedic

EMPHASIS (i.e. Equine Studies)

CREDITS TO DEGREE: 60.5

PROPOSED SEMESTER OF IMPLEMENTATION: Fall 2015

Action requested:

A. Brief description and purpose of proposed program

The Associate of Applied Science Degree in Emergency Medical Services-Paramedic is designed to prepare students already certified at the EMT and AEMT levels to continue their education to the most advanced level of prehospital care. The paramedic

prescriptive DOT curriculum. These options include web based and interactive learning, problem based learning, programmed self instruction, and computer assisted instruction.

The paramedic is an important health care provider providing highly skilled emergency care to the sick or injured individual before he or she arrives at a hospital facility. In many instances, this care means the difference between life and death for the individual. In addition to performing skills and procedures of the EMT, paramedics provide advanced emergency care of critically ill and injured victims in the field setting. Advanced care includes administering drugs (including narcotics) orally and intravenously, interpreting electrocardiograms (EKGS), performing endotracheal intubations and using monitors and other complex equipment in the prehospital environment.

B. Statement of degree or program objectives
Curriculum Standards are based directly on the National Highway Traffic Safety Administration in cooperation with the U.S. Department of Health & Human Services Public Health Service, Health Resources & Human Services Administration (HRSA) EMT-Paramedic National Standard Curriculum. All students graduating from GBC Emergency Medical Services Paramedic program will: Tc

- Specific core competencies will be assessed and evaluated in the lab, clinical and field internship settings by GBC instructors and field preceptors.
- Instructors in the program, clinical and field preceptors at participating sites will continuously monitor students' performance and progress.
- Departmentally, with input from the clinical and field preceptors and Community Advisory Group for Health Sciences Human Services, the program objectives will be assessed for effectiveness at the end of each semester.
- Surveys will be conducted of students and program alumni to evaluate the learning process.
- Issues of concern will be addressed per GBC policies and the Medical Director of the program.
- Rates of graduation, continuing enrollment, transfers to existing GBC programs and/or other educational settings will be tracked.
- Employment data will be collected for graduates of the program.

The proposed program aligns clearly with the MSHE Master Plan produced in 2007 and as

- The Paramedic Program will utilize the numerous affiliation agreements currently in place that support other health sciences programs at GBC. These agreements extend throughout GBC's expansive service area and provide a variety of rich clinical learning experiences.
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pursue in both GBC's Strategic Plan 2021-2024 document and the Health Sciences and Human Services Departmental Strategic Plan document. The Paramedic Program fulfills a critical educational service for students by preparing them to be highly skilled, advanced pre-hospital care providers for sick and injured individuals living in GBC's rural and often remote service area. In many instances, this care determines the overall positive outcome for the patient

Theme #2 Building Bridges and Create Partnerships
Seek, develop, and maintain partnerships and other connections with entities external to GBC as appropriate to fulfill the GBC Mission. Other colleges and universities, high schools, business and industry, and communities are examples.

Objective 2.2 Build and sustain workforce programs: Business and industry partnerships are explicit in the GBC Mission. These partnerships benefit a wide-section of students and employers. Partnerships with business, industry, agencies, and so forth, to build careers for people and help meet and sustain workforce needs.

Partnerships with local businesses, agencies, and industry are crucial in that the Paramedic can work in several sectors and transfer seamlessly to build a career and sustain a growing workforce.

Theme #3 Serve Rural Nevada
To fulfill a fundamental element of its Mission, GBC delivers all of its commitments and services throughout six-county service area as well as resources will pragmatically allow. This extends beyond the main campus, providing for the needs of place-bound residents with appropriate accessibility through local and distance delivery methods.

Objective 3.1 Provide access to education at distant locations: GBC provides access to courses and programs for students scattered throughout sparsely populated areas and is widely distributed towns. In addressing the challenges of distance, the element of time is also attended to for those with job, family, and other obligations.

The Paramedic Program meets emerging training needs and enhance services for the nontraditional working student in local industries throughout GBC's service area. The use of technology to deliver distance education with weekend skills training and seminars will provide the opportunity for fire departments, ambulance services, mining company rescue teams & ambulances and law enforcement agencies to upgrade their level of response to their communities.

iv. Department and college plan
The Paramedic Program was identified as part of the Health Science Human Services Department Strategic Plan back in 2009. Due to buget cuts the Paramedic Program was table until it could be funded. The Paramedic Program provides the next logical career step in preparing the EMT and AEMT students for advanced prehospital care training. Through Perkins funding the program salay's will be covered and allow the college to develop the Associate of Applied Science degree in Paramedicine.

v. Other programs in the institution
This Paramedic Program will compliment exisiting health science human services programs such as nursing, radiology, and human services and will require students to enroll in required general

care to rural residents is increasing and with this demand, so too are employment opportunities. According to the 2014, U.S. Department of Labor Bureau of Labor Statistics Occupation Outlook Handbook, emergency medical technicians and paramedic employment is projected to grow 23 percent from 2012-2022, much faster than the average for all occupations.

Graduates from GBC's Paramedic Program who become nationally certified will be qualified to seek employment in a variety of areas including providing advanced prehospital care for ambulance services and fire/rescue agencies. In addition, nationally certified graduates are eligible to become supervisors, operations managers, administrative directors, or executive directors of emergency services as well as instructors, dispatchers, or physician assistants. A number of individuals who become either EMTs or paramedics continue with their professional education in the fields of nursing and medicine.

v. Student clientele to be served (Explain how the student clientele is identified)
It is anticipated that the EMT and AEMT courses given at GBC and within the GBC service area by UNR's Area Health Education Center (AHEC) and other organizations will serve as a major recruitment pipeline for the Paramedic Program. In addition, personnel from fire departments, ambulance services, mines and mine rescue teams seeking upgrade to Advanced Life Support (ALS) service providers will have the opportunity to do so. Moreover, these individuals will probably continue to live, work and deliver advanced prehospital care in GBC's service area. Also, students from neighboring States may be another source as many Paramedic programs have waiting lists.

In January 2008, an interest survey was sent to 80-Basic students, currently certified EMT-Basics and EMT-Intermediates requesting interest in continuing their EMS education and becoming a paramedic. Of the 80 surveys sent out 52 surveys were returned reflecting a 65% response rate. Out of these 52 surveys, 50 respondents (96%) indicated that they were interested in continuing their EMS education to the paramedic level.

G. Detailed curriculum proposal

i. Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

COURSE CURRICULUM
AAS Emergency Medical Services-Paramedic

Prerequisites
EMT or AEMT and Admission to the program

<u>Representative Courses of Study by Year</u>

Fall 1st Semester

INT 100B	GBC Orientation	.5 Credits
Science	Select from General Education Requirements	3 Credits
MATH	Select from General Education Requirements	3 Credits
EMS 200B	Fundamentals of Paramedic Medicine	1.0
EMS 205B	Principles of Pathophysiology	3 Credits
EMS 206B	Principles of Pharmacology/Medication & Venous Access for the Paramedic	4 Credits

Total Credits		13.5

Spring 2nd Semester

ENG 101 or 107	Composition I or Technical Communications I	3 Credits
EMS 207B	Airway Management and Ventilation for Paramedics	1 Credit
EMS 209B	Patient Assessment for Paramedics	2 Credits
EMS 210B	Principles of Cardiology for Paramedics	3 Credits
EMS 211B	Paramedic Care for Medical Emergencies Advanced Cardiac Life Support (ACLS)	4 Credits
Total		13 Credits

Summer Semester

EMS 216B	Hospital Clinical Experience for the Paramedic	5.5 Credits

There will be some initial start up costs associated with the program and a competitive grant will be submitted this Spring. In the event that the competitive grant is not awarded. Shared equipment with the Humbolt General Hospital will be utilized. The coordinator/lead instructor, lab facilities and equipment are already in place with the Health Science lab and resources that will be used from Humboldt General EMS-Paramedic Services. It is anticipated that enrollment-based formula funding will support the program.

Initial funding for the Paramedic Program will come from the Perkins Grant award. Funding in the amount of $153,607.59 is being requested for FY 15, FY 16, and FY 17. After initial start-up costs, enrollment-based formula funding will support the program.

ii. Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.

Declared majors in the program.

a. (1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.

1st Fall semester 3

3rd Fall semester 10

5th Fall semester 14

(2) Explain the methodology/assumptions used in determining projected FTE figures.

Attached.

J. Facilities and equipment required

i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs
Courses will be taught live, by interactive video, or the internet with existing facilities and equipment. There will be shared classroom space available in the Health Sciences Building as well as the off-site GBC campus in Winnemucca. Clinical-based learning activities will be accomplished through the use of the Health Sciences clinical laboratory, Humboldt General EMS clinical/classroom/lab and /or actual clinical sites throughout GBC's service area.

Computer-based learning activities will be accommodated by existing computer availability in the Health Sciences Building as well as throughout GBC's main campus (e.g., the High Technology Center and library), GBC's outlying campus locations, and via each student's own

NSHE common course numbering practices are being observed, and are in alignment with other courses within NSHE. Transfer of students from one institution to another will be determined by the receiving institution in observance of common course numbering.

ii. Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)
Not Applicable

iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)
Not Applicable

N. Summary Statement

The proposed Associate of Applied Science Emergency Medical Services – Paramedic program would fulfill a long-standing void relative to the advanced training needs of fire, mining, law enforcement and emergency response/ambulance personnel working in the geographic isolation in the GBC service area.

Many of the rural/frontier communities in the GBC service area have lengthy response times to reach victims of illness and injury. Advanced life support provided exclusively by the Paramedic would enhance the chances of survival for many of these victims in remote areas where long transport times are the norm.

The proposed EMS Paramedic program would significantly enhance GBC's health professional educational offerings by providing a cost effective, student focused approach to obtaining a AAS degree in Emergency Medical Services – Paramedic for rural/frontier Nevada. Even though there are two other programs in the State of Nevada (e.g. CSN and TMCC), their geographic locations present distinct problems for the GBC service area students and recruitment problems for GBC service area employers that already have paramedic services or desire to upgrade to a higher level.

The Paramedic program is designed to provide availability and accessibility to the traditional working student to continue training to the highest level in Emergency Medical Services. Ultimately, the quality of health care delivery in GBC's service will be greatly enhanced.

There has been no advertising for this program due the appropriate pending approvals. Approximately 30 students have contacted the EMS coordinator and lead instructor expressing enthusiasm and interest in applying. The current proposed program intent is to accept 12 students annually.

EXHIBITS:

1. Letters in Support of Program
2. Approval from Curriculum and Articulation Committee
3. Approval from Faculty Senate
4. New Academic Proposal Five-year Budget Projection

Revised: 2/5/2015