



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: March 1, 2015

Date of AAC Approval:

March 4, 2015

INSTITUTION: Great Basin College

REQUEST TYPE:

- New Degree
- New Major or Primary Field of Study
- New Emphasis
- New Certificate of Achievement (AAC Approval only)

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 major in Emergency Medical Services - Paramedic

A. Brief description and purpose of proposed program

The Associate of Applied Science (AAS) degree in Emergency Medical Services (EMS) – 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 EMS - Paramedic program will demonstrate the following competencies:

- 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, patients 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 EMS 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 and 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, and 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 the following:

- 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 contributes 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.
 - Increase the percentage of Nevada's general population who participate in some form of higher education, whether through coursework, workforce training, certificate programs, lifelong learning, or degree programs.
 - Strive to continually increase the percentage of students that express a high level of satisfaction with teaching, advising, and overall educational experiences at NSHE institutions.
 - ❖ GBC's Paramedic program will increase the percentage of Nevada's general population who participate in higher education, tapping a population typically not participating in formal education.
 - ❖ 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.
 - ❖ All students will be welcomed and individually assisted to plan their educational goals and reach their aspirations.
 - ❖ 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 to a larger populated area, 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 in place.

- 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 Continue to develop and maintain programs, centers, and institutes that elicit national, regional, or statewide recognition for excellence.
 - o Contribute to Nevada's quality of life and the efficiency and productivity of the state's enterprises through public service rendered by Nevada's faculty, staff, and students.
 - ❖ GBC's Paramedic Program addresses this goal by incorporating the Department of Transportation's curriculum requirements and standards.
 - ❖ 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 the fall of 2017.
 - ❖ 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 Develop and implement an assessment plan and effective measures of student learning outcomes at each institution and for each academic program. Assessment plans for educational programs will be congruent with the differentiated missions of the institutions. Each plan will be required to define student learning outcomes, assess student performance on those outcomes, and use results to improve teaching and learning.
 - o Develop effective measures of institutional performance, collect data on the institutional indicators, and demonstrate that the results are used in the planning and evaluation process. These indicators are to include the regular evaluation of programs and justification for program continuation.
 - o Increase the number of rich learning experiences available to students through creative performance, scholarly and research collaboration with faculty, and through community service learning.
 - ❖ GBC's Paramedic program increases the number of rich learning experiences within the health care field through a new and parallel set of healthcare-related courses within the program.
 - ❖ 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.
 - ❖ 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 Paramedic program will offer residents of rural Nevada additional opportunities for a degree and certification in high-level emergency care training.
 - ❖ Through GBC assessment and evaluation processes, the performance of the paramedic program will be ongoing. Planning or changes to the program will be related to the data collected in the assessment and evaluation process. Additional data will be collected on graduation and employment rates for justification and continuation of the paramedic program.
- 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.
- Develop and increase responsive educational programs that focus on state needs and critical shortages in identified fields.
 - Increase the proportion of workers and the number of graduates in high-skill fields who come from Nevada’s higher education institutions rather than from out of state.
 - Increase institutional collaborations with the private sector and target significant research resources to achieve specific economic development objectives.
 - Increase and focus workforce development to meet community needs in those sectors with the highest potential for growth.
 - ❖ The development of this program is in response to a critical shortage in emergency medical services for rural Nevada.
 - ❖ The program will increase the number of highly skilled paramedic graduates that are trained through Nevada’s higher education system. Currently rural paramedic positions are being filled and held by candidates trained out-of-state, and these are difficult to recruit.
 - ❖ The increase and focus on workforce development meets community needs in rural remote locations experiencing high levels of growth.
 - ❖ As the economy expands and diversifies, 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 will provide a form of highly skilled healthcare 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.
- Increase public service and cultural opportunities that position higher education institutions as intellectual, cultural, and artistic centers and as the “marketplace for ideas.”
 - Ensure that all students have an opportunity to experience some form of internship, cooperative education, or community service in their educational programs.
 - ❖ Public service by paramedics is not only from working in prehospital settings, but also in primary healthcare, industry, and occupational settings.
 - ❖ The presence of trained EMTs and paramedics in communities provides a significant community service in their ability to respond to emergency situations while not on the job. This is a benefit to communities in public, the work place, and on the open highways of Nevada.
 - ❖ Each student will be required to have clinical practice experience in several service settings and an internship with live experience.

- ❖ The program addresses the ability to provide medical services in a range of rural Nevada service areas for students that are located in remote rural 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.
 - Raise the percentage of Nevada’s high school graduates who continue into postsecondary education within the NSHE.
 - Increase programs and courses designed to meet the needs of working adults.
 - Expand the use of shared, new, and existing facilities on weekdays, evenings, weekends, and summers for the most cost-effective delivery of education.
 - ❖ GBC's Paramedic program fulfills a long-standing void relative to the advanced training needs of fire, ambulance, police, and mining personnel working in the geographic isolation of rural/frontier Nevada.
 - ❖ GBC’s expansive service area and physical distances from Reno and Las Vegas paramedic programs preclude individuals from accessing these programs.
 - ❖ 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 online 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 an existing infrastructure to provide this program to its service area.

In addition to the NSHE Master Plan, this program supports the NSHE plan, *The State & the System: NSHE Plan for Nevada’s Colleges and Universities (2010)*:

NSHE will pursue such partnerships at every level within institution where appropriate to build student opportunity, internships, and employment, synergies for quality operations, and potential cost savings. Likewise, better pathways for technology transfer to assist business will be explored.

This program will provide abundant opportunities to partner with the many providers of emergency medical services. Students are required to have live emergency experiences in an internship. There will also be other clinical experiences that must be coordinated with a range of providers. Equipment and facilities will be shared with various hospital and other healthcare providers.

The program aligns with the proposals in the E-Learning report (*E-Learning and Higher Education’s Iron Triangle: Opportunity, Affordability, and Student Success*, 2/11/2013). Specific recommendations addressed by this program include the following:

- Recommendation 3: Invest in Distance Education and Related Policy Review.

Much of the curriculum will be provided through existing distance delivery technology. Courses will be delivered through combinations of interactive video and online delivery appropriately augmented by laboratory and clinical experiences. By offering the proposed program in this manner it will be available to students from throughout the GBC service area. Current GBC infrastructure, policy, and scheduling are in place for this program to exist.

ii. Institutional mission

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 certificates 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.
- The program offers a course of study in applied science and technology 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.
- Live student support services are available at the Elko main campus and at its four centers (Battle Mountain, Ely, Pahrump, and Winnemucca), and several smaller sites.

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. This plan was 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 functions 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 includes, 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 prehospital 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 a 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 widely distributed towns. In addressing the challenges of distance, the element of time is also considered for those with job, family, and other obligations.

The Paramedic program meets emerging training needs and enhances 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 tabled 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 salaries 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 complement 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 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. There is a lack of qualified staff to maintain these services. Without a pool of applicants to fill the paramedic role, these organizations have to look to Idaho and Utah to fill their openings. They have also expressed high turnover rates due to paramedics traveling to these remote areas to work but not making the location their home.

Letters of support for the program have been received from several healthcare providers from the GBC service area. These are included within Attachment A.

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 rural service areas. In addition, 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	MATH 120, 126 or higher	3 Credits
EMS 205B	Principles of Pathophysiology	3 Credits
EMS 206B	Principles of Pharmacology/Medication & Venous Access for the Paramedic	4 Credits
Total		13.5 Credits

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
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Fall 3rd 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		13 Credits

Spring 4th Semester

Humanities or Fine Arts	Select from General Education Requirements	3 Credits
PSC 101	Introduction to American Politics	3 Credits
HMS 200 or	Ethics in Human Services or	
PSY 208	Psychology of Human Relations	3 Credits
EMS 219B	Paramedic Field Internship	6.5 Credits
Total		15.5 Credits

AAS EMS - Paramedic Total 60.5 Credits

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 separate admission application to the AAS Emergency Medical Services – Paramedic program. Admission is limited to 16 each year 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 status
- 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.

General Education Requirements		21.5
INT 100	GBC Orientation	0.5
ENG 101 or ENG 107	Composition I or Technical Communications I	3.0
ENG 102 or ENG 108	Composition II or Technical Communications II	3.0
MATH	MATH 120, 126 or higher	3.0
SCIENCE	Select from General Education Requirements	3.0
PSC 101	Introduction to American Politics	3.0
HMS 200 or PSY 208	Ethics in Human Services or Psychology of Human Relations	3.0
PHIL 102	Critical Thinking and Reasoning	3.0
Technology	(embedded in EMS Core)	
Program Requirements		39
EMS 205B	Principles of Pathophysiology	3.0
EMS 206B	Principles of Pharmacology/Medication & Venous Access for the Paramedic	4.0
EMS 207B	Airway Management and Ventilation	1.0

EMS 209B	Patient Assessment for Paramedics	2.0
EMS 216B	Hospital Clinical Experience for the Paramedic	5.5
EMS 210B	Principles of Cardiology for Paramedics	3.0
EMS 211B	Paramedic Care for Medical Emergencies & ACLS	4.0
EMS 212B	Paramedic Trauma Emergencies & ITLS	4.0
EMS 214B	Pediatrics & Special Considerations for the Paramedic & PALS	3.0
EMS 215B	Assessment Based Management/Operations for the Paramedic	3.0
EMS 219B	Paramedic Field Internship	6.5

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 EMS - Paramedic will be submitted to the Northwest Commission of Colleges and Universities (NWCCU) for approval. The paramedic program will apply for national accreditation by the Committee on Accreditation of Educational Programs for the EMS Professions (CoAoEMSP) for fall of 2017.

v. Evidence of approval by appropriate committees of the institution

The GBC Curriculum and Articulation Committee approved the Curriculum on February 5, 2010, and the GBC Faculty Senate approved the program proposal on February 19, 2010. Copies of the approved Faculty Senate minutes are presented in Attachment A.

H. Readiness to begin program

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

GBC's Paramedic program was awarded Perkins funding to fill two faculty positions for the Paramedic program. One position will 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, the college has access to part-time faculty members that 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 program will be collaboratively affiliated with the existing Associate Degree Nursing (ADN) program. Ongoing arrangements between the two programs will include lab availability, clinical rotation site needs, classroom scheduling requirements and administrative support needs. Some equipment expenses may be shared by the programs. Nursing professionals often work closed with those in the field of EMS, and the program will assist in nurturing the collaborative nature of the two. The program will also contribute by adding a ladder for students who have completed already established EMS courses that are prerequisites for admission to the program. The EMS-Paramedic program will support other GBC departments by increasing enrollments in courses provided for program and general education requirements.

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 has received a commitment for Perkins funding to support two faculty positions for the first three years of the program. An EMS coordinator position already exists at GBC to cover the EMT and AEMT prerequisite courses in anticipation of this program. 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. All scheduling has been considered, therefore, no additional classroom space beyond that which currently exists is needed.

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

Not Applicable

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

No organizational arrangements must be made except to hire two instructors (Perkins Grant funding). The program will be supervised by the Dean of Health Sciences and Human Services. The program will be collaboratively affiliated with the existing ADN program. 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)

Contingent upon approval of this proposal initial funding for Paramedic program instructors for three years will come from the Perkins Grant. Supplies required for instruction will come from

student special fees (lab fees). Initial accreditation fees and the cost of a Medical Director will come from existing State funded operating and LOA accounts. Ongoing accreditation fees are significantly less than for initial approval.

An additional competitive grant will be submitted that may allow for potential assistance for start-up funding. 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 GBC 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 after grant funding ends.

- 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 4

3rd Fall semester 12

5th Fall semester 15

(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. Not all students will be full-time students. Headcount and FTE are anticipated to reach sustaining enrollment levels in about the fourth 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 24

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

The headcount projections result from a review of EMT and AEMT courses taught over the past several years. It is not known if the enrollment cap of 16 admitted students each

year will be met each year, so the projections are slightly below the program capacity. 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 advertising and recruitment before the start date in August of 2015. Also, in the first year the program will have enrollment only of first-year students. In years following there will be enrollment from both first- and second-year students.

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

Attached as Attachment C

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, and/or the Internet with existing facilities and equipment. There will be shared classroom space available in the Health Sciences Building as well as the GBC campus in Winnemucca. Clinical-based learning activities will be accomplished using 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, laboratories, and clinical sites are sufficiently equipped for instruction. Duplicate equipment associated with the program 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

All student services required for the program currently exist and are available at the GBC sites where the program will be delivered. 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 GBC recruitment department and the Paramedic Program Coordinator will coordinate the recruitment of students.

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.

Not Applicable

i. Names, qualifications and affiliations of consultant(s) used

Not Applicable

ii. Consultant’s summary comments and recommendations

Not Applicable

iii. Summary of proposer's response to consultants

Not Applicable

M. Articulation Agreements

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

No articulation agreements have been developed as this is an AAS program. 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 degree in Emergency Medical Services – Paramedic program would fulfill a long-standing void relative to the advanced training needs of fire, emergency response/ambulance, police, and mining personnel working in the geographic isolation of 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 an AAS degree in EMS – Paramedic for rural/frontier Nevada. There are two other programs in the State of Nevada (CSN and TMCC), but their geographic locations present distinct problems for the GBC

service area students and recruitment problems for GBC service area employers that 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 EMS. 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 up to 16 students annually.

ATTACHMENTS:

- A. Approval from Curriculum and Articulation Committee and Faculty Senate
- B. Letters in Support of Program
- C. New Academic Proposal Five-year Budget Projection

ATTACHMENT A

Approval from Curriculum and Articulation Committee and Faculty Senate

FACULTY SENATE
Friday, February 19, 2010

Battle Mountain – BM 1; Elko –GTA 130; Ely –GBC 118;
Pahrump – PVC 122; Winnemucca –GBC 108

Meeting Minutes

I. ROLL CALL

Voting Representatives:

Doris Bessett; Beth Clifton; Pat Anderson; Angie De Braga; Dorinda Friez; Janie Moore; Margaret Puccinelli; Sonja Sibert; Yvonne Sutherland; Meachell LaSalle Walsh; Mardell Wilkins; Charlene Mitchell; Beatrice Wallace; Dale Bolinder; Richard Southard; Heather Steel; Norm Whittaker; James Elithorp; Cindy Hyslop; Larry Hyslop; Robert Hannu; Brian Plumb; Sarah Negrete; Richard McNally; Wyoming Rossett; Linda Uhlenkott; Patty Fox; Patty Jones; John Rice; Mary Doucette; Tamara Gailey; Heidi Johnston; Sharon Sutherland; David Ellefsen; Xunming Du; Joe Bradley; Cheryl Gregersen; Dale Griffith; Jeffrey Peters; Glen Tenney; Eric Woodman; Diane Wrightman; Kara Miller; Mark Ports; Wendy Charlebois; Peter Klem; Squy Wallace; Tawny Crum; Janice King; Phil Smith; Teresa Howell; and John Newman

Absent Voting Members:

Bret Murphy; Thomas Broadway; Thomas Bruns; John Cashell; Connie Zeller; Jeff Cox (P); Lisa Frazier; Thomas Reagan (P); Mary Swetich; Amber Donnelly (P); David Freistroffer (P); Danny Gonzales (P); Adriana Mendez (P);

Other Members Present:

Wayne Olmstead; Jeannie Rosenthal; Joyce Shaw; Richard Barton; Jon Licht; Lynette Macfarlan; Gretchen Skivington; Karen Mowrey; Mary Ray; Lisa Heise; Carolyn Trainor; Karen Dannehl; Karen Martin; and Scott Nielson

Visitors:

VPSS Lynne Mahlberg and Susanna Dorr

II. CALL TO ORDER: Action

Chair Daniels called the regular meeting of Faculty Senate to order at 1:16 p.m. on February 19, 2010.

III. APPROVAL OF MINUTES: Action

A motion was made and seconded to approve Faculty Senate Minutes from the meeting of January 22, 2010. The motion passed unanimously.

IV. SENATE CHAIR REPORT: Information with potential Action

a) Chair Daniels' written report

He provided budget updates stemming from the Board of Regents' meeting of February 2nd and February 16th. He also provided highlights from the Governor's proposed budget cuts. Chair Daniels stated that VPAA McFarlane saw it as encouraging news. He announced the following meetings:

- Special Session begins Feb 23rd. There may be additional special sessions and/or recovery meetings in the future.
- Regents meeting on March 4th – 5th

Chair Daniels urged everyone not to panic students; they are counting on us to set an example. He advised the Senate to take it one day at a time and quoted “one day’s trouble is enough.” The legislature has historically always supported NSHE.

b) Resolution of the Faculty Senate

Chair Daniels advised that at the last President’s Budget Task Force meeting, committee members were requested to sign an agreement of nondisclosure of confidentiality. The rationale behind the agreement was to secure the strictest of confidentiality when the committee was involved in and discussing programs and employee’s personal information. Committee members were given instructions not to talk about what went on at the meetings. This caused concern from faculty and staff. It was also thought that the committee contained too many administrative personnel. Through this concern, Chair Daniels was requested to write something similar to what UNLV has in place. He basically followed Chapter 5, Section 4 of the BOR Handbook.

Chair Daniels introduced the resolution to the Senate. He assured the Senate it could be modified in any way they chose to do so.

Chair Daniels brought the concerns made by faculty and staff to VPAA McFarlane. He explained to VPAA McFarlane they were mainly bothered by the poor balance of representation and not being able to discuss what took place at task force meetings. VPAA McFarlane stated that he would request four administrators leave the committee and he agreed that the meetings should be more open. Committee members should be allowed to discuss what took place at meetings as long as it did not involve personnel matters.

A Senate member stated they had problems with the resolution. They did not agree with not knowing who initiated the resolution. The person or persons should take responsibility for it. They also disagreed with Section 2. d., which stated in part that, “a committee chair, chosen from among the tenured instructional faculty . . .” The idea that the chair should only come from tenured faculty did not seem right. Chair Daniels responded by stating he wrote the resolution and borrowed what was being used by UNLV. He noted that UNLV’s senate consists of 90% teaching faculty. UNLV wanted to be assured that the person in charge of facilitating meetings had tenure. He reiterated that the resolution could easily be changed any way that the Senate chose to have it worded. It was his intent to make the process simple and that the Senate was comfortable with the resolution as a whole.

VPSS Lynn Mahlberg appeared before the Senate to answer any questions they may have regarding the President’s Budget Task Force.

A Senate member requested VPSS Mahlberg to explain the intent and/or organization of the committee. VPSS Mahlberg explained that the committee was formed approximately 18 months ago. At the time of it being formed it consisted of 15-16 members. This year, the off-site campus directors were added. Further, Julie Smith, Director of Student Life, had sought and received permission from the President to serve on the committee. In order to facilitate the Governor’s proposed 22% cuts, it would require the task force to review and discuss programs and personnel issues. That was the only reason everyone on the committee was requested to sign the confidentiality agreement.

VPSS Mahlberg further advised that the Governor was planning to sweep accounts. This would affect the Millennium Scholarship and HECC/SHECC funds. She also reflected upon Chancellor Klaich’s latest update; he spoke about budget cuts but he also discussed creating revenue generating projects. She complimented SGA for how they organized the February 17th student rally and the personal stories that were shared.

Further discussion took place about the President’s Budget Task Force Committee. The Senate agreed that the Budget Task Force Committee was top heavy, but if VPAA McFarlane

was willing to remove four administrators, this would make it more balanced and there would not be a need for the resolution.

Chair Daniels confirmed that the Senate wanted the resolution pulled and he would advise VPAA McFarlane of the Senate’s requested changes.

V. COMMITTEE REPORTS

a) Academic Standards – Written Report

b) Adjunct Faculty – No Report

c) Assessment – Written Report

d) Budget & Facilities – Written Report

e) Bylaws – No Report

f) Compensation & Benefits – No Report

g) Curriculum & Articulation – Written Report/Action

The committee reviewed and approved the following courses:

Course Number	ITEM or COURSE	Credits	Action
NURS285		.5-6	Approved the change from 1-3 credits to .5-6 to match common course numbering
RAD101	Exploration of Radiology	.5	Approved the change from RAD090B to RAD101 to match common course numbering
	Science General Education for AAS degrees	3	Approved to change from required 6 credits to 3 credits to align with other NSHE colleges and Board of Regent Policy. On the following pages will be the letter from the Science Department regarding the proposed changes.
	AAS in Emergency Medical Services Degree Proposal		Approved with changes-the updated proposal has been included with this report.

The committee chair made the following corrections to the committee’s report:

1. Under committee members, it should read, “committee members present and not those reviewed voted by December 7th.”
2. In the table, under Item or Course for NURS285, the words “Special Topics” needs to be added.
3. Under the Paramedic Program, the prerequisites have been changed from EMS 216 to EMS 210.

The committee’s chair advised the Senate that science’s gen. ed. requirements have been changed. A written report was included in their packets for review.

A Senate member questioned if it wasn’t necessary to declare an exact course that provides the gen. ed. requirements for the AAS Emergency Medical Services Paramedic Program. The committee chair advised, rather than stating a particular class, gen. ed. requirements are imbedded in the EMS core. It is sufficient to have them imbedded within the courses that are being offered.

Jan King, Director of Admissions & Records, advised the Senate there have been significant changes made to the gen. ed. grid. The AAS degree has gone from requiring 6 science credits to 3 credits. It will also be a more restrictive group. She urged everyone to review the catalog to make sure their programs reflect the correct requirements. The changes will go into affect calendar year 2010-2011.

A motion was made and seconded to approve the report as amended. The motion passed unanimously.

VI. ADJOURNMENT – Action

The Faculty Senate adjourned the meeting at 2:33 p.m.

ATTACHMENT B

Letters in Support of Program



HUMBOLDT GENERAL HOSPITAL EMS RESCUE

118 E. Haskell Street • Winnemucca, Nevada 89445
Phone 775.623.5222 • Fax 775.625-8583

Charles Stringham, MD
Medical Director, HGH EMS
130 East Haskell St.
Winnemucca, Nevada 89445

February 13, 2015

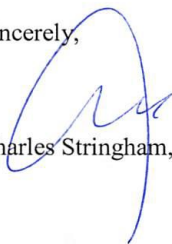
To whom it may concern:

This letter is written to support the addition of an Associate of Applied Science in Paramedicine to the curriculum of GBC.

Programs such as these are critical to advancing EMS in rural areas such as found throughout Nevada. We need these programs to train local residents to respond to emergencies appropriately. It is critical to bring these programs to qualified people throughout the region to advance the health and safety of the public.

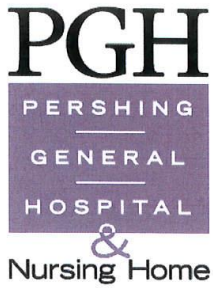
As the medical director of an EMS system in rural area, I can appreciate how difficult it can be for my EMT's and AEMT's to further their education due to family and financial concerns. This program would be of great value for those of them who want to advance their education and achieve a degree.

Sincerely,



Charles Stringham, MD

www.hghospital.ws



February 12, 2015

To Whom It May Concern:

On behalf of Pershing General Hospital and Nursing Home, I strongly support the efforts to add the Associate of Applied Science Paramedic Program, to the programs offered at Great Basin College.

Adding this program in Rural Nevada would be a great benefit to Rural Healthcare facilities. The use of Paramedicine could be used to assist in Rural Healthcare by increasing the access to primary care in isolated areas. Approving this program will help improve patient outcomes by utilizing the EMS (emergency medical services) providers to their full potential. Providing our patients high quality healthcare is extremely important and is difficult in Rural Nevada due to the large geographic distances between rural and urban centers.

A Paramedic Program would play a very important role to Rural Healthcare Facilities. Interacting and building rapport between Paramedics and Rural Facilities would greatly contribute to a higher quality of healthcare to our patients throughout Rural Nevada.

Sincerely,

A handwritten signature in blue ink that reads "Patricia Bianchi".

Patricia Bianchi
Chief Executive Officer

Pershing General Hospital & Nursing Home ~ P. O. Box 661 ~ 855 6th Street ~ Lovelock, NV 89419

Phone: 775.273.2621 ~ Fax: 775.273.3213

This institution is an equal opportunity provider and employer



HUMBOLDT GENERAL HOSPITAL EMS RESCUE

118 E. Haskell Street • Winnemucca, Nevada 89445
Phone 775.623.5222 • Fax 775.625-8583

February 13, 2015

To whom it may concern:

Humboldt General Hospital strongly supports GBC's efforts to add an Associate of Applied Science in Paramedicine to their course offerings.

This program will advance the goal of providing quality and timely prehospital healthcare to all residents throughout rural Nevada. Educating people in the places they live and work, such as Winnemucca, will go far to improving healthcare in our communities.

All of us at HGH look forward to future opportunities where we can continue to partner with GBC to bring the best healthcare to our communities.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Parrish".

Jim Parrish
Chief Executive Officer

www.hghospital.ws



HUMBOLDT GENERAL HOSPITAL EMS/RESCUE

Pat Songer, Administrative Director/EMS Chief

February 13, 2015

To whom it may concern:

I write this letter in strong support of the planned GBC paramedic program. This program is essential to educate prehospital providers in rural Nevada.

One of the challenges of directing a rural EMS system is finding the right people who want to live and work in rural communities. We need to be able to train our future employees in the areas where they live and love, rather than having to uproot them and their families to further their education. This program would address this issue.

It is my understanding, this program would use technology in many innovative ways to be able to reach students through rural Nevada where the education is most needed. This is crucial to my personal mission of advancing prehospital care throughout rural Nevada. We need trained, professional EMS in all communities throughout rural Nevada.

The planned program of an Associate of Science in Paramedicine is also a benefit to the students as they would have an associate's degree upon graduation and could continue to go on in their education to pursue higher level degrees and further advance the health and public safety of rural Nevada.

This will be a great addition to the already outstanding programs GBC offers throughout this area and it will have my full support.

Best regards,

A handwritten signature in black ink, appearing to read 'Pat Songer', written over a horizontal line.

Pat Songer

118 E. Haskell Street • Winnemucca, Nevada 89445
Phone 775.623.5222 • Fax 775.625-8583

February 12, 2015

Great Basin College
Attn: Amber Donnelly
1500 College Parkway
Elko, NV 89801

Re: Paramedic A.A. A. Degree Program,
Letter of Recommendation/Need

To Whom It May Concern:

My name is Matthew Walker I am the CEO at William Bee Ririe Hospital in Ely, Nevada. I am writing this letter to support the addition of the paramedic program in rural Nevada through Great Basin College. This new addition would be a huge support to our community, our current E.M.S. program, and our hospital. Our rural location makes it difficult for individuals to receive the training and education that is necessary to become a paramedic. I strongly encourage that the Board of Regents move forward with this program in order to better serve citizens of rural Nevada.

Thank you for your time and consideration in this matter,

Matthew Walker

Matthew Walker CEO
William Bee Ririe Hospital
1500 Ave H
Ely, NV 89301
775-289-3001 ext: 223

John C. Carpenter
P.O. Box 190
Elko, Nevada 89803

February 16, 2015

Amber Donnelly, PhD,RN,CNE
Great Basin College
Dean, Health Science and Human Services
Elko, Nevada 89801

Dear Amber,

Congratulations on securing the funding for an Associate of Applied Science Paramedic program. It was through your efforts and perseverance a Perkins Grant was approved for the Great Basin College to establish a Paramedic program.

As a native of Rural Nevada, I understand the importance of establishing a program of this caliber in Rural Nevada. The loss of the Paramedic program a few years back was a huge loss for us in Rural Nevada.

The Rural Hospitals will benefit greatly from this program, as will the travelers upon our highways and byways. Ranching and remote mining operations are in dire need of Paramedics in case of unforeseen tragedies.

As a former Elko County Commissioner and a former member of the Nevada Legislature, I encourage the Board of Regents to take advantage of the Perkins Grant and give their wholehearted support to the process of establishing a Paramedic program at Great Basin College.

Sincerely,

John C. Carpenter

ATTACHMENT C

New Academic Proposal Five-year Budget Projection

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: 4 Year 3: 12 Year 5: 15

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	2.0	157,440	0	157,440	2.0	165,312	0	165,312	2.0						
Graduate Assistants	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0						
Support Staff	0	2,500	2,500	0.1	2,500	0	2,500	0.1	2,500	0	2,500	0.1						
Fellowships/Scholarships	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0						
Personnel Total	\$0	\$156,100	\$156,100	2.1	\$159,940	\$0	\$159,940	2.1	\$167,812	\$0	\$167,812	2.1						
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		\$167,140	\$0	\$167,140		\$175,012	\$0	\$175,012							
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Amount	%																	
Amount	%																	
Amount	%																	
Section B.																		
EXPLANATION OF "NEW" SOURCES²																		
Tuition/Registration Fees		0	0.0%			0				0								
State Support		0	0.0%			0				0								
Federal Grants/Contracts		153,600	92.1%			0				0								
State Grants/Contracts		0	0.0%			0				0								
Private Grants/Contracts		0	0.0%			0				0								
Private Gifts		0	0.0%			0				0								
Other (<i>please specify</i>)		13,150	7.9%			0				0								
TOTAL		\$166,750	100.0%			\$0	0.0%			\$0	0.0%							

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. "Other" expenses are for fees related to program accreditation, some of which occur only in the first year. Special student fees (lab fees) listed under "other" new sources will be charged to cover supplies and certain other operating costs directly associated with courses.**