

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: Mary Doucette, Amber Donnelly, John Rice

1. Approval of Minutes – The minutes of the President's Council meeting on February 10, 2015, were approved.
2. SGA Update – DeMarynee Saili reported that approximately forty people attended the movie night yesterday. Today SGA is passing out candy. Tomorrow is waffle Wednesday. Thursday is a dance contest. SGA will be attending Education Day on March 2 in Carson City. UNLV will have 120 students attending Education Day and all other institutions will be bringing less than six. There will be a student rally and the rest of the time will be spent meeting with legislators.
3. Faculty Senate Update – Stephen Theriault
3.62 Professional Advancement, Academic Faculty – This is a practice that has finally been put to policy. There will not be any issues with the Senate passing it now. This policy does not pertain to administrative faculty. It is only applicable to academic faculty. The policy only covers degrees and not non-credit courses for certifications. President's Council approved.

Steve reported that the Faculty Senate Chair and Vice Chair have been notified of the President's Council meeting dates and they both should be in attendance in the future.

Steve will present the Shared Governance Statement and the membership increase of PC to Faculty Senate. The administrative faculty representative will be selected and Steve will notify PC of who will represent administrative faculty on PC.

4. Classified Council Update – Melinda Mott reported the baked sale is tomorrow.
5. Institutional Research Update – Cathy Fulkerson reported a grueling week and a half. The IPEDs reports have been completed. Cathy is working on a report to NSHE on remedial 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

Instructors (PTI). All written documents and anything online should start using the proper terminology.

7. EMT/Paramedic Program Proposal – For information: Mike McFarlane thought he should bring in up. Everyone is aware about the English and Biology degrees being approved. It was a program that was approved by Curriculum and Articulation and by Faculty Senate about four years ago. But then the budget cuts came and we could not support it at that time. Mike provided PC a copy of the original program proposal and indicated that it is in draft format and is being revised. This will be a program that we will have to bring up enough enrollments in three years to be able to pay for itself in the fourth year. There appears to be a demand for it. The mines have a lot of people that are ready to jump into this if a program is available. The program enrollment is being updated and on the budget sheet year one is from the grant; the 3rd year is still grant funded but it is existing; in the 4th year it would have to convert to state funds. Sonja will get with Mike on some changes to the numbers. The program will go to Committee in March and to the Board of Regents in June for approval. We will need to put it in the catalog with a “pending BOR approval.” BOR in June. Put in catalog pending BOR approval. Steve will be asked questions. The first year of unduplicated headcount will be 6 and projecting 2 faculty. The numbers have to be completely evaluated. By the 5th year we should have at least 24 FTE to justify the 2 instructors. The 3 years of grant funding will help with the low numbers at first. We would advertise for the two positions before BOR approval. For information
8. President’s Report – Mark Curtis reported last week we had joint institutional advisory council meeting on February 4th. On February 26th the first meeting of the Nevada Community College Committee will meet. Matt McCarty will chair the GBC IAC and Brianne Clark will be the Vice Chair. The institutional advisory councils will be a direct link to the Board of Regents.

President Curtis has contacted the three nominees who have been nominated for the Honorary Baccalaureate Degree (Dr. Hugh Collett), Community Service Award (Mark Kimball), and Outstanding Alum (Gil Hernandez).

President Curtis has procured a Mountain Goat in a case to display in the Diekhans Center for Industrial Technology. It will be on loan indefinitely from the Northeastern Nevada Museum. It is a beautiful display. Dr. Curtis has talked with Kathy Schwandt to develop a lapel pin for the GBC Golden Anniversary. Please start thinking about things we can do as part of the celebration. Dr. Curtis is imagining a week-long series of events that culminates into a grand finale. It is still two years away so we have time to plan. Our celebrations should probably be fall 2017. In spring of this year Mark will be interviewing the five remaining founders who are still living. The interviews will be taped. We will keep the complete unedited versions for history and then hire an editor to use.

9. Miscellaneous
Lynn Mahlberg reported Dennis Perea director of DETR notified GBC that they are downsizing which means the economy is picking up. This means the Job Connect specialist Mike Hassett will not be physically located at campus anymore. On March 11

Catherine Cortez Mastros will be talking about the Status of Women at a UNLV reception/talk at 6:30 pm. It will be webcast to the GBC Theater. Lynn will be working on an invite list and poster. She will send an email out to invite the whole campus to the event. Regent Stephens will MC the event at UNLV.

Bret Murphy reported the candidate for the diesel position declined the offer of employment. Jon Licht will be retiring this year so we will be searching for a welding instructor, too.



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 toward 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 in Chapter 3, Section 3, subsections 2 and 3 of the NSHE Procedures and Guidelines Manual.

Procedures

To concur with Chapter 3, Section 3, subsections 2 and 3 of the NSHE Procedures and Guidelines Manual, the GBC Professional Advancement Program Agreements and Approval Form will be used as the basis of approving a professional advancement program. This form may be found in the Forms chapter of GBC Policies and Procedures.



Professional Advancement Program Agreement and Approval Form

This form is to be completed for administrative approval of a Great Basin College academic faculty member to pursue a program of professional advancement that will also advance the faculty member on the pay scale. The information requested in this form is based on the requirements of the Nevada System of Higher Education Board of Regents as presented in the Procedures and Guidelines Manual, Chapter 3, Section 3, subsections 2 and 3. These procedures are on the reverse side of this form. The faculty member seeking professional advancement agrees to abide by these NSHE procedures.

In addition to the information provided on this form, there must be a written formal request signed and dated by the faculty member and submitted with this form. The written request must include details about the type of program to be pursued, its value to the individual and the college, and the expected sequence of coursework to be completed. Upon completion of the approved degree program and/or program course work, the faculty member's salary placement will be reevaluated. The revised salary placement must be approved by the college President.

The applicant agrees to complete the program indicated here and as detailed in the accompanying written request.

Degree to be completed: _____

Number of credits to be completed: _____

Institution to be enrolled into: _____

Expected completion date: _____

Expected pay scale grade upon completion: _____

Applicant name: _____

Applicant signature: _____

Vice President or Dean name: _____

Vice President or Dean signature: _____

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 appropriate body for consideration of movement on the schedule. Grade movement will not occur without the approval of the president.

3. Credit Course Work

- a. The academic faculty member wishing to move across the grades by completing credit course work must comply with the provisions of the Board of Regents' policy. That is, grade 2 requires upper level/division undergraduate credit hours, grade 3 and 4 require graduate credits. The faculty member must submit a written formal request to the appropriate body. The appropriate body will forward the recommendation to the appropriate vice president/dean. The appropriate vice president/dean will notify the faculty member of approval/non-approval within 20 working days from receipt of the application.
- b. Upon successful completion of the agreed upon course work, the faculty member must submit official grade verification to the faculty member's official personnel file. The faculty member will not be eligible for grade movement until all requirements for advancement have been met. When the approved courses total the credits required for advancement, the faculty member must notify the human resources director.

New Academic Program Proposal Five-Year Budget Projection

Institution: GBC Program: AAS, Paramedic Semester of Implementation: Fall 2015

DIRECTIONS: Complete the following cost estimates for the first, third, and fifth year budget projections for the proposed new program in Section A. If the total budget for the program is not reflected in the "Existing" or "New" categories, please provide further explanation in the space provided below (EXPLANATION). Any "new" costs must be noted by source in Section B.

STUDENT FTE

Year 1: 3 Year 3: 10 Year 5: 14

Section A.	Year 1/Start-up				Year 3				Year 5			
	Existing ¹	New ²	Total	FTE	Existing ¹	New ²	Total	FTE	Existing ¹	New ²	Total	FTE
PERSONNEL												
Faculty (<i>salaries/benefits</i>) 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	\$156,100	\$156,100	0.0	\$156,100	\$3,840	\$159,940	0.0	\$159,940	\$7,872	\$167,812	0.0
OTHER RESOURCES												
Library Materials (<i>printed</i>)	0	0	0		0	0	0		0	0	0	
Library Materials (<i>electronic</i>)	0	0	0		0	0	0		0	0	0	
Supplies/Operating Expenses	0	5,000	5,000		5,000	0	5,000		5,000	0	5,000	
Equipment	0	0	0		0	0	0		0	0	0	
Other Expenses	0	5,650	5,650		2,200	0	2,200		2,200	0	2,200	
Other Resources Total	\$0	\$10,650	\$10,650		\$7,200	\$0	\$7,200		\$7,200	\$0	\$7,200	
PHYSICAL FACILITIES												
Construction	0	0	0		0	0	0		0	0	0	
Major Renovation	0	0	0		0	0	0		0	0	0	
Other Facility-Related Expenses	0	0	0		0	0	0		0	0	0	
Physical Facilities Total	\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	
TOTAL	\$0	\$166,750	\$166,750		\$163,300	\$3,840	\$167,140		\$167,140	\$7,872	\$175,012	
Section B.	↓				↓				↓			
	Amount		%		Amount		%		Amount		%	
EXPLANATION OF "NEW" SOURCES ²												
Tuition/Registration Fees	5,000		3.0%		0		0.0%		0		0.0%	
State Support	8,150		4.9%		0		0.0%		7,872		100.0%	
Federal Grants/Contracts	153,600		92.1%		3,840		100.0%		0		0.0%	
State Grants/Contracts	0		0.0%		0		0.0%		0		0.0%	
Private Grants/Contracts	0		0.0%		0		0.0%		0		0.0%	
Private Gifts	0		0.0%		0		0.0%		0		0.0%	
Other (<i>please specify</i>)	0		0.0%		0		0.0%		0		0.0%	
TOTAL	\$166,750		100.0%		\$3,840		100.0%		\$7,872		100.0%	

¹Resources re-allocated from existing programs in Year 1 should be noted in the "Existing" column. In addition, "New" costs from Year 1 that will continue in the third and fifth year should also be noted in the third and fifth year as "Existing."

²Any "New" resource utilized to fund a new program must include the source to be provided in the "Explanation of New Sources" section. Total "New" sources for each year must equal the total for each year under "Explanation of New Sources."

³Budget estimates for faculty salaries and benefits must include estimated merit and COLA increases in Year 3 and Year 5.

EXPLANATION (*Please provide any additional information pertinent to the budget projection, including for example, explain for any new funding sources that are not guaranteed receipt by the institutions how the program will make-up for the potential loss in expected new funding.*): **Salaries for the first three years of the program will be funded by the Perkins Grant. Following the expiration of the grant, state derived enrollment funding and registration fees will cover the costs of salary. Lab fees will be charged to cover supplies and certain other operating costs directly associated with courses. "Other" expenses are for fees related to program accreditation, some of which occur only in the first year.**



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

Date of AAC Approval:

Date of Board Approval:

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:

Great Basin College (GBC) requests approval from the Board of Regents of the Nevada System of Higher Education (NSHE) for an Associate of Applied Science (AAS) major in Emergency Medical Services - Paramedic

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 student receives anatomy and physiology, pharmacology and medication administration instruction as well as training in advanced medical skills. Extensive related course work and clinical and field experience is required. Paramedic education prepares the graduate to take the National Registry of Emergency Medical Technician (NREMT) examination and become certified as a paramedic.

The proposed Paramedic Program at GBC meets or surpasses all National Department of Transportation (DOT) requirements and fits well with future DOT curriculum standard changes. These new standards, as described in the document EMS Education Agenda for the Future: A Systems Approach (2010), allow more flexible educational delivery options beyond the historically

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 link 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's Emergency Medical Services - Paramedic program will:

- Demonstrate integration of cognitive knowledge and skills proficiency as an entry level Nationally Registered Paramedic.
- Demonstrate entry-level Nationally Registered Paramedic educational preparation by applying problem-solving, clinical decision-making and critical thinking skills required for assessment based management in a variety of prehospital settings.
- Apply therapeutic and professional communication skills when working with patients, patient's significant others, colleagues, other health care providers and members of the community.
- Apply broad intellectual aptitude and awareness with regard to pure science, management, psychology, sociology, human services, personal wellness and cultural diversity to support and enhance the role as a public safety and health care professional.
- Incorporate the professional attributes of integrity, empathy, self motivation, self confidence, communication, teamwork and diplomacy, respect, patient advocacy and safe delivery of care into practice.
- Recognize the importance of research and scientific inquiry to promote continuous, quality improvement in prehospital health care delivery.
- Recognize and acknowledge that the emerging roles and responsibilities of the Paramedic include public education, health promotion, and participation in injury and illness prevention programs.
- Recognize and demonstrate the importance of adapting pre-hospital care to a diverse patient population of age, gender, culture, religion, alternate life style, and background within a community.
- Assume the role of leadership as an advanced life support provider and role model for other EMS providers.

C. Plan for assessment of degree or program objectives

- Assessment of academic and clinical outcomes will be based on individual student performance on examinations, assignments, projects and presentations specific to the Emergency Medical Services and the general education curriculum as prescribed in GBC's General Catalog and individual course syllabi.
- The assessment criteria will be specific to common issues relating to the process of the delivery of advanced prehospital care, including interactive interpersonal skills, patient assessment and interventions.

- 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 also be tracked within the department with assistance from the Director of Institutional Research and Effectiveness.

D. Plan for assessment of student learning outcomes and the use of this data for program improvement

Individual courses will evaluate student mastery of program-aligned learning outcomes in methods appropriate for course content and goals. The measure will inform course, curriculum, and faculty development efforts and will support program assessment efforts. Methods of evaluation may include:

- Assessment of student learning outcomes in areas of academic knowledge and understanding of program content will be based on examinations, assignments, projects and presentations within the specific academic and core subject areas.
- Measurement of skill acquisition and competency in terms of demonstrating safe and effective performance in accordance with National Standard Curriculum – Paramedic will be accomplished in the lab environment under direct supervision of instructors before the student enters the clinical and field setting.
- Evaluation of student performance in the clinical and field courses will be derived from a variety of sources, including instructor observations, attendance factors, student participation and performance, feedback from personnel and preceptors at the clinical sites, patient outcomes, and student self-assessment.
- Surveys will be conducted of students to evaluate the learning process in order to identify opportunities for improvement.

There will be ongoing review of the program's curriculum and goals to ensure currency with technology changes in the Paramedic curriculum, to ensure that the Program complies with Nevada State statutes, as well as to ensure that the Program remains relevant to the needs of the community and the people of the state of Nevada. Based on this data, revisions in the curriculum and clinical/field internship experiences will be adjusted to accommodate the needs of the students, the community, employers, and the program.

E. Contribution and relationship of program objectives to

i. NSHE Master Plan

The proposed program aligns clearly with the last ***NSHE Master Plan*** produced in 2007 and as listed below. GBC specifically identified this program in its ***2015-2019 Planning Report: Institutional Academic, Research, and Student Services Plans***, approved by the Board of Regents on December 5, 2014.

This program contribute to the following specific goals of the ***NSHE Master Plan*** (2007):

- **Student-Focused System:** The higher education system in Nevada will create a welcoming, respectful and friendly environment where all students have the opportunity to participate and succeed at every level of higher education.
 - o GBC's Paramedic Program addresses this goal by increasing the percentage of Nevada's general population who participate in higher education.
 - o The Program will take full advantage of distance education technologies designed to facilitate the delivery of course content to students in the geographically isolated areas within GBC's service area.
 - o All students will be welcomed and individually assisted to plan their educational goals and reach their aspirations.
 - o The program offers a clear pathway outlining the requirements and each step of the process. Individualized counseling is readily available to assist students in successful completion of the program.
 - ❖ Nationally, rural populations are less likely to attend college than urban populations. Factors include a lower value on education, remote locations, social adjustment in moving larger population centers, and family and employment circumstances making them place-bound. GBC is uniquely situated to address the circumstances and needs of this population of students. Addressing the needs of these students is GBC's mission. GBC has contact and support services for these students that cannot be addressed as effectively as other institutions of higher education.
- **Reputation for Excellence:** Nevada's institutions of higher education will increase their national, regional, and statewide reputation based on targeted, outstanding, innovative programs and other accomplishments.
 - o GBC's Paramedic Program addresses this goal by incorporating the Department of Transportation's curriculum requirements and standards.
 - o The Paramedic Program will add to the number of GBC's degree and certificate programs within the health sciences that currently receive national, regional or statewide accreditation. In keeping with the mandate by the EMS Agenda for the Future for all Paramedic programs, GBC's Paramedic Program will seek accreditation by the Committee on Accreditation of Educational Programs for EMS Professions (CoAoEMSP) in Fall of 2011.
 - ❖ GBC has received commendations from the Northwest Commission on Colleges and Universities for its dedication and excellent service to rural Nevada. GBC has a highly innovative, technologically balanced approach to rural education that links the service area through combinations of online, interactive video, and live interactions with students. GBC is uniquely qualified to deliver programs in this setting.
- **Quality Education:** Nevada's system of higher education will provide consistently excellent learning experiences for its students through instruction, research and service.
 - o GBC's Paramedic Program addresses this goal by increasing the number of rich learning experiences within the health care field.

- o 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.
- o Other clinical learning and field internships will be available through affiliation agreements being developed in the more populated areas of the state, providing students with additional clinical learning opportunities in both the field and hospital environments.
 - ❖ GBC closely links its programs and students through its published program and supporting course outcomes, assessed regularly. The availability of a Paramedic Program to the residents of rural Nevada will allow for great opportunity to have a degree and certification with a high level of training.
- A Prosperous Economy: Through instruction, research, and service, higher education in Nevada will be an essential element in developing and sustaining a strong, dynamic, knowledge-based economy for Nevada.
 - o The development of this program is in response to developing and sustaining the healthcare work force that is filling the need of a critical shortage in emergency medical services for rural Nevada.
 - o The increase in the number of paramedic graduates that are highly skilled through Nevada's higher education system to fill roles that others are having to provide from other states.
 - o The increase and focus on workforce development meet community needs in those rural remote locations that are experiencing high levels of growth.
 - ❖ As economics expand and diversify, health care remains an area of consistent growth and access to health care is at the top of the agenda on a national level. This type of degree would provide a highly skilled workforce that is required for most rural counties.
- Building Quality of Life: Higher education in Nevada will be instrumental in advancing society's objectives and enriching the lives of Nevada's Citizens.
 - o The increase in public service is seen in relationship to the fact the paramedics are not only working in pre-hospital settings but also in primary healthcare, industry, and occupational medicine.
 - o Each student will have the opportunity to experience clinical practice in several service settings that will allow for greater community service opportunities and cooperative education within the program.
 - ❖ The program addresses the ability to provide medical services in a range of rural Nevada service areas for students that are located in rural remote areas.
- Opportunity and Accessible Education for All: Nevada's system of higher education will increase the overall participation and success of Nevadans enrolling at all levels of higher education and in all ethnic groups, and will address the unique educational needs of a highly diverse and non-traditional population.
 - o GBC's Paramedic Program fulfills a long-standing void relative to the advanced training needs of fire, mining, police, and ambulance personnel working in the geographic isolation of rural/frontier Nevada.
 - o GBC's expansive service area and physical distances from Reno and Las Vegas paramedic programs preclude individuals from accessing these programs.
 - o The Paramedic Program is committed to offering a flexible program of study in terms of weekend, evening, IAV lecture offerings and taking full advantage of distance education technologies designed to facilitate the delivery of course content to

students. These technologies are already in place and are actively used by other health science disciplines and programs at GBC.

- ❖ GBC increases accessibility to students throughout a service area larger than most states. The isolation of smaller communities outside of major metropolitan areas makes them not readily supported by the current programs of Nevada Universities and State Colleges. GBC already has in place and existing infrastructure to provide this program to its service area.

ii. Institutional mission

The Great Basin College Mission Statement:

Great Basin College enriches people's lives by providing student-centered, post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificate and associate and select baccalaureate degrees.

This program reflects the following components of the GBC Mission Statement:

- The program is specifically oriented toward students in rural Nevada and their success.
- Live student support services are available at the Elko main campus and at its four centers (Battle Mountain, Ely, Pahrump, and Winnemucca), and several of its smaller sites.
- The program offers a course of study that is career oriented and meets the demands of the local economy.
- The Paramedic program provides an opportunity for GBC to further collaborate with local and statewide businesses and industries needing advanced emergency medical support.
- The program will collaborate with local and statewide businesses to identify needs for students who have a unique skill set in emergency services. The program itself will be continually assessed to adapt to the rapidly changing needs of the health care system and employers to assist in the recruitment and economic development efforts of the state.

iii. Campus strategic plan and/or academic master plan

This program was specifically identified within the 2015-2019 update of its Academic Master Plan, approved by the NSHE Board of Regents on December 5, 2014. This is within the NSHE *2015-2019 Planning Report: Institutional Academic, Research, and Student Services Plans*. The program supports and is in accordance with the following goals and objectives of the GBC Strategic Plan, 2014-2021.

Theme #1: Provide Student Enrichment

The function of the college directed toward personal enrichment and success, such as curriculum, instruction, educational programs, and student services, are available, sufficient, and effective.

Objective 1.1 Provide educational opportunities: For student success, deliver courses using the technology available to the fullest extent to accommodate the non-traditional working student. This technology included, web based and interactive learning, programmed self-instruction and computer-assisted instruction.

Objective 1.3 Provide curricula and programs for careers: Add new programs consistent with the college mission, attractive to potential students, and feasible with college resources. The Paramedic Program is consistent with GBC's goal to add new programs according to interest, demand, and available resources and was identified as a highly desirable program to

pursue in both GBC's Strategic Plan 2014-2021 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 program: Business and industry partnerships are explicit in the GBC Mission. These partnerships benefit a wide cross-section of students and employers. Partnerships with business, industry, agencies, and so forth, build careers for people and help meet and sustain workforce needs.

Partnerships with local businesses, agencies, and industry are cross-sectional 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 budget 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 salary'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 existing health science human services programs such as nursing, radiology, and human services and will require students to enroll in required general

education courses already offered at GBC, thereby expanding overall enrollment numbers for the departments that offer these courses.

vi. Other related programs in the System

The Paramedic Program will be the first paramedic program offered in GBC's service area. Presently, there is a Paramedic Educational Program at Truckee Meadows Community College (certificate program) and Associate of Applied Science in Paramedic Medicine and Paramedic Certificate programs at the College of Southern Nevada. GBC's Paramedic Program was developed in close communication and collaboration with the Health Sciences Department and Paramedic Program Director at Truckee Meadows Community College (TMCC) when it was proposed in 2009. The GBC program will not conflict with other programs due to the physical distance between Reno, Las Vegas and Elko. All courses will follow NHSE common course numbering guidelines.

F. Evaluation of need for the program

i. Intrinsic academic value of program within the discipline

Great Basin College offers Emergency Medical Technician (EMT) and Advanced Emergency Medical Technician (AEMT) courses. The EMT classes provide instruction in basic emergency medical skills. The AEMT offers additional training in IV therapy, advanced airway management and emergency medical skills. In order to be admitted, into the AEMT training course, an individual must have completed the EMT course and have a current Nevada EMT Certificate through the Nevada Emergency Medical Services office.

Students with a current EMT certificate or current AEMT certification and have completed course prerequisites and other entrance requirements are eligible to apply for admission to the Associate of Applied Science Emergency Medical Services-Paramedic Program.

ii. Evidence of existing or projected local, state, regional, national and/or international need for program

Within the GBC, service area the Ambulances Services and Air Ambulance all run at a paramedic level. The challenge becomes the lack of qualified staff to maintain these services. Without a pool of applicants to fill the paramedic role these organization have to look outside of the state to Idaho and Utah to fill the openings they have. They have also expressed high turnover rates due to paramedics traveling to these remote areas to work but not making the location their home.

iii. If this or a similar program already exists within the System, what is the justification for this addition

Although other Paramedic Programs exist within the Nevada System of Higher Education, their physical distance from GBC's large service area precludes rural/frontier pre-hospital personnel from accessing them. In addition, the financial and emotional hardship of exceptionally long and sometimes hazardous travel to other NSHE institutions are major barriers for individuals living and working in GBC's service area to advance from EMT and AEMT levels to paramedic certification.

iv. Evidence of employment opportunities for graduates (state and national)

Although rural communities have historically utilized volunteers prepared at either the EMT or AEMT levels because of difficulties recruiting individuals prepared at the paramedic level, this option is becoming less desirable given the growing number who no longer meet national certification and recertification requirements. The demand to improve the level of emergency

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 pre-hospital 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 EMT-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

Representative Courses of Study by Year

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 2 nd 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
Total		5.5 Credits
Fall 3 rd Semester		
ENG 102 or 108	Composition II or Technical Communications II	3 Credits
EMS 212B	Paramedic Trauma Emergencies and International Trauma Life Support (ITLS)	4 Credits
EMS 214B	Pediatrics & Special Considerations for Paramedics & Pediatric Advanced Life Support	3 Credits
EMS 215B	Assessment Based Management & Operations for the Paramedic	3 Credits
Total Credits		13
Spring 4 th Semester		
Humanities or Fine Arts	Select from General Education Requirements	3 Credits
PSC 101	Introduction to American Politics	3 Credits
HMS 200 or PSY 208	Ethics in Human Services or Psychology of Human Relations	3 Credits
EMS 219B	Paramedic Field Internship	6.5 Credits
Total		15 Credits
AAS Emergency Medical Services Paramedic Total Credits		60
6.0		

ii. Program entrance requirements

To be admitted to the program, a student needs to complete the admission application to Great Basin College and complete the admission application to the AAS Emergency Medical Services – Paramedic, which is a separate process from admission to Great Basin College. Admission is

limited and students are admitted only in the fall semester to begin the sequence of Paramedic courses.

- Completion of the Paramedic application form
- Copy of current Nevada EMT or AEMT.
- Copy of AHA Healthcare Provider's CPR, or ARC Professional Rescuer CPR certification.
- Current Immunizations information.
- Three (3) letters of recommendation from employers, ambulance directors or other professional reference.

iii. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)

To receive a degree, students must complete the 60 credits of course work. The minimum overall GPA to graduate is 2.0 with no grade less than C in any of the Paramedic courses or other course work.

iv. Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)

Once the AAS program is reviewed and approved by the NSHE Board of Regents, the Emergency Medical Services - Paramedic, it will be submitted to the Northwest Commission of Colleges and Universities (NWCCU) for approval. Additionally, application is tentatively planned for national accreditation by the Committee on Accreditation of Educational Programs for the EMS Professions (CoAoEMSP) for Fall 2017.

v. Evidence of approval by appropriate committees of the institution

The program proposal was approved by the GBC Curriculum and Articulation Committee on February 5, 2010, and the GBC Faculty Senate on February 19, 2010. Copies of the approved minutes are attached in the exhibits.

H. Readiness to begin program

i. Faculty strengths (specializations, teaching, research, and creative accomplishments)

Faculty Strengths. GBC's Paramedic Program was awarded Perkins funding to fill two faculty positions for the Paramedic Program. One of those positions will also serve as a lead coordinator for the program while having some teaching duties and the other position will be a full-time teaching faculty.

Within the GBC service area we have access to part-time faculty members that include: include: an EMS RN and flight nurse, a flight Paramedic; 3 Paramedics and an EMS coordinator to teach EMT & AEMT courses.

GBC is in the process of identifying qualified individuals in the community to recruit as adjunct faculty to teach specific courses for the paramedic program. Charles Stringham M.D. has agreed to be the Medical Director and several physicians in the community have expressed interest in teaching in the program.

Paramedic Assessment Based Management & Operations requires training in special rescue techniques, vehicle extrication, hazardous materials, chemical & biological terrorism, and incident command. Mine rescue personnel, firefighters, and training offered at local mining industries will serve as sources of expertise.

ii. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university

The EMS-Paramedic Program will support other GBC departments by increasing enrollments in courses provided for general education requirements. In addition, the program will contribute added student enrollment to already established EMS courses that are prerequisites for admission to the program.

iii. Completed prior planning for the development of the program (recent hires, plans for future hires, securing of space, curricular changes, and reallocation of faculty lines)

GBC 's will have two faculty position supported for the first three years through Perkins funding. There is a EMS coordinator position that already exist at GBC to cover the EMT and AEMT courses. No additional office space is required at this time. Administrative support for EMS courses and the EMS-Paramedic Program will be shared within the Health Sciences and Human Services Department.

The Paramedic program will be committed to offering a flexible program of study in terms of weekend, on-line and IAV lecture offerings. Therefore, lecture classrooms and lab facilities in GBC's Health Sciences Building currently used during normal business hours by nursing, radiology, and human services students and faculty should be available for paramedic student and faculty use. Therefore, no additional classroom space, beyond that which currently exists, is needed.

iv. Recommendations from prior program review and/or accreditation review teams

Because this a a new Associate Degree program at GBC, the appropriate reports and documentation will be submitted to the Northwest Commission on Colleges and Universities following program approval by the Board of Regents.

Initially the Paramedic program is anticipated to begin with 12 students. The college is aware of the ongoing need to assess the program's effectiveness, resource utilization, curriculum and instruction, student satisfaction, as well as the congruency of the program in relation to GBC;s mission and governance. These areas will be specifically addressed through the national accreditation process by the Committee on Accreditation of Educational Programs for the EMS Professions (CoAoEMSP) and through college-wide visits and reviews on the part of the Northwest Commission on Colleges and Universities.

v. Organizational arrangements that must be made within the institution to accommodate the program

Even though the EMS and paramedic programs are completely distinct from the ADN program, nonetheless, they are collaboratively affiliated. Ongoing arrangements between the two programs will include lab availability, clinical rotation site needs, classroom scheduling requirements and administrative support needs.

I. Resource Analysis

i. Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)

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 Humboldt 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.**

Projections of FTE are based on estimated headcount enrollment discussed in b. (2) below. FTE is estimated to be about two thirds of headcount based on previous experiences with GBC programs. Headcount and FTE are anticipated to reach projected enrollment levels in about the fifth year of the program.

- b. **(1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.**

1st Fall semester 6

3rd Fall semester 16

5th Fall semester 20

- (2) Explain the methodology/assumptions used in determining projected headcount figures.**

The FTE projections result from a review of EMT and AEMT courses taught over the past two years and an enrollment cap of 12 admitted students each year to the paramedic program. Enrollment in the first year may be lower than projected due to the timing of the approval process. With approval in June of 2015, there is little time for program recruitment before the start date in August of 2015.

- iii. **Budget Projections – Complete and attach the Five-Year Budget Projection Table.**

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 computer source.

- ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space**
No new space will be required to initiate the program.

iii. Existing and additional equipment required

All classrooms and laboratories are sufficiently equipped for instruction. Additional equipment associated with the program will be included in the budget and may be purchased through additional grant funding.

K. Student services required – Plans to provide student services, including advisement, to accommodate the program, including its implications for services to the rest of the student body

Student advising will begin once Regent approval is granted. Students will be assigned a faculty advisor and will be required to meet with their advisor every semester to discuss their degree completion objectives. The recruitment of students will be coordinated by the GBC Recruitment Department and the Paramedic Program Coordinator. A comprehensive review of students' records will occur when students file for graduation.

L. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant's final report must be on record at the requesting institution.

- i. Names, qualifications and affiliations of consultant(s) used**
N/A

- ii. Consultant's summary comments and recommendations**
N/A

- iii. Summary of proposer's response to consultants**
N/A

M. Articulation Agreements

- i. Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)**

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 non-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