Program Proposal
Emergency Medical Services
Paramedic
Hazard Community and Technical College

December 3, 2015
Proposal for Initiation of a New Degree/Diploma Program

Credential to be Awarded

Associate in Applied Science

Emergency Medical Services-Paramedic

Program Name

Track(s): (if applicable)

College

Hazard Community and Technical College

Proposed Starting Date

August 2016

CIP Code

51.0904

CIP Taxonomy Title

Emergency Medical Technology/Technician (EMT Paramedic)

Signature

Dr. Stephen Greiner

November 1, 2015

College President/CEO

Date
Table of Contents

Executive Summary ................................................................. 4

A. Centrality to the Mission with State Goals............................. 8

B. Program Quality and Student Success................................... 11

C. Program Demand/Unnecessary Duplication............................ 27

D. Cost and Funding of the Proposed Program............................ 34

E. Program Review and Assessment.......................................... 35

Appendices...................................................................................

   A. SACS Faculty Roster ......................................................... 39

   B. Library Statement .......................................................... 41

   C. New Program Budget Calculation Sheet............................. 43

   D. Program Advisory Committee Meeting Minutes
      AND Letters of Support...................................................... 47
EXECUTIVE SUMMARY

Associate in Applied Science Emergency Medical Services-Paramedic

Hazard Community and Technical College

A Proposal for Initiation of a New Degree Program

A. Centrality to the Institution’s Mission and Consistency with State’s Goals

Hazard Community and Technical College (HCTC) primarily serves Eastern Kentucky as a collaborative catalyst for blending honored Appalachian traditions with diverse global innovations. HCTC values include commitment, community, diversity, heritage, hope, innovation, integrity, leadership and learning.

The Associate in Applied Science (AAS) in Emergency Medical Services-Paramedic degree supports the HCTC mission, Kentucky Community and Technical College System (KCTCS) mission and the statewide postsecondary education Strategic Agenda 2011-15 which states, “As Kentucky ramps up efforts to compete effectively in the global economy, degree production must be aligned with the current and projected workforce needs of the state.” National standards will now require paramedics that sit for the national registry to have graduated from an accredited program. This allows community colleges to align with the workforce needs in the industry. Also, Policy Objective 7 of the Kentucky Council on Postsecondary Education (CPE) strategic agenda, the strategy to “maximize the impact of postsecondary education’s contribution to improving the health of Kentucky’s people,” is supported by the objectives of the Emergency Medical Services–Paramedic program by graduating competent paramedics who understand the need for excellent pre-hospital care services and by maximizing the impact of postsecondary education’s contribution to improving the health of the people in Kentucky.

The addition of the AAS in Emergency Medical Services-Paramedic degree to the existing programs at Hazard Community and Technical College (HCTC) will serve to attract students interested in paramedicine and function in partnerships with existing community emergency medicine organizations and initiatives. HCTC’s mission as a promoter of health education will be dedicated to preparing students to meet the challenges of obtaining degrees to perform as Emergency Medical Services-Paramedics and function as highly motivated learners who will excel in their profession.

B. Program Quality and Student Success

The Emergency Medical Services-Paramedic program is designed for students seeking employment in a medical field. The program includes both general education requirements and
a technical core. The Emergency Medical Services–Paramedic program has an academic, clinical, and field internship component. The three components work together to ensure that students have a strong knowledge base, strong psychomotor ability, and the necessary critical thinking to apply all of the cognitive and psychomotor components together in order to manage sick and injured patients.

The academic component is broken down into didactic and laboratory sections. The didactic component utilizes interactive lectures that require students to analyze and synthesize quantitative information including complex medication calculations along with extensive comprehension of a multitude of medical disorders and injuries. Students learn about the history of the profession, bioethical and legal issues, as well as public education and their role as public servants. The laboratory component promotes teamwork integration, which is crucial for the profession. Students begin to practice skills and begin to apply skills and knowledge into patient scenarios utilizing critical thinking skills.

The clinical component of the course runs parallel to the academic component. The clinical setting allows students to apply knowledge gained from the academic setting into practice with actual patient care. Students utilize interpersonal communication with patients as well as other healthcare providers.

Field internship is the last part of the paramedic program. In this course, students apply theoretical knowledge and psychomotor abilities to manage patients utilizing critical thinking processes. Students begin working as part of a team and culminate by operating as a team leader under trained preceptors. Students learn to develop a plan of action involving patient interaction, delegation of job responsibilities, and to coordinate with other healthcare providers.

C. Program Demand/Unnecessary Duplication

Hazard Community and Technical College is proposing the AAS in Emergency Medical Services–Paramedic in order to meet regional demands of employers. The addition of the program will allow the college to offer the only locally based paramedic degree program due to the changes in the requirements of graduates testing with the National Registry Examination as stipulated by the Kentucky Board of Emergency Medical Services (KBEMS). Due to the high demand for degrees in allied health and nursing programs, students sometimes wait several semesters/years before acceptance. This degree will provide students another health science related option.

According to the 2012-22 Kentucky Occupational Outlook Handbook, the employment of EMS-Paramedic occupations is expected to grow 35.46 percent between 2012-22. Between 2012 and 2022, there will be 6,189 EMS-Paramedic workers needed in Kentucky. Comparatively, the United States Bureau of Labor Statistics Occupational Outlook Handbook projects a 23 percent job growth with 55,300 positions needed nationally between 2012-22.
One factor in adding new degree programs is that in the past five years, the counties in the HCTC service region have lost close to 8,000 mining jobs. These individuals have skills that lend themselves well to careers in Allied Health programs such as EMS–Paramedics. These individuals are naturally very interested in technical programs so they can quickly obtain a degree and reenter the workforce. Information gained from the Emergency Medical Services–Paramedics Advisory Board in January 2015 from the EMS Director for Perry County Kentucky (also the Medical Director/Advisor for the HCTC program) reflected that 20 to 25 positions are available annually in the immediate service area. The advisory council, community leaders, and practitioners present also projected an immediate need for approximately twenty or more jobs in the HCTC service area.

The Emergency Medical Services-Paramedic Program Advisory Board consists of local emergency medical providers in the HCTC service region. At the fall 2015 advisory board meeting the EMS-Paramedic degree offerings were widely supported by the committee members. Without having the Emergency Medical Services-Paramedic degree, HCTC will be unable to provide for the demand of paramedics. Students will have no resources to continue their studies beyond the certificate level. The closest program offering the degree is more than 90 miles from the HCTC central campus and up to 130 miles from outlying counties in the service area.

D. Cost and Funding of the Proposed Program

The EMS-Paramedic program faculty currently employed and teaching the certificate at HCTC are highly qualified and credentialed in their respective fields. The EMS-Paramedic Program Coordinator has been a credentialed Paramedic since 1986. The Medical Director required by KBEMS is a medical doctor with emergency medical service credentials and has worked in emergency medical services for more than 20 years. The program coordinator salary is being paid with Perkins Grant funds and the Medical Director is being paid from adjunct salary funds. The existing facilities at the Hazard Community and Technical College Technical Campus possess the required space to serve the program. Some major equipment is in place since the program has been offered through Workforce Development but more equipment and supplies are being purchased from Perkins Grant funds allocated to the program to bring the laboratory to state-of-the-art standards.

E. Program Review and Assessment

All programs at HCTC undergo an in-depth annual program review. The results are used to recommend improvements related to direction and vision, teaching effectiveness, curriculum refinements, budget needs, facility usage, safe laboratory practice and faculty and staffing requirements. The program will also conduct student surveys and evaluations, alumni surveys, and consultations with the regional advisory board. Assessments to evaluate instruction will be done through classroom climate surveys and faculty reviews.
The program coordinator will seek national accreditation for the program through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) as recommended by the Commission on Accreditation of Educational Programs for the Emergency Medical Services Profession (CoAEMSP) to provide the program with a process of external review that ensures standards are met regarding credentials, curriculum, facilities, and faculty necessary for the operation of the program. Students will benefit from the national accreditation by being able to sit for a national licensure exam.

F. Conclusion

The proposed Emergency Medical Services-Paramedic degree is consistent with the missions of KCTCS and Hazard Community and Technical College and supports the statewide postsecondary education strategic agenda and the statewide strategic implementation plan. There is an existing approved curriculum for the program. Local and state needs support the establishment of this program. A program evaluation plan is in place and HCTC has resources available to implement this program.
Evaluation Criteria

A. Centrality to the Institution’s Mission and Consistency with State’s Goals

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

The Emergency Medical Services – Paramedic program will prepare:
1. Competent entry-level paramedics in the cognitive, psychomotor and affective learning domains.
2. Graduates with a quality education that will ensure passing of a national examination and lead to Kentucky licensure.
3. Graduates who utilize critical thinking and problem-solving skills to evaluate and provide effective care.
4. Graduates that will become a part of the community which they serve.
5. Graduates that will ensure the safety of themselves, their colleagues, patients, and the community they serve.

2. Explain how the proposed program relates to the institutional mission and strategic plan.

The mission of Hazard Community and Technical College: “HCTC is a comprehensive, public community and technical college that empowers diverse learners, building self-confidence and leadership capacity for lifelong personal success and community enhancement.”

The objectives for the proposed program align with the mission statement in the areas of lifelong personal success and community enhancement by preparing graduates that are competent entry-level paramedics.

The Goals for the Strategic Plan for Hazard Community and Technical College (2010-2016)

Goal 1: HCTC will advance excellence and innovation in teaching, learning and service.
Goal 2: HCTC will increase student access, transfer, and success.
Goal 3: HCTC will cultivate diversity, multiculturalism, and inclusion.
Goal 4: HCTC will enhance the economic and workforce development of the Commonwealth.
Goal 5: HCTC will enhance college and community leadership.
Goal 6: HCTC will promote the recognition and value of HCTC.
Goal 7: This goal is divided into two separate biennial college initiatives.
   7A Modify curriculum to address quicker access of degrees, developmental education, e-Learning initiatives, P-16 partnerships, and new technologies (2010-12)
7B Enhance Knott County Branch and Leslie County Center offerings available to students. (2012-2014).

The AAS in Emergency Medical Services-Paramedic program objectives support the goal of increasing student access, transfer and success by preparing competent entry-level practitioners in psychomotor, cognitive, and affective learning domains with critical thinking skills. They also support the objective of cultivating diversity, multiculturalism, and inclusion by requiring graduates to become involved in their communities of service. In addition, the goals support the workforce development of the Commonwealth by adding trained, ready-to-work employees to the economy.

3. Explain how the proposed program addresses the state’s postsecondary education strategic agenda. (Address all that apply.)

*Kentucky’s Postsecondary Education Strategic Agenda* includes:

**Student Success**
Kentucky will be stronger by ensuring more of its people complete college with the skills and abilities to be productive, engaged citizens.

**Efficiency and Innovation**
Kentucky will be stronger by creating new ways of serving more postsecondary students at a high quality in a challenging resource environment.

The AAS in Emergency Medical Services–Paramedic degree addresses student success by ensuring more degree prepared paramedics, and allowing for licensed paramedics to be able to participate in the degree completion option, thus having more citizens of the Commonwealth complete college degrees.

The proposed program will address efficiency and innovation by utilizing hybrid courses and flexibility with clinical and internship placements to assist students that still need to work while completing a degree.

4. Explain how the proposed program furthers the statewide implementation plan.

contribution to improving the health of Kentucky’s people,” is supported by the objectives of the Emergency Medical Services–Paramedic program by graduating competent paramedics who understand the need for excellent pre-hospital care services and by maximizing the impact of postsecondary education’s contribution to improving the health of the people in Kentucky.
B. Program Quality and Student Success

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

1. List all student learning outcomes.

General Education Competencies:
Students should prepare for 21st century challenges by gaining:

A. Knowledge of human cultures and the physical and natural worlds
   • Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.

B. Intellectual and practical skills, including
   • Inquiry and analysis
   • Critical and creative thinking
   • Written and oral communication
   • Quantitative literacy
   • Information literacy
   • Teamwork and problem solving

C. Personal and social responsibility, including
   • Civic knowledge and engagement (local and global)
   • Intercultural knowledge and competence
   • Ethical reasoning and action
   • Foundations and skills for lifelong learning

D. Integrative and applied learning, including
   • Synthesis and advanced accomplishment across general and specialized skills.

Technical Competencies: Associate in Applied Science in Emergency Medical Services – Paramedic

Upon completion of this program, the graduate can:

1. Provide safe and sufficient care within the legal and ethical scope of practice for the paramedic and assume accountability for their actions and the actions of subordinate caregivers.
2. Distinguish and use communication that is appropriate amongst health care practitioners, individuals, groups and populations encountered in the emergency medical environment.
3. Interpret and analyze assessment findings to formulate clinical judgments regarding individuals requiring emergency intervention, their families and defined populations across the life span.

4. Utilize critical thinking processes and problem solving skills to effectively prioritize management of individuals in an emergency setting to achieve the most positive outcome.

5. Manage the direct provision of emergency care through effective organizational skills, appropriate delegation and supervision within the scope of practice.

6. Reflect integrity, responsibility, ethical practices and an evolving identity as a paramedic committed to excellence in the delivery of emergency care aimed at limiting morbidity and mortality.

7. Recognize changes in the patient’s response to care as well as special situations that occur in the emergency environment and be able to initiate appropriate changes in care or transportation.

8. Use information and technology to communicate, manage knowledge, mitigate error and support decision making.

2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

The Emergency Medical Services–Paramedic program has an academic, clinical, and field internship component. The three components work together to ensure that students have a strong knowledge base, strong psychomotor ability, and the necessary critical thinking to apply all of the cognitive and psychomotor components together in order to manage sick and injured patients.

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3. Highlight any distinctive qualities of this proposed program.

Program faculty have contributed to the pre-hospital community through years of service as a credentialed Paramedic and Emergency Medical Technician (EMT) instructor and provider.

While a great deal of the equipment procured for this program is applicable for many other allied health programs, this program did require many items that were unique to the pre-hospital environment. The stretcher, immobilization equipment, bleeding control equipment, and emergency airway equipment are unique to the paramedic program. The cardiac monitor, advanced life support manikins, rhythm generators, and other simulation products can be used in other programs, but are necessary for the paramedic program to have in order to meet regulations by the Kentucky Board of Emergency Medical Services and meet the national standards.

The program has the flexibility to allow providers who are already operating in the field to work while furthering their education and professional scope of practice. Hybrid classes and flexibility in scheduling clinical and internship practice are offered to accommodate student schedules. Also, paramedics that are already state licensed or nationally certified can earn an associate degree upon completion of the general education requirements and meeting the college requirements for residency.

The students will be held to high standards in accordance with state legislation, national standards, and program requirements. The program operates in a sequential fashion requiring students to go through the two-year rotation to complete the paramedic sequence before they take their national credentialing exam. The high standards required by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) help ensure high pass rates on the national credentialing exam.

4. Will this program replace any existing program(s) or tracks within an existing program?

This program will complement the college’s current Emergency Medical Services – Paramedic certificate program. The AAS degree will enhance the certificate program by
giving students the ability to earn an associate degree and use this as a career ladder to a bachelor’s degree.

5. Include the projected faculty/student in major ratio.

According to 202 KAR 7:601 in section 8, subsection 3 (3) The [Emergency Medical Services – Training and Educational Institution] EMS-TEI shall have additional skills educators for classroom sessions where skills are practiced. These sessions shall not proceed without the presence of:

(a) a certified educator for the first ten (10) students; and (b) An additional educator or adjunct faculty for each one (1) to ten (10) additional students. Additional adjunct faculty used shall not be required to be certified as an EMS educator but shall be certified by the board as an EMS provider at or above the level for the course being taught.

6. Is there a specialized accrediting agency related to this program? If yes, identify the agency. Do you plan to seek accreditation? If yes, explain your plans for accreditation. If no, explain your rationale for not seeking accreditation.

Yes. Commission on Accreditation of Allied Health Education Programs (CAAHEP) as recommended by the Commission on Accreditation of Educational Programs for the Emergency Medical Services Profession (CoAEMSP).

The Emergency Medical Services – Paramedic certificate program coordinator has already submitted a Letter of Review to CoAEMSP, an independent agency that reports to CAAHEP. Once one class graduates and one class is in progress, the program will submit additional data to CoAEMSP and complete a site visit.

7. Attach SACS Faculty Roster Form.

Attached as Appendix A.

8. Describe the library resources available to support this program.

HCTC maintains a variety of databases to support allied health programs. CINAHL, CINAHL with Full Text, Health Source Nursing, MEDLINE, Academic OneFile, Health Reference Center Academic, ProQuest Career and Technical Education: Health & Medicine are some of the specific health related databases currently available to students and faculty. Multidisciplinary databases are also available to provide additional information. These databases are available 24/7 to all students and faculty. Paramedic certification practice tests through the Learning Express Library, which is part of the Kentucky Virtual Library. Students may access the testing materials through the library’s webpage.
The library will fund at a sufficient level the purchase of print and electronic books, audiovisuals and materials to support the paramedic program. The library currently offers books on anatomy and physiology, drug reference books, first aid and some paramedic titles.

The library maintains regular hours, offers off campus access to electronic resources (eBooks, databases), provides student study facilities, on-site computer access including Wi-Fi at HCTC locations. Trained professional librarians are available to assist students both on-site and through the libraries’ chat and text service. Students may also call or email staff.

Additional Library attached in Appendix B.

9. Describe the physical facilities and instructional equipment available to support this program.

The didactic component of the courses will occur in a classroom within close proximity to the Emergency Medical Services – Paramedic laboratory. The classroom contains enough seating for at least 20 students. The classroom also contains audio visual equipment necessary to present course lectures including a projector, screen, computer, and speakers.

The psychomotor component of the course will be performed in the Emergency Medical Services – Paramedic laboratory. Disposable equipment and equipment utilized infrequently are stored in cabinets. Full-sized patient simulators, airway manikins, and intravenous (IV) arms are set up so that the skills stations are readily available.

The program will be located on the Hazard Community and Technical College- Technical Campus which has adequate office space for full-time staff members. Faculty have adequate room to meet with students, store necessary documentation, and complete necessary administrative duties. Students will be made aware of faculty availability and faculty hours by posting of office hours on faculty office doors and online.

10. Clearly state the admission and retention, and completion standards designed to encourage high quality.

**Admission** - The admission process is a combination of requirements from the Kentucky Board of Emergency Medical Services (KBEMS) as well as HCTC academic components to ensure that all students possess an adequate cognitive ability to complete the rigorous curriculum.

- Enrollment in the KCTCS College.
• High school transcript indicating that the applicant has or will have completed a high school course of study or a passing GED official score report.
• Current unrestricted state EMT certification or National Registry validation indicating successful completion of the National Registry process.
• Evidence of meeting the current guidelines as set forth by the Kentucky Board of Emergency Medical Services.
• Evidence of meeting selective admission criteria.
• Evidence of completion (or plan to complete) of all academic prerequisite courses.
• Evidence of attendance at a mandatory EMS – Paramedic program preadmission conference with the program coordinator.

Preference may be given to:
• Applicants who are employed as an EMT at a licensed advanced life support ambulance service or emergency department.
• Applicants with an ACT composite of 20 or above or COMPASS scores in Math (Algebra) 42 or above, Reading 80 or above and Writing/English 64 or above.
• Applicants who have completed 12 or more credit hours in the approved curriculum with a “C” or better in all prerequisite courses.
• Applicants who have cumulative GPA of 3.0 or higher from any regionally accredited college.
• Applicants who have completed all general education courses in the approved curriculum.
• Applicants must submit current CPR certification.

Retention: Students are evaluated by test, skills practice, mastery of skills and check offs, and clinical evaluations each semester to ensure that students have a thorough grasp of the course material to track EMS student progress in their clinical and field internships. Students are given ample methods to arrange additional individual instruction with faculty at a time of their convenience.

Completion Standards: Students must successfully complete all courses required for the national certification examination. Successful completion of the AAS in EMS-Paramedic program allows for students to test for their national credentialing exam. The programmatic accrediting body responsible for paramedicine evaluates programs first time pass rates on national credentialing examinations as well as employer surveys to ensure students are receiving a quality education and are minimally competent for entry level into the profession.

11. Clearly state the degree completion requirements for the program.

Students must complete all required general education, degree program core, and technical courses with a grade of “C” or better with 75 percent or better in EMS courses. Throughout the
semester, students will be required to complete work together to complete complex medical scenarios. Students will achieve community-based learning opportunities via participation in HCTC Road Shows, Festivals, Rotary Days and other special events. Successful completion of field internship at local Emergency Medical Service agencies will be required for program completion. Along with the internship a course capstone will be included in the final semester to evaluate students’ readiness for national credentialing.

12. Provide the following information for the program and for each track (some categories may not apply to all programs):

- Total number of hours required for degree: 63-67
- Number of hours in general education: 19
- Number of hours in degree program core: 44-48
- Number of hours in track: 0
- Number of hours in guided electives: 0
- Number of hours in free electives: 0

13. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions.

An AAS in Emergency Medical Services–Paramedic has traditionally been a terminal point in EMS education due to the low number of bachelor’s degree programs in Kentucky and the United States. Pursuit beyond an AAS is often sought for personal gain rather than a push from the profession considering the lack of financial compensation for further education.

At Eastern Kentucky University (EKU), the Emergency Medical Services – Paramedic sequence courses transfer to EKU credit for credit according to the EKU transfer Lookup. The baccalaureate degree requires more credit hours in anatomy and physiology for the paramedic program compared to the KCTCS curriculum. However, advisors will help point students towards the appropriate anatomy and physiology courses for students planning the four-year degree.

- Bachelor of Science degrees possible:
  - Emergency Medical Care
  - Emergency Services Administration Option
  - Paramedic/Science Option
  - Clinical/FSE Option

At Morehead State University (MSU), the AAS in Emergency Medical Services – Paramedic meets the requirements for the MSU Paramedic to the Associate Degree Nursing (ADN) program. Students interested in this pathway will be guiding towards the eight credit anatomy and physiology compared to the four credit course in the program.
Bachelor of Science degree possible:
Paramedic to ADN

Western Kentucky University (WKU), the AAS in Emergency Medical Services – Paramedic transfers to WKU and allows students to pursue a bachelor’s degree.

Bachelor degree possible:
Bachelor in Health Sciences

14. List courses under the appropriate curricular headings.

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Credit Hours</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENG 101 Writing I</td>
<td>Focuses on academic writing. Provides instruction in drafting and revising essays that express ideas in standard English, including reading critically, thinking logically, responding to texts, addressing specific audiences, researching and documenting sources. Includes review of grammar, mechanics, and usage, Notes: (a) credit not available by special examination; (b) English 101 and 102 may not be taken concurrently; (c) AP credit in the English Language and Composition category for ENG 101 awarded as indicated by AP scoring chart in current KCTCS catalog. Prerequisite: Appropriate writing placement score or ENC 091. Components: Lecture Attributes: Written Communication, Course Also Offered in Modules</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>PSY 110 General Psychology</td>
<td>Introduces the history, methods and content of modern psychology. Covers the history and systems of psychology, psychological research, physiological psychology, psychological processes, developmental psychology, personality, abnormal behavior, and social psychology. Prerequisite: ACT,</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>Prefix &amp; Number</td>
<td>Course Title</td>
<td>Course Description</td>
<td>Credit Hours</td>
<td>New</td>
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<tr>
<td>BIO 135</td>
<td>Basic Anatomy &amp; Physiology with Lab</td>
<td>Presents the fundamental structure of the human body and the physiological mechanisms involved in normal functioning are presented through lecture and student participation in laboratory activities. Prerequisite: (Reading, English and Mathematics assessment exam scores above the KCTCS developmental placement level) or (Successful completion of the prescribed “learning community” to assist the student in determined areas of weakness) or (Consent of Instructor). Lecture: 3 credits (45 contact hours). Laboratory: 1 credit (30 contact hours).</td>
<td>4</td>
<td>N</td>
</tr>
<tr>
<td>OR BIO 137</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>The interrelationship of structure and function of each body system will be presented in two semesters. The first semester will include basic chemistry, cell structure, cell physiology, metabolism, tissues, and integumentary, skeletal, muscular, and nervous systems. Prerequisite: Reading, English and Mathematics assessment exam scores above the KCTCS developmental placement level or</td>
<td>4</td>
<td>N</td>
</tr>
</tbody>
</table>
AND BIO 139

Successful completion of the prescribed developmental course(s) or consent of instructor. Lecture: 3 credits (45 contact hours); Laboratory: 1 credit (30 contact hours).

**Components:** Laboratory, Lecture

*Also Offered in Modules*

The second semester continues the study of the interrelationships of organ systems, including the endocrine, reproductive, cardiovascular, lymphatic, digestive, respiratory, and urinary systems. Prerequisite: BIO 137. Lecture: 3 credits (45 contact hours); Laboratory: 1 credit (30 contact hours).

**Components:** Laboratory, Lecture

*Attributes: SN - Science, SL - Science Laboratory, SL - Science Laboratory, SN - Science, Course Also Offered in Modules*

| Oral Communications | 3 | N |
| Heritage /Humanities | 3 | N |
| Total General Education Classes | 19 |

### Courses in Track

<table>
<thead>
<tr>
<th>Prefix &amp; Number</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Credit Hours</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS 115</td>
<td>Medical Terminology</td>
<td>A study of anatomical, physiological and pathological terminology with emphasis on work structures and definition of root words, suffixes, and prefixes from Greek and Latin. Additional emphasis is placed on spelling and pronunciation.</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
<td>Option</td>
</tr>
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</tbody>
</table>
| OR CLA 131  | Medical Terminology from Greek and Latin | Primarily designed for individuals preparing for a career in health care. No previous knowledge of Greek or Latin is required. Lecture: 3 hrs.  
**Components: Lecture**  
Latin and Greek roots, prefixes, and suffixes as found in medical terminology. Primarily for pre-medical, pre-dental, pre-nursing, and pre-veterinary students, but others will be admitted for help in vocabulary building. | 3       | N      |
| EMS 200     | Introduction to Paramedicine | Integrates comprehensive knowledge of EMS Systems, safety and wellness, communications, medical/legal issues, life span parameters, public health, medical terminology, pathophysiology, physical assessment and research with the intention of improving the health and well-being of individuals. Includes the use of appropriate medical terminology, anatomy and physiology and critical thinking skills.  
**Components: Lecture** | 4       | N      |
<p>| EMS 210     | Emergency Pharmacology       | Introduces students to the paramedic’s role and responsibilities of medication administration and the basic principles of pharmacology. Presents introductory core concepts of pharmacology including drug regulations, classifications, schedules, categories, delivery systems calculations, and drug administration. Covers core concepts of emergency clinical pharmacology which includes major body systems, illness and injury, and methods drugs are used therapeutically to manage affected individuals. Integrates appropriate anatomy and physiology, medical terminology, and ethical and | 3       | N      |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Components</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 211</td>
<td>Fundamentals Lab</td>
<td>Lecture</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS 215</td>
<td>Clinical Experience I</td>
<td>Lab</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>EMS 220</td>
<td>Cardiovascular Emergencies</td>
<td>Lecture</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>EMS 221</td>
<td>Cardiac and Trauma Lab</td>
<td>Lab</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>EMS 225</td>
<td>Clinical</td>
<td></td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Description</td>
<td>Units</td>
<td>Credit</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>EMS 230</td>
<td>Traumatic Emergencies</td>
<td>Presents the advanced concepts of out-of-hospital trauma care and critical thinking activities leading to formulation of a field impression and implementation of an appropriate treatment plan and scene management. Includes the kinematics of trauma, assessment, resuscitation, management, monitoring and transportation of trauma patients across the life span. Components: Lecture</td>
<td>4</td>
<td>N</td>
</tr>
<tr>
<td>EMS 231</td>
<td>Medical Lab</td>
<td>Designed to encourage both an individual and group approach to simulated patient care in the laboratory setting. Includes fundamental skill sets with a focus on application to medical emergencies. Components: Laboratory</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>EMS 235</td>
<td>Clinical Experience III</td>
<td>Provides the opportunity for application of didactic knowledge, psychomotor skills, and laboratory instruction with the realities of patient care in the hospital setting. Supervised by a registered nurse, nurse practitioner, physician, or paramedic preceptor in an environment that represents both an instructional and evaluative phase of the program focusing on the emergency department, operating room, and respiratory care.</td>
<td>2</td>
<td>N</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
<td>Prerequisite</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>EMS 240</td>
<td>Medical Emergencies I</td>
<td>Provides an understanding of the anatomic structures, physiology, and pathophysiologies encountered during assessment and the provision of care for medical emergencies involving the respiratory system, nervous system, abdominal and gastrointestinal tracts, genitourinary and renal systems, gynecology, musculoskeletal system, and the eyes, ears, nose, and throat. <strong>Components: Clinical</strong></td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>EMS 250</td>
<td>Medical Emergencies II</td>
<td>Provides an understanding of the anatomic structures, physiology, and pathophysiologies encountered during assessment and the provision of care for medical emergencies encompassing immunology, infectious disease including HIV/AIDS, the endocrine system, psychiatric conditions, toxicology, and hematology. <strong>Components: Lecture</strong></td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>EMS 260</td>
<td>Special Procedures</td>
<td>Provides the opportunity to develop special knowledge and skills necessary to assess and manage ill and or injured patients across the human life span. Focuses on the acquisition of clinical knowledge and skills in diverse populations that include obstetrics, neonatology, pediatrics, geriatrics, and special challenge topics. <strong>Components: Lecture</strong></td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>EMS 270</td>
<td>EMS Operations</td>
<td>Provides knowledge necessary to safely manage multi-casualty incidents and rescue situations, utilize air medical resources, identify hazardous materials, perform vehicle extrication, and minimize the associated risks related to terrorism and disaster. <strong>Components: Lecture</strong></td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
<td>Required</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>EMS 275</td>
<td>Seminar in Advanced Life Support</td>
<td>Presents a comprehensive course encompassing advanced cardiac life support and pediatric advanced life support, or trauma life support, or other seminar course in relative subject matter such as medical emergencies or geriatric emergencies, to enhance the knowledge and skills acquired in the paramedic program. Addresses immediate life threatening conditions and critical interventions in a case study-scenario format where principles of assessment and intervention are applied in a team setting. <strong>Components: Laboratory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMS 285</td>
<td>Field Internship &amp; Summation</td>
<td>Provides the opportunity for application of didactic knowledge, psychomotor skills, and clinical instruction with the realities of being the team leader delivering advanced patient care in the field setting. Supervised by a paramedic preceptor in an environment that represents both an instructional and evaluative phase of the program. Included is the summative phase of the Field Internship. <strong>Components: Practicum, Laboratory</strong></td>
<td>5-6</td>
<td>N</td>
</tr>
<tr>
<td>AHS 201</td>
<td>Management Principles for Allied Health Providers</td>
<td>Many allied health practitioners will assume the role of a manager during the course of their career. This course is designed to provide theory and application focusing on the development of strategies and skills to assume professional responsibilities in management and administration. <strong>Components: Lecture</strong></td>
<td>3</td>
<td>N</td>
</tr>
</tbody>
</table>

15. Describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency.
better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

The AAS in Emergency Medical Services–Paramedic completion program can be completed with on campus courses and web enhanced/hybrid courses. Beyond the degree completion program, each EMS course incorporates Blackboard for test administration and student resource dispersal.

Classes are offered two days a week to accommodate a variety of work schedules as with respect to the 24 hour shifts that are commonplace within the EMS community in the Hazard Community and Technical College service area. Clinical rotations will be flexible in nature based upon sites available and student need.

HCTC will have an entry point for the paramedic sequence with a class being admitted as a cohort group, graduating the group (four semesters) and then admitting a new cohort group. This is due predominantly to the accreditation needs for site visitation. However, if there is a demand HCTC may elect to admit a cohort group each year.
C. Program Demand/Unnecessary Duplication

Proposed programs must respond to the needs of the academy and to larger economic and social environments. Thus, the institution must demonstrate demand for the proposed program. All proposed programs must address student demand. Programs must also address either employer demand or academic disciplinary needs.

1. Student Demand: Clearly describe all evidence of student demand, typically in the form of surveys of potential students and/or enrollments in related programs at the institution.

Hazard Community and Technical College is proposing the Associate in Applied Science in Emergency Medical Services–Paramedic in order to meet regional demands of employers. The addition of the program will allow the college to offer the only locally based paramedic program due to the changes in the requirements of graduates testing with the National Registry Examination.

This degree will also provide students other health science related options. Due to the high demand for degrees in allied health and nursing programs, students sometimes wait several semesters/years before acceptance.

In a typical year, HCTC has several hundred students apply for admission to the Allied Health Programs. Many of whom are not admitted into these selective admission programs due to not meeting admission criteria or having incomplete files. HCTC will send letters and emails to these students informing them of the addition of the Emergency Medical Services–Paramedic program notifying them of another Allied Health program option. In the 2014-2015 academic year the current programs had the following number of applicants:

<table>
<thead>
<tr>
<th>Program</th>
<th>Applicants</th>
<th>Admissions</th>
<th>Not Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Nursing</td>
<td>48</td>
<td>10</td>
<td>38</td>
</tr>
<tr>
<td>ADN Nursing</td>
<td>141</td>
<td>38</td>
<td>103</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>38</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td>67</td>
<td>12</td>
<td>55</td>
</tr>
<tr>
<td>Radiography</td>
<td>41</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>47</td>
<td>10</td>
<td>37</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>382</strong></td>
<td><strong>92</strong></td>
<td><strong>290</strong></td>
</tr>
</tbody>
</table>

a. Provide evidence of student demand within your area of geographic responsibility as well as the state and national levels.
According to the 2012-22 Kentucky Occupational Outlook Handbook, the employment of EMS-Paramedic occupations is expected to grow 35.46 percent between 2012 and 2022; and there will be 6,189 EMS-Paramedic workers needed in Kentucky. Comparatively, the U.S. Bureau of Labor Statistics Occupational Outlook Handbook projects a 23 percent job growth with 55,300 positions needed nationally between 2012-22.

As reflected in a meeting of Emergency Medical Services–Paramedics Advisory Board in January 2015, the EMS Director for Perry County Kentucky (also the Medical Director Advisor for the HCTC program) reflected that 20 to 25 positions are available annually in the immediate service area. The advisory council, community leaders, and practitioners present also projected an immediate need for approximately twenty or more jobs in the HCTC Service Area, as well as more than 20 positions available within the next 2 – 3 years. (Attached in Appendix D)

Another presenting factor in adding new degree programs is that in the past five years, the counties in the HCTC service region have lost close to 8,000 mining jobs. These individuals have skills that lend themselves well to careers in Allied Health programs such as EMS–Paramedics. These individuals are naturally very interested in technical programs so they can quickly obtain a degree and reenter the workforce.

b. Identify the applicant pool and how they will be reached.

The applicant pool includes academically qualified students that are interested in education and employment in paramedics as well as some of the Allied Health pending students at the college. They will be identified by advising and recruiting activities, pre-admission conferences and the college First Year Advising Centers. In addition, postcards will be sent to all licensed EMTs in the college service area, Allied Health pending students and applicants not admitted to other Allied Health programs. Posters and flyers have been developed. The Emergency Medical Services–Paramedic program coordinator will also visit high schools, participate in career days, open houses, visit EMS/fire departments and hospitals.

c. Describe the student recruitment and selection process

Student recruitment will be done by recruiting local licensed EMTs. A list of those individuals and addresses are available from the Kentucky Board of Emergency Medical Services. Also, Allied Health pending students at the college will be identified from PeopleSoft database searches. HCTC will work with the local East Kentucky Concentrated Employment Program (EKCEP) to seek outreach for unemployed miners or others seeking new career opportunities. Selection of students will be done in accordance with the selective admissions processes that have been approved by KCTCS.
d. Identify the primary feeders for the program.

Primary feeders for the program will be new students entering the college and desiring a degree in Emergency Medical Services-Paramedic, recruitment of local licensed EMT’s, paramedics who do not have a degree and want to transition to the degree, and Allied Health pending students. Individuals who have lost jobs in the mining industry or other industry jobs are also potential feeders for the program.

e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

Due to the requirement that Emergency Medical Services–Paramedic programs must be nationally accredited in order for students to sit for the national licensure exam there are few programs in the state that are nationally accredited and none in the proximity of HCTC. According to the Commission on Accreditation of Allied Health Education Program’s (CAAHEP) website, there are four accredited programs (Ashland Community and Technical College, Eastern Kentucky University, Lexington Division of Fire and Emergency Services, Owensboro Community and Technical College) that have the capability to teach paramedic programs in Kentucky in accordance with the National Registry’s requirements. This is evidence that students will be searching for an accredited program in our service region and will result in increased student enrollment. The first phase of the accreditation process has been completed and HCTC received an Letter Of Review (LOR) which enabled us to begin our first certificate program class.

f. Project estimated student demand for the first five years of the program.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Student Enrollment</th>
<th>Projected Degrees Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>2016-2017</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>2017-2018</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>2018-2019</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>2019-2020</td>
<td>25</td>
<td>15</td>
</tr>
</tbody>
</table>

1. Employer Demand: Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers’ preferences for graduates of the proposed program over persons having alternative existing credentials and employers’ willingness to pay higher salaries to graduates of the proposed program.

a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs in the institution’s area of geographic responsibility.
Employer demand is evidenced in the number of employers in the college service area that have attended meetings and voiced their support. The first group meeting occurred October 17, 2013, with 10 employers from the Perry County, Breathitt County, Leslie County and Knott County area present. The second group met January 10, 2014, with four potential employers from the Southeast Kentucky Community and Technical College, Kentucky area. There are letters of support from meeting participants/potential employers attached in Appendix D.

Within the service area of Hazard Community and Technical College, successful graduates have a variety of employment opportunities available. Every county in the service area, employ paramedics on their ground ambulances. The ambulance providers in the region are a mixture of county government operated, private company, and hospital based ambulance services. The salaries vary from $25,000 to $42,000 per year. Outside of the pre-hospital setting, many of the hospitals in the service area employ paramedics in their emergency department to operate as clinical providers with salaries around $25,000-$35,000.

a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs in Kentucky.

The Kentucky Fire Commission estimates that there are 2,200 active paramedics in Kentucky to cover a population of 4,413,457 in a geographical area of 39,486 square miles according to http://www.census.gov/. Over 25 percent of the paramedics in Kentucky work in Lexington or Louisville. With the already low levels of paramedics per square mile and paramedics per 1,000 people, the state’s ability to provide pre-hospital advanced life support is diminished. This issue will be further exacerbated by the drop in institutions able to provide paramedic education as education entities are seeking accreditation in order to provide the Emergency Medical Services–Paramedics program.

According to the 2012-22 Kentucky Occupational Outlook Handbook the employment of EMS-Paramedic occupations is expected to grow 35.46 percent between 2012-22. Between 2012 and 2022, there will be 6,189 EMS-Paramedic workers needed in Kentucky. Comparatively, the U.S. Bureau of Labor Statistics Occupational Outlook Handbook projects a 23 percent job growth with 55,300 positions needed nationally between 2012-22.

b. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the national level.

Paramedics in the United States have the ability to operate in the pre-hospital setting in a ground or aeromedical capacity. Beyond the pre-hospital setting, paramedics are operating in a safety capacity in factories, in wilderness medicine, and in sports medicine. Paramedics are also operating in the hospital setting in emergency
departments, intensive care units, cardiac care and respiratory departments. According to the Bureau of Labor Statistics, the paramedic profession can expect to see a 35.46 percent increase from 2010-20, which is 19 percent higher than the average expected national increase in other occupations.

2. Academic Disciplinary Needs: Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.

The National Registry of Emergency Medical Technicians (NREMT) is currently the only national credentialing examination that is available to paramedics in the United States. This examination is required in order to obtain licensure in many states, including Kentucky. The NREMT made a formal statement that informed educators within the profession that students must graduate from an accredited paramedic program in order to test for their examination as of January 1, 2013. To become accredited, the program must be a part of a degree granting institution, teaching hospital, or government entity. This is displacing the majority of the paramedic programs in Kentucky and requiring colleges to ensure that paramedic education can continue.

While the creation of this program will allow new paramedics to graduate with an AAS, paramedics who are currently in practice will be at a marked disadvantage for their lack of formal education. An addition of an Emergency Medical Services–Paramedic program will allow current practicing providers to take the credential they already carry and transform it into an academic degree. This will also assist providers in pursuing the performance career ladder; and as the larger goal of the profession, increase the amount of degreed providers within the profession; and allow for cohesion between the profession and academic institutions. The need to integrate EMS education programs into the academic setting is described in detail in the *EMS Agenda for the Future* as well as the *EMS Education Agenda for the Future*. These documents are seen within the profession as guides to help the pre-hospital community to be further recognized as healthcare professionals within the medical community.

a. If the proposed program is an advanced credential (diploma to AAS), explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new program.

The proposed program is not a diploma to Associate in Applied Science degree. However, the program will be a certificate to AAS degree allowing certified or licensed paramedics to obtain an AAS with the addition of general education and supplemental core components.

3. Similar programs: A similar program is defined as a program with the same or closely related CIP code at the same degree level. A proposed program will not be considered unnecessarily
duplicate if it serves a different student population than existing programs and/or if its curriculum is distinctive from that of existing programs at other public institutions in Kentucky.

a. Identify similar programs in other SREB states and in the nation.

Emergency Medical Services–Paramedic programs are offered within KCTCS. Certificate programs are offered at Ashland, Bluegrass, Hazard, Gateway, Jefferson, Madisonville, Owensboro, Somerset, Southeast, Southcentral Kentucky, and West Kentucky. The AAS degrees are offered at Ashland, Gateway, Jefferson, Madisonville, Owensboro, Somerset and West Kentucky. Eastern Kentucky University offers a bachelor’s degree in EMS.

There are paramedic training and education programs in most adjacent states. Since the National Registry of Paramedics now requires completion of an accredited paramedic program to qualify for taking the examination, the programs that were formerly based in fire departments and ambulance services will decrease. The Kentucky Fire Commission expects that most of these programs will cease to exist.

The SREB state with an accredited associated degree are: Alabama (11); Arkansas (14); Florida (20); Georgia (11); Louisiana (3); Maryland (9); Mississippi (11); North Carolina (8); Oklahoma (4); South Carolina (2); Tennessee (7); Texas (30); Virginia (9); West Virginia (9).

b. IF CPE records indicate similar programs exist in Kentucky, does the proposed program differ from existing programs in the state? If yes, please explain.

Yes. The curriculum for all KCTCS programs is standardized.

c. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs? If yes, please explain.

Yes. The proposed program will serve students in a different geographical location. The proposed program is located the following distances from existing AAS in Emergency Medical Services – Paramedic programs in the state:

- Ashland Community and Technical College 123 miles
- Gateway Community and Technical College 191 miles
- Jefferson Community and Technical College 190 miles
- Madisonville Community College 301 miles
- Owensboro Community and Technical College 280 miles
- Somerset Community and Technical College 98.4
- West Kentucky Community and Technical College 362 miles

d. Is access to existing programs limited? If yes, please explain.

Yes. The lack of institutions that can offer paramedic education is dramatically decreasing due to the National Registry of Emergency Medical Technicians stance on accreditation. Although this program is offered to any student obtaining a paramedic certificate or who already has a paramedic certificate, the program is especially important for eastern Kentucky residents who do not want to travel to other parts of the state to receive education in paramedicine. The nearest program is 98.4 miles from the main campus and more from the outlying counties.

e. Is there excess demand for existing similar programs? If yes, please explain.

Yes. Higher standards are required for paramedic graduates to be eligible to take the National Registry of Emergency Medical Technician’s Paramedic Exam which is currently the Kentucky Board of Emergency Medical Services licensure exam. This necessitates change of minimal levels of paramedic training to more advanced level education and accreditation of paramedic programs.

f. Is there collaboration between the proposed program and existing programs?

Hazard Community and Technical College currently offers a Paramedic certificate program. The proposed AAS in EMS–Paramedic will use the same program faculty, laboratory facilities, and clinical affiliates as the current certificate program. Also, the college participates with the KCTCS EMS–Paramedic curriculum committee in revising and structuring the curriculum. There are no other AAS degree programs within a 90 mile radius of the service region. The closest program is at Somerset Community and Technical College and the drive to that campus is prohibitive to students in most of the Kentucky River Area Development District (KRADD) region that we serve. Hazard Community and Technical College are also collaborating on program offerings and shared resources.
D. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution’s overall need for funds.

1. Will this program require additional resources? Y or N If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.

Yes, the program will require additional resources to update the lab and replace laboratory equipment during the first year but much of that has already been purchased this semester. These items are pertinent to the clinical and laboratory experience. Perkins funding is anticipated in the acquisition of equipment and the funding for the first two years of faculty salaries.

2. Will this program impact existing programs and/or organizational units within your institution? If yes, please describe the impact.

No. General Education seats available for EMS–Paramedic and EMS–Paramedic pending students are adequate. No other programs or organizational units will be affected.

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

Please see Appendix C.

D. Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

Attached in Appendix C
E. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

1. For each assessment method, please provide indicators of achievement and frequency of data collection:

a. Which components will be evaluated?
   - National Certification Cognitive exam first attempt pass rates.
   - National Certification Psychomotor exam first attempt pass rates.
   - Course Final Cognitive exam pass rates.
   - Course Final Psychomotor exam pass rates.
   - Attrition/Retention rates.
   - Job placement.
   - Employer cognitive, psychomotor, and affective domain surveys.
   - Graduate cognitive, psychomotor, and affective domain surveys.
   - Student cognitive, psychomotor, and affective domain surveys.

b. When will the components be evaluated?

   Evaluations are done annually.

c. When will the data be collected?

   Data is collected and reported by December 1st of each year to CAAHEP.

d. How will the data be collected?

   Data will be collected by utilizing an electronic data collection system provided by Data Arc. The program is included with the one-time technology fee paid to CoAEMSP. The IEPR department will collect and provide data for purposes of program review and the Technical Education Data System (TEDS).

e. What will be the benchmarks to be achieved?

   Benchmarks are set by CoAEMSP for 70 percent on objective reports.
f. What individuals or groups will be responsible for data collection?

Data is analyzed by the Program Director and Allied Health Sciences Dean to evaluate for areas of improvements. From the collected data, a plan of action is developed and implemented into the program.

g. How will the data and findings be shared with faculty?

Data will be shared with faculty via the annual Program Review Process.

h. How will the data be used for making programmatic improvements?

The Program Coordinator and Allied Health Dean will evaluate any problems and devise a means for rectifying the situation. This will be accomplished each semester. The program director will evaluate the feedback and develop methods to make improvements.

The following are evaluated in HCTC Annual Program Review:

a. Which components will be evaluated?

The AAS Emergency Medical Services-Paramedic program will participate in the HCTC Program Review process. The components evaluated are the following:

- Consistency with institutional mission/strategic agenda/ strategic implementation.
- Program quality and student success.
- Cost and funding.
- Program demand and unnecessary duplication.
- Enrollment
- Retention
- Graduation
- Employment

b. When will the components be evaluated?

The Program Review is done each September reviewing the previous academic year.

c. When will the data be collected?

Data is collected on a continuous basis to use in the Program Review in the fall and spring of the academic year.
d. How will the data be collected?

Most of the data is collected by the Institutional Effectiveness Planning and Research (IEPR) in collaboration with the program coordinator. This includes course/instructor evaluations, graduate surveys, employer surveys, job placement rates, student credit hour production, and licensure pass rates.

e. What will be the benchmarks to be achieved?

The Program Review is analyzed by the Division Chair, Dean of Health Sciences and administration of the college utilizing the benchmark of 70 percent for licensure pass rate that is utilized by the accrediting body. Other aspects will be judged according to the benchmarks used for the other allied health programs at the college.

f. What individuals or groups will be responsible for data collection?

The EMS-Paramedic program coordinator, program faculty and the office of IEPR are responsible for the program review data. Data and findings will be shared with EMS-Paramedic faculty on a consistent basis at technical program faculty meetings. In addition the EMS-Paramedic program coordinator will share findings with the Allied Health Sciences Division which occur each month and as part of program coordinator meetings which occurs annually.

g. How will the data be used for making programmatic improvements?

The feedback and data collected from faculty, advisory committee members, and the administration will be analyzed during Program Review to determine if the program goals, mission statement, and educational objectives are being met. Interventions to address any areas of concern will be developed through collaborative efforts with the appropriate stakeholders, then implemented and reassessed for effectiveness.

2. What are the measures of teaching effectiveness?

Course/Instructor surveys are performed through Survey Tracker and sent to the division chairs and deans every semester. Composite data is released after the semester to the instructor and the instructor’s supervisor. CoAEMSP has survey instruments that evaluate all faculty, the clinical coordinator, medical director, and the program director.

3. What efforts to improve effectiveness will be pursued based on these measures?

In conjunction with the recommendations of CoAEMSP and annual Program Review, issues will be brought to the attention of the programs advisory committee to receive input
from parties involved. After receiving input from the advisory committee as well as the program faculty, the program director will develop a plan of action to resolve the situation as well as an implementation plan. The issues that need improvement will become part of the program and unit plan for the division in the coming academic year.

4. What are the plans to evaluate students’ post-graduate success?

Students’ post-graduate success is evaluated with the use of employer surveys and graduate surveys completed six months following graduation. Success on licensure exams will also be reviewed and analyzed to ensure national standards are met.
APPENDIX A

FACULTY ROSTER FORM
### Faculty Roster Form

**Qualifications of Full-Time and Part-Time Faculty**

**Name of Institution:** Hazard Community and Technical College  
**Name of Primary Department, Academic Program, or Discipline:** Construction Technology  
**Academic Term(s) Included:** Fall, Spring  
**Date Form Completed:** 05/01/2015

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAME (F, P)</strong></td>
<td><strong>COURSES TAUGHT</strong> Including Term, Course Number &amp; Title, Credit Hours (D, UN, UT, G)</td>
<td><strong>ACADEMIC DEGREES &amp; COURSEWORK</strong> Relevant to Courses Taught, Including Institution &amp; Major List specific graduate coursework, if needed</td>
<td><strong>OTHER QUALIFICATIONS &amp; COMMENTS</strong> Related to Courses Taught</td>
</tr>
<tr>
<td>Denessa Mullins</td>
<td>All Courses required in the EMS-Paramedic Curriculum as listed in the Program Proposal</td>
<td>Licensed Paramedic and EMT plus 26 years’ experience. Bachelor’s Degree in Social and Criminal Justice</td>
<td>KBEMS Level I, II, III, Educator</td>
</tr>
</tbody>
</table>

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate
APPENDIX B

LIBRARY RESOURCES
September 18, 2015

Dear Dean Napier,

The HCTC Libraries’ mandate is the support of various educational programs of the institution by providing essential reference and specialized program resources whether in print, non-print or electronic appropriate to the curriculum. We are committed to following accreditation guidelines to establish a collection in support of the Paramedic program.

Hazard Community and Technical College has two libraries, the Stephens Library located on the Hazard Campus and the Lees College Campus Library. Both offer most basic library services and own most standard library reference resources. Computers are available for student use at all locations including the Knott County Branch, the Leslie Center, the Technical Campus and the UKCHR Bailey-Stumbo building. HCTC students have access to the online catalog. The catalog can be used to view and access the collections of all KCTCS libraries in Kentucky; additional worldwide access to resources can be achieved through the use of the WorldCat catalog. Interlibrary loan services are available to all faculty and students.

Access is also provided to EBSCO, Gale, ProQuest and Oxford databases. These databases index and/or provide full text articles from a variety of professional journals and magazines. Students have access via proxy to the databases from off campus and to the collection of more than 190,000 electronic books. Current holdings include books and electronic magazine and journal resources in anatomy, physiology, drug references, CPR and some paramedic titles. Additional resources will be purchased to support the AFA degree in the future.

The Stephens Library has approximately 45,197 books, 2056 audiovisuals, 84 hardcopy magazine/journal subscriptions and 52 online databases. The Lees College Campus Library is similar in size.

Hazard Community and Technical College offers extended services to all HCTC locations. Professional Librarians may be contacted by phone, email and via online chat/text. Librarians provide on-site classroom instruction and are available to work with students on a one-to-one basis and can be added as embedded librarians within individual courses.

Additional information resources or services will be provided as needed or requested.

Submitted by,
Cathy Branson
Director of Library Services
Hazard Community and Technical College
APPENDIX C

New Program Budget Calculation Sheet
# Breakdown of Budgeted Expenses

New Expense = an expense that was not previously incurred by the college. This worksheet assumes all faculty expenses to be new
Existing Expense = an expense for resources that will be shifted from support of another program to this program

<table>
<thead>
<tr>
<th>Executive, administrative, and managerial</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
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<td>Existing</td>
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<tr>
<td>Narrative</td>
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<thead>
<tr>
<th>Other Professional</th>
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<tr>
<td>New</td>
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<td>Narrative</td>
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<table>
<thead>
<tr>
<th>General Education Faculty (Adjunct)</th>
<th></th>
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<tbody>
<tr>
<td>Average Section Enrollment for Gen Ed Sections</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Gen Ed Sections (3 Credit Hour)</td>
<td>27</td>
<td>104</td>
<td>136</td>
<td>166</td>
<td>166</td>
<td>166</td>
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<tr>
<td>Adjunct Faculty Rate for 3 Credit Hours (Salary Only)</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Gen Ed Faculty Budget</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Faculty-Reguar FT</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Average Class Size for Program Classes</td>
<td>20</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Maximum % of Program Credit Hours Taught by FT Faculty</td>
<td>100%</td>
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<tr>
<td>Annual Program Section Count</td>
<td>7</td>
<td>9</td>
<td>16</td>
<td>18</td>
<td>20</td>
<td>20</td>
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<tr>
<td>Calculated Program F-T Faculty</td>
<td>1.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Full-time Faculty Adjustment (2nd location, Release Adj., etc.)</td>
<td></td>
<td></td>
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<tr>
<td>Total Program F-T Faculty</td>
<td>21.00</td>
<td>27.00</td>
<td>24.00</td>
<td>27.00</td>
<td>30.00</td>
<td>30.00</td>
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<tr>
<td>Average Annual Faculty Credit Hour Load (F-T 30 SCH)</td>
<td>38.6%</td>
<td>38.6%</td>
<td>38.6%</td>
<td>38.6%</td>
<td>38.6%</td>
<td>38.6%</td>
</tr>
<tr>
<td>Salaries</td>
<td>$ 48,900</td>
<td>$ 50,100</td>
<td>$ 102,800</td>
<td>$ 105,300</td>
<td>$ 108,000</td>
<td>$ 110,600</td>
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<tr>
<td>Current Benefits Rate</td>
<td>38.6%</td>
<td>38.6%</td>
<td>38.6%</td>
<td>38.6%</td>
<td>38.6%</td>
<td>38.6%</td>
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<tr>
<td>Total Reg FT Compensation Budget</td>
<td>$ 67,800</td>
<td>$ 69,500</td>
<td>$ 142,500</td>
<td>$ 146,000</td>
<td>$ 149,700</td>
<td>$ 153,300</td>
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</table>

<table>
<thead>
<tr>
<th>Program Faculty-Adjunct</th>
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</thead>
<tbody>
<tr>
<td>Percent of Program Specific Credit Hours Taught by Adjunct</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Program Adjunct Rate for 3 Credit Hours(Salary Only)</td>
<td>$ 1,600</td>
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<tr>
<td>Program Adjunct Sections (3 Credit Hours)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Salaries</td>
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<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Current Adjunct Benefits Rate</td>
<td>8.7%</td>
<td></td>
<td></td>
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<tr>
<td>Total Adjunct Compensation Budget</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>

| Additional Instructional Compensation for Clinical, Labs, Etc. | | | | | | |
| Total Instructional Compensation Budget  | $ 67,800 | $ 69,500 | $ 142,500 | $ 146,000 | $ 149,700 | $ 153,300 |

<p>| Equipment and Instructional Materials (includes maintenance of equipment) |      |      |      |      |      |      |
| Calculated using historical programs group expenditure data | $ 20,700 | $ 30,300 | $ 54,900 | $ 60,600 | $ 66,600 | $ 66,600 |
| You may offset or add to the above calculated data here (enter a negative to reduce the amounts above) | $ (19,600) | $ (49,000) | $ (65,000) | $ (51,000) | $ (61,000) | $ (61,000) |
| Narrative                                |      |      |      |      |      |      |</p>
<table>
<thead>
<tr>
<th>Department</th>
<th>New (Calculated using historical program group expenditure data)</th>
<th>Existing (Calculated using historical program group expenditure data)</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>$3,277 $6,401 $10,661 $12,448 $13,620 $13,960</td>
<td>$3,057 $5,041 $5,153 $5,448 $5,620 $8,960</td>
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<tr>
<td>Contractual Services</td>
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<td>New</td>
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<td>Existing</td>
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<tr>
<td>Narrative</td>
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<tr>
<td>Academic and/or Student Support</td>
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<td>New</td>
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<tr>
<td>Existing</td>
<td></td>
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<tr>
<td>Blackboard LMS</td>
<td>$1,062 $3,418 $4,794 $5,859 $6,00 $6,150</td>
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<td>Blackboard Student Services</td>
<td>$667 $1,301 $2,168 $2,52 $2,768 $2,84</td>
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<td>Narrative</td>
<td>Blackboard LMS and Blackboard student services will be used to support the program coursework.</td>
<td></td>
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</tr>
<tr>
<td>Other Support Services</td>
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<tr>
<td>New</td>
<td>$10,40 $15,10 $27,50 $30,300 $33,300 $33,300</td>
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<tr>
<td>Existing</td>
<td>$12,80 $15,80 $29,000 $30,000 $33,00 $33,00</td>
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<tr>
<td>Faculty Development</td>
<td></td>
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</tr>
<tr>
<td>New</td>
<td>$3,500 $5,000 $9,200 $10,100 $11,100 $11,100</td>
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<tr>
<td>Existing</td>
<td>$3,300 $3,000 $8,500 $9,000 $10,500 $9,000</td>
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<td>New</td>
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<td>Existing</td>
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<tr>
<td>Narrative</td>
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</tr>
<tr>
<td>Student Space and Equipment</td>
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<tr>
<td>New</td>
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<tr>
<td>Existing</td>
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<tr>
<td>Narrative</td>
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<tr>
<td>Faculty Space and Equipment</td>
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<td>New</td>
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<tr>
<td>Existing</td>
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<tr>
<td>Narrative</td>
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</tbody>
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### Other

<table>
<thead>
<tr>
<th>New</th>
<th>Existing</th>
<th>Narrative</th>
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Total Expense

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</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$185,929</td>
<td>$193,422</td>
<td>$271,336</td>
<td>$334,673</td>
<td>$342,833</td>
<td>$352,831</td>
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<tr>
<td>Expense</td>
<td>$87,200</td>
<td>$83,300</td>
<td>$155,000</td>
<td>$152,300</td>
<td>$176,700</td>
<td>$188,900</td>
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<tr>
<td>Annual Cash Balance</td>
<td>$98,729</td>
<td>$110,122</td>
<td>$116,136</td>
<td>$162,372</td>
<td>$166,131</td>
<td>$183,931</td>
</tr>
</tbody>
</table>
APPENDIX D

Program Advisory Committee Minutes and Letters of Support
Meeting Report Form

Group Name: HCTC EMS-Paradmedic Program Advisory Committee Meeting Minutes

Date: Wednesday, January 28, 2015

Reports to: __ Goal Team A

Type of Group: _____ Leadership Team _____ Mission Team ____ Goal Team __ Committee
       _____ Work Group ___ Task Force _____ Other (list)

Associated KCTCS Goal: (Check all that apply)
   X KCTCS Goal 1: Advance Excellence and Innovation in Teaching, Learning and Service.
   X KCTCS Goal 2: Increase Student Access, Transfer and Success.
   ____ KCTCS Goal 3: Cultivate Diversity, Multiculturalism, and Inclusion.
   X KCTCS Goal 4: Enhance the Economic and Workforce Development of the Commonwealth.
   ____ KCTCS Goal 5: Promote the Recognition and Value of KCTCS.

Associated HCTC Goal: (Check all that apply)
   X HCTC Goal 1: HCTC will Advance Excellence and Innovation in Teaching, Learning, and Service.
   X HCTC Goal 2: HCTC will Increase Student Access, Transfer, and Success.
   X HCTC Goal 3: HCTC will Cultivate Diversity, Multiculturalism, and Inclusion.
   ____ HCTC Goal 4: HCTC will Enhance the Economic and Workforce Development of the Commonwealth.
   X HCTC Goal 5: HCTC will Enhance College and Community Leadership.
   ____ HCTC Goal 6: HCTC will Promote the Recognition and Value of HCTC.
   ____ HCTC Goal 7: HCTC will Focus on the Biennial College Initiative.

Group Leader: Denessa Mullins, Program Coordinator – Acting Chair

Members Present: Janet Hurley (Jennifer Lindon), Harold Osborne, Chantz McPeek, Derrick Hall, Benny Bailey, Jr., Homer Terry (Joanna Martin), Anna Napier, Matthew Couch, Dan Stone, Dr. Bart Francis, JD Caudill, Gwen Collins, Terri Fields
Absent: Jennifer Lindon, Scott Alexander, Dr. Anthony Yonts

Meeting Notes:

Called to Order:
The meeting was called to order by Denessa Mullins – acting Chairperson. Lunch was provided to the members because this is the first meeting and during lunch hour.

Welcome and Introduction of Committee Members: All members of the committee introduced themselves and what organization they represent.

Program Chair and Vice-Chair Elections: The committee elected the Program Advisory Committee Chair; Derrek Hall nominated Harold Osborne and Benny Bailey Jr., seconded the motion; Harold Osborne accepted – motion carried.

Harold Osborne nominated Matthew Couch for Vice-Chair; Dr. Bart Francis seconded the motion; Matthew Couch accepted – motion carried.

Program Secretary Election: Denessa Mullins is Committee Secretary according to the HCTC Program Advisory guidelines.

Program Advisory Committee Guidelines 2014-2016: The committee was given a handout of the Program Advisory Committee Guidelines 2014-2016. Denessa review the purpose of the program advisory committee with the members. She also informed the members the committee meets once each semester.

Program Goals and Learning Domains: The committee was given a handout of the new Program Goals and Learning Domains. Denessa Mullins read each goal to the members and ask if they have any suggestions or if they approve the current goals. Dr. Francis motioned to approve the current goals; Derrek Hall seconded motion – motion carried.

Accreditation Status and Review: The program is currently working on the HCTC EMS-Paramedic Program Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) Letter of Review Self Study Report (LSSR) for submission. The plan is to submit the LSSR the first week of March we are currently waiting KCTCS to release the funds that have to accompany the self-study.

Program Strengths: Denessa discussed the current program strengths:

- Adequate field and clinical internship sites to meet the needs of our students;
- Supportive Administration and Clinicians;
- A highly qualified Program Medical Director who will be able to help the students throughout the program;
• Knowledgeable Administrative Program Assistant;
• The program has adequate resources and equipment to meet program requirements;
• The program has adequate space for the didactic (lecture) instruction; and
• Hazard Community and Technical College will hopefully have a collaboration with Southeast Kentucky Community and Technical College if both college LSSR’s are approved.

Derrick Hall ask if the program would be sharing equipment with Southeast once the accreditation process is complete or they are purchasing their own equipment. Denessa Mullins replied that Southeast will be purchasing their own equipment for the Cumberland Campus as well as the Middlesboro Campus and will only be sharing personnel.

Janet Hurley ask what the start date would be for the first class. Denessa explained hopefully the first class will begin this fall semester if not the spring semester. It depends on whether or not CoAEMSP accepts the LSSR and issues a Letter of Review (LOR) for accreditation.

Dr. Francis inquired about how many people is involved in the program. Denessa Mullins advised him there was only one Coordinator/Instructor at this time. Dr. Francis commented that there was at least 100 years of experience present in this room to assist with faculty needs. Also, at least 20 job opening in the area and more in the future. Other members agreed that there is a need for the program to meet ongoing need in the community. Anna Napier commented stating at this time the program has no students and would, as needed, be hiring once the LOR was approved and could start a class.

Denessa Mullins advised the student’s classroom need to be located near an available computer lab because test and quizzes will be given on Blackboard or Platinum. Platinum is an Educational Group that delivers valid and reliable CoAEMSP compliant online testing, scheduling, skills tracking, and reports solutions with EMT testing and/or Platinum Planner.

Program Curriculum: The committee was given a handout of the program curriculum to review the order in which the courses would be instructed. Denessa Mullins informed the committee the program will be a certificate program and the length will be 20 months. She ask the committee to review the current curriculum and ask for comments or suggestions.

The committee upon reviewing wanted to know about the clinical experience sections. Dr. Francis wanted to know who would be the program’s clinical coordinator. Denessa Mullins explained that she would also be the clinical coordinator. Matthew Couch commented wanting to know how the hospital personnel would be trained to precept the students. Denessa Mullins stated that she would be coming to the facilities and do the preceptor training with department heads then the department heads trains the employees. Denessa will also be going to local field internship sites to do preceptor training. The training will take approximately 2-4 hours and preceptors will have continuing education hours awarded. Anyone that does not complete the training will not be allowed to precept students.
Approval of Program Structure: Denessa Mullins distributed a copy of the Program’s Organizational Chart. The committee reviewed and approved the program organizational chart will possible additional program personnel.

Additional Items for Discussion/ Suggestions:

Textbooks: Denessa Mullins distributed a copy of the textbooks selected for the program. The committee reviewed the handout and approved the selection.

Admission Criteria: The committee wanted to discuss the admission criteria for the program. Anna Napier informed the committee the program has to follow the College Rules of the Senate. Denessa explained that we were also looking at what the facilities requires of the students.

Student Clinical/Field Internship: Matthew Couch and Derrick Hall wanted to discuss the clinical and field internship sites as to whether the program has sufficient sites. She explained the program currently has 3 clinical sites and 14 field internship sites. Everyone agreed this would be sufficient for the program. Derrick Hall mentioned to not allow students do all their field internship hours at one site to make them at least perform at two different sites. Denessa agreed.

Fall Meeting: Denessa Mullins thanked the members for attending the meeting and appreciate their support of the EMS-Paramedic Program. She informed the committee will be meeting in the fall semester pending scheduling. The committee discussed the best time frame for future meetings and decided 12 noon was a good time for the meetings.

Adjournment: Benny Bailey, Jr. motioned to adjourn; Derrick seconded the motion. Motion carried—meeting adjourned.

________________________________________

Recorded by: Denessa Mullins, EMS-Paramedic Program Coordinator

Approved for posting on website by: Denessa Mullins

Date: February 11, 2015
Meeting Report Form

Group Name: SKCTC EMS-Paradmedic Program Advisory Committee Meeting Minutes

Date: Thursday, April 2, 2015

Reports to: Goal Team A

Type of Group: Leadership Team Mission Team Goal Team Committee Work Group Task Force Other (list)

Associated KCTCS Goal: (Check all that apply)

X KCTCS Goal 1: Advance Excellence and Innovation in Teaching, Learning and Service.
X KCTCS Goal 2: Increase Student Access, Transfer and Success.
KCTCS Goal 3: Cultivate Diversity, Multiculturalism, and Inclusion.
X KCTCS Goal 4: Enhance the Economic and Workforce Development of the Commonwealth.
KCTCS Goal 5: Promote the Recognition and Value of KCTCS.

Associated HCTC Goal: (Check all that apply)

X HCTC Goal 1: HCTC will Advance Excellence and Innovation in Teaching, Learning, and Service.
X HCTC Goal 2: HCTC will Increase Student Access, Transfer, and Success.
X HCTC Goal 3: HCTC will Cultivate Diversity, Multiculturalism, and Inclusion.
HCTC Goal 4: HCTC will Enhance the Economic and Workforce Development of the Commonwealth.
X HCTC Goal 5: HCTC will Enhance College and Community Leadership.
HCTC Goal 6: HCTC will Promote the Recognition and Value of HCTC.
HCTC Goal 7: HCTC will Focus on the Biennial College Initiative.

Group Leader: Denessa Mullins, Program Coordinator – Acting Chair
Meeting Notes:

Called to Order: The meeting was called to order by Denessa Mullins – acting Chairperson.

Welcome and Introduction of Committee Members: All members of the committee introduced themselves and what organization they represent.

Program Chair and Vice-Chair Elections: The committee elected the Program Advisory Committee Chair; Vic Adams nominated Mike Good. Steve Robinson seconded the motion, Mike Good accepted – motion carried.

Steve Robinson nominated Vic Adams for Vice-Chair; Elijah Buell Jr., seconded the motion; Vic Adams accepted – motion carried.

Program Secretary Election: Denessa Mullins is Committee Secretary according to the SKCTC Program Advisory Guidelines.

Program Advisory Committee Guidelines 2014-2016: The committee was given a handout of the KCTCS Program Advisory Committees Policies and Procedures. Denessa review the purpose of the program advisory committee with the members. She also informed the members the committee meets once each semester.

Program Goals and Learning Domains: The committee was given a handout of the new Program Goals and Learning Domains. Denessa Mullins read each goal to the members and ask if they have any suggestions or if they approve the current goals. Vic Adams motioned to approve the current goals; Steve Robinson seconded motion – motion carried.

Accreditation Status and Review: The program is currently working on the SKCTC EMS-Paramedic Program Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) Letter of Review Self Study Report (LSSR) for submission. The plan is to submit the LSSR as soon as the minutes are approved. We are currently waiting KCTCS to release the funds that have to accompany the self-study.

Program Strengths: Denessa discussed the current program strengths:
• Adequate field and clinical internship sites to meet the needs of our students;
• Supportive Administration and Clinicians;
• A highly qualified Program Medical Director who will be able to help the students throughout the program;
• The program has adequate resources and equipment to meet program requirements;
• The program has adequate space for the didactic (lecture) instruction; and
• Southeast Kentucky Community and Technical College will hopefully have a collaboration with Hazard Community and Technical College if both college LSSR’s are approved.

The new paramedic check sheet and equipment list from Kentucky Bureau of Emergency Medical Services (KBEMS) was discussed to make sure we have all the equipment we will need for their site visit and if we would be able to share with other departments on some equipment.

Mike Good asked what the start date would be for the first class. Denessa explained hopefully the first class will begin this spring semester of 2016. It depends on whether or not CoAEMSP accepts the LSSR and issues a Letter of Review (LOR) for accreditation and if we are also approved by KBEMS after their site visit to go ahead and start the program.

Denessa Mullins advised the student’s classroom need to be located near an available computer lab because test and quizzes will be given on Blackboard or Platinum. Platinum is an Educational Group that delivers valid and reliable CoAEMSP compliant online testing, scheduling, skills tracking, and reports solutions with EMT testing and/or Platinum Planner.

Program Curriculum: The committee was given a handout of the program curriculum to review the order in which the courses would be instructed. Denessa Mullins informed the committee the program will be a certificate program and the length will be 20 months. She asked the committee to review the current curriculum and ask for comments or suggestions.

The committee reviewed the curriculum and wanted to know about eligibility for financial aid and if we could add an additional class to make the students full-time so that they would qualify for financial aid. Mike Good made a motion to accept the curriculum for now and Vic Adams seconded the motion, pending review of adding additional classes.

The committee also discussed what to pay the Programs Medical Director for working with the Paramedic Program. This issue will be addressed with the Medical Director and Program Administration in the near future. Great need for the program to meet the needs of the community and to maintain and expand existing paramedic services to the community.

Approval of Program Structure: Denessa Mullins distributed a copy of the SKCTC EMS-Paramedic Program Organizational Chart. The committee reviewed and approved the organizational chart will the possibility of adding additional program personnel.

Steve Robinson made a motion to approve the program structure; Vic Adams seconded the motion-structure approved.
**Additional Items for Discussion/ Suggestions:**

**Textbooks:** Denessa Mullins distributed a copy of the textbooks selected for the program. The committee reviewed the handout and approved the selection but was discussed how the students would buy the books all at once or would they buy them each semester and they also wanted Denessa Mullins to inquire about getting the students electronic books (E-Books).

**Admission Criteria:** The committee wanted to discuss the admission criteria for the program. Denessa Mullins informed the committee the program has to follow the College Rules of the Senate. Denessa explained that we were also looking at what the facilities requires of the students. The committee discussed getting the website and program flyers done and to go ahead and get pre-conference date set up for the month of May. Mike Good and Vic Adams brought up to look at the number of hours the student would have to attend class per day. Denessa Mullins advised them that the classes would have to be at least six hours per day. Denessa Mullins explained that the class would be two days a week.

**Fall Meeting:** Denessa Mullins thanked the members for attending the meeting and appreciate their support of the EMS-Paramedic Program. She informed the committee will be meeting in the fall semester pending scheduling.

**Adjournment:** Elijah Buell, Jr., motioned to adjourn; Steve Robinson seconded the motion. Motion carried-meeting adjourned.

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Recorded by: Denessa Mullins, EMS-Paramedic Program Coordinator

Approved for posting on website by: Denessa Mullins

Date: April 8, 2015