Program Proposal
Emergency Medical Services - Paramedic

Bluegrass Community and Technical College

December 2016
# Kentucky Community and Technical College System

## Proposal for Initiation of a New Degree/Diploma Program

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<th>Credential to be Awarded</th>
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<td>51.0904</td>
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[Signature]  
College President/CEO  
Date: 9-30-16
EXECUTIVE SUMMARY

Associate in Applied Science in Emergency Medical Services
Paramedic

Bluegrass 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

The proposed AAS in Emergency Medical Services (EMS) - Paramedic is fully consistent with the mission of Bluegrass Community and Technical College (BCTC) and it addresses multiple components of the college’s mission. Specifically, it will provide access to a high-quality career and technical program that will provide students the opportunity to acquire career-oriented, skill-based credentials. Additionally, it provides BCTC with opportunity to respond to workforce needs within the community and partner with local businesses to support that need. This will serve to promote economic vitality and quality of life in the region.

The Emergency Medical Services – Paramedic program provides a comprehensive course of study that prepares the graduate for licensure as a Paramedic (EMTP). The curriculum is structured based on the National EMS education Standards and regulations set forth by the Kentucky Board of Emergency Medical Services (KBEMS). The three-phase curriculum is designed to provide the student with the cognitive knowledge, psychomotor skills, and the affective behaviors necessary to competently perform as a Paramedic. The EMS - Paramedic Program prepares students to function in the emergency medical profession as a Paramedic in a variety of environments. Graduates primarily provide pre-hospital emergency care to acutely ill and/or injured individuals while working on an ambulance, mobile advanced life support unit, industrial on-site unit, fire department, emergency department, and other agencies. Students are required to hold current unrestricted certification as an EMT in Kentucky or hold current unrestricted certification with the National Registry EMT to be eligible for admission to the EMS - Paramedic Program.

The AAS in Emergency Medical Services – Paramedic also addresses statewide needs, both within the Kentucky and Community College System (KCTCS) and the Council on Postsecondary Education (CPE). Specifically to KCTCS, the program will increase student access to a postsecondary credential that provides marketable skills and family sustaining salaries in a career field that is in high demand.

The Emergency Medical Services – Paramedic program will respond to CPE’s statewide goals by addressing Policy Objectives 4 and 7. This program will provide a new pathway for adult learners to enroll and complete a postsecondary degree and credential. Additionally, the Emergency Medical Services – Paramedic program will respond to industry needs by partnering with local fire districts to build the trained workforce that they need.
B. **Program Quality and Student Success**

The student outcomes for Emergency Medical Services – Paramedic include both general education and technical education competencies. The general education competencies are designed to prepare students for twenty-first century challenges and specifically focus on biological sciences, oral communication skills, and information literacy. This combination provides students with the soft skills and knowledge base to be successful in an Emergency Medical Services – Paramedic environment.

The technical competencies for the AAS in Emergency Medical Services – Paramedic focus on courses that require students to demonstrate appropriate knowledge and understanding of the paramedic’s role in the health-care industry. Students will demonstrate a thorough knowledge and understanding of the duties and responsibilities of a paramedic, including standards of ethics governing practice.

C. **Program Demand/Unnecessary Duplication**

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. It is projected that Kentucky will need 6,189 EMS-Paramedic workers during this time-frame. 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. This growth in need for paramedics is much faster than the average for all occupations.

Additionally, the Kentucky Board of Emergency Medical Services (KBEMS) has stipulated that all EMS-Paramedic programs in Kentucky must become nationally accredited. The costs of required, mandatory accreditation for paramedic training has made in-house or historical courses of study virtually impossible. Once the Emergency Medical Services – Paramedic program is approved, BCTC and the Fire Commission will begin the accreditation process through the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). Program accreditation does not occur until the first program class is graduated.

Two focus groups have been conducted since 2014. 100 percent of participants were in favor of implementing the EMS - Paramedic degree and certificate options. The advisory council, community leaders, and practitioners project an immediate need for approximately twenty or more jobs in the BCTC Service Area. Focus group participants indicated that there is a desperate need for this program in Lexington to effectively meet workforce needs in central Kentucky because paramedics are not only employed in EMS field-service delivery, but are also utilized in the hospital setting more frequently. The level of care that can be delivered and the skills possessed by paramedics is more of the "norm" in modern-day EMS service delivery. Starting salary ranges are approximately $25,000.00 - $38,000.00 annually depending upon the size of the EMS service, size of the locale served and economic condition.

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

Costs for the Emergency Medical Services – Paramedic program include faculty salaries for one lead instructor and adjunct faculty, equipment and supplies, as well as accreditation fees.
As KCTCS is a partner with the Kentucky Fire Commission, the State Fire Rescue Training (SFRT) Area 15 will cover the cost of faculty salaries, equipment, supplies, instructional materials and accreditation fees for the Emergency Medical Services – Paramedic courses and program. BCTC will provide a physical location and laboratory facilities that will meet the accreditation standard.

E. Program Review and Assessment

Review of the Emergency Medical Services – Paramedic program and assessment of student learning outcomes will utilize the processes already established at BCTC for all technical programs. On an annual basis, each technical program participates in the program health review (PHR) process. One portion of the annual report focuses on quantitative data (enrollment, number of graduates, success on board exams, employment after graduation, etc.) while another portion of the PHR focuses on qualitative data (student evaluation of instruction, graduate surveys, employer surveys, program advisory committee surveys, etc.) All of these data are used by the program coordinator to assess the strengths and weaknesses of the program followed by development of a plan to address the identified weaknesses. The Assistant Dean, Dean of Academics, and Vice-President of Academics and Workforce development review the PHR and comment as needed. As with all other technical programs at BCTC, Emergency Medical Services – Paramedic will participate in the period program review process conducted by CPE.

In addition, the BCTC Emergency Medical Services – Paramedic AAS program will gain accreditation through Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). As an externally accredited educational program, The BCTC Emergency Medical Services – Paramedic program will be reviewed on a regular basis to ensure the learning outcomes meet the national standard.

F. Conclusion

The proposed Emergency Medical Services – Paramedic AAS program is consistent with the missions of the Kentucky Community and Technical College System and Bluegrass Community and Technical College. It also supports the strategic agenda and implementation plan of the Kentucky Council on Postsecondary Education. The curriculum has been approved by the system-level curriculum committee and supports the changing paramedic workforce needs of the Bluegrass region and Kentucky. This program will be a welcome addition to the choices offered to students at BCTC in a low-cost, student-friendly, collegiate environment.
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NEW PROGRAM REQUEST FORM

Bluegrass Community and Technical College
Institution Submitting Proposal

Associate in Applied Science
Emergency Medical Services – Paramedic
Degree Designation as on Diploma

Emergency Medical Services – Paramedic
Title of Proposed Degree Program

With tracks in:

___________________________________________
___________________________________________
___________________________________________

Diplomas/Certificates

Emergency Medical Services – Paramedic Certificate

___________________________________________
___________________________________________
___________________________________________

Intended Date of Implementation               Fall 2017
Evaluation Criteria

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.

Bluegrass Community and Technical College (BCTC) currently offers a certificate in Emergency Medical Technician. Although the college has been approved to provide the certificate in EMS – paramedic, that curriculum has never been offered in Lexington. BCTC's objective is to add the Associate of Applied Science Degree with certificate to include Emergency Medical Services – Paramedic at the Leestown Campus in Lexington. BCTC will follow the approved KCTCS curriculum offered at Ashland, Gateway, Jefferson, Madisonville, Owensboro, Somerset and West Kentucky. BCTC and the State Fire Commission will also seek national accreditation for this program.

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.

The Emergency Medical Services – Paramedic Program implementation is in response to a shortage of health care providers that is projected to become more acute in the coming years. This BCTC - Fire Commission program would be continuing to address and fulfill the needs of the health care industry. It is the very same shortage that has resulted in an expansion of the scope of service for those holding the EMT-Paramedic certification. Once limited to practice on the scene and in transit, paramedics may now work in clinical settings including hospitals, doctor’s offices, and industrial first aid stations, with a new expanded curriculum being driven by the national standards boards. Paramedics provide more extensive prehospital care than do EMTs. In addition to doing the tasks of EMTs, paramedics can give medication orally and intravenously, interpret electrocardiograms (EKGs), and use other monitors and complex equipment.
Additionally, the Kentucky Board of Emergency Medical Services (KBEMS) has stipulated that all EMS-Paramedic programs in Kentucky must become nationally accredited in order for students to sit for the licensure exam. The costs of required, mandatory accreditation for paramedic training has made in-house or historical courses of study virtually impossible.

Once the AAS program is approved, BCTC and the Fire Commission will begin the accreditation process through Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). Program accreditation does not occur until the first program class is graduated.

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

The AAS in Emergency Medical Services – Paramedic program objectives support the goal of advancing excellence and innovation in teaching, learning and service by preparing competent entry-level practitioners in psychomotor, cognitive and affective learning domains with critical thinking skills. BCTC 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. In addition, the objectives support the workforce development of the Commonwealth by adding trained, ready-to-work employees to the economy. This program provides a degree pathway whereby students may achieve a certificate, degree and preparation to transfer to a baccalaureate program.

BCTC’s mission:
Bluegrass Community and Technical College (BCTC) transforms the Bluegrass Region – one student at a time, one employer at a time, one community at a time.

With students at the heart of our mission, BCTC supports access, success, and completion of educational goals through comprehensive and responsive programs and services at campuses across the region and through distance learning. With strong partnerships and excellence in teaching and learning, BCTC:

- Provides a skilled workforce, through high-quality career and technical programs, workforce training, and continuing education.
- Prepares students to transfer for baccalaureate degrees, through general education and literacy and life skills development.

BCTC promotes regional economic vitality and quality of life through diversity and inclusion, cultural and global awareness, critical thinking, civic responsibility, professional competence and sustainability.

BCTC is a member college of the Kentucky Community and Technical College System and awards associate degrees, diplomas and certificates.
3. **Explain how the proposed program addresses the state’s postsecondary education strategic agenda. (Address all that apply.)**

The Kentucky Council on Postsecondary Educations’ Strategic Agenda for 2011-15, Stronger by Degrees, seeks to strengthen the Commonwealth. Of the four statewide policy objectives – college readiness; student success; research, economic and community development; and efficiency and innovation – two apply directly to the AAS in Emergency Medical Services – Paramedic program proposal.

AAS in Emergency Medical Services – Paramedic program will address Policy Objective 4, as listed below, in that it will maximize KCTCS’s role as a high quality, low-cost provider of postsecondary education and transfer opportunities. This program will increase high quality degree production and help close achievement gaps in the service region. It will also attract many adult learners who are seeking training and will provide living wage employment. The AAS in Emergency Medical Services – Paramedic program adds to the number of AAS options students have at BCTC.

**CPE Policy Objective 4:** Increase high-quality degree production and completion rates at all levels and close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students.

a. **Strategy 4.1:** Maximize KCTCS’ role as a high quality, low-cost provider of postsecondary education and transfer opportunities encouraging college access and success.

b. **Strategy 4.2:** Provide institution and student incentives to increase high-quality degree production and completion rates.

c. **Strategy 4.4:** Support new pathways for adult learners to enroll and complete postsecondary degrees and credentials.

The AAS in Emergency Medical Services – Paramedic program will also address Policy Objective 7, listed below, by responding to industry needs by partnering with Kentucky Fire Commission and local fire district entities to build the trained workforce that they need.

**CPE Policy Objective 7:** Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service and community outreach.

a. **Strategy 7.1 –** Strengthen and expand partnerships with business, industry, government, non-profit, and other education entities to meet Kentucky workforce and community needs.

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

The AAS in Emergency Medical Services – Paramedic program at BCTC will further the statewide implementation plan by helping to meet the need for high quality credentials that allow individuals to be successful in their work, life, and communities while at the same time helping to meet the statewide goal to increase degree production and educational attainment.

**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:** Credential will address general education competencies according to general education courses taken.

   Students should prepare for twenty-first 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:
a. 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.

b. Distinguish and use communication that is appropriate amongst health care practitioners, individuals, groups, and populations encountered in the emergency medical environment.

c. Interpret and analyze assessment findings to formulate clinical judgments regarding individuals requiring emergency intervention, their families, and defined populations across the life span.

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

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

f. 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.

g. 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.

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

i. Value continuous learning within the paramedic profession.

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 curriculum achieves the program-level student learning outcomes by providing the necessary knowledge and skills required to perform as a competent paramedic. This will serve to meet the workforce needs of local and state employers of paramedics and have a positive impact on additional opportunities for job growth in this field. Specific learning outcomes are linked with the EMS-Paramedic curriculum below.

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 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.

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 will participate in written, hands-on skills tests and clinical practice criteria that reflect coverage of course objectives that are already established in the curriculum and required by state and national accreditation standards boards.

Higher standards are required for paramedic graduates to be eligible to take the National Registry of Emergency Medial Technician’s Paramedic Exam which is currently the Kentucky Board of Emergency Medical Services licensure exam.

3. **Highlight any distinctive qualities of this proposed program.**

The Emergency Medical Services – Paramedic program provides a comprehensive course of study that prepares the graduate for licensure as a Paramedic (EMT-P). The curriculum is structured based on the National EMS education standards and regulations set forth by the Kentucky Board of Emergency Medical Services. The three-phase curriculum is designed to provide the student with the cognitive knowledge, psychomotor skills, and the affective behaviors necessary to competently perform as a Paramedic. The EMS-Paramedic Program prepares students to function in the emergency medical profession as a Paramedic in a variety of environments. Graduates primarily provide pre-hospital emergency care to acutely ill and/or injured individuals while working on an ambulance, mobile advanced life support unit, industrial on-site unit, fire department, emergency department, and other agencies.

4. **Will this program replace any existing program(s) or tracks within an existing program?**
Yes – The addition of the AAS Degree option will enhance the existing certificate option in Emergency Medical Services – Paramedic by allowing students to take advantage of a higher level certificate to degree pathway.

5. Include the projected faculty/student in major ratio.
   1:15

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.

The new Paramedic program will require accreditation from the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). Once the program is approved, BCTC and the Fire Commission will begin the accreditation process through CoAEMSP. Program accreditation does not occur until the first program class is graduated.

7. Attach SACS Faculty Roster Form.
   See Appendix A

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

BCTC’s library has peer-reviewed journal articles and some monographs in emergency medicine, as well as a complete collection of allied health and nursing materials. Plans are in place to expand our collection of paramedic monographs to supplement the core collection so that all reasonable needs of an Emergency Medical Services – Paramedic program are met. Additionally, BCTC’s library has a large suite of electronic databases, which have more than 900 paramedic related peer-reviewed journal articles, and more than 2000 full-text articles about emergency medical services. Databases and electronic books are available to all students 24/7 from wherever they have access to the Internet. The BCTC library currently employs 4 full-time librarians, 1.5 full-time staff, 1 full-time temporary staff, and roughly 4 FTE student workers to operate physical libraries on two campuses, and provide Internet services to all campuses.

Instruction on use of library materials:
For instruction on use of this vast array of library resources, students may access web-based information for help on any number of questions. Reference services from librarians are specifically available through the Ask a Librarian link on the college website or by calling the Learning Resource Center.

On the Learning Resource Center homepage, the Help section lists links for How do I…?, Research Guide, Ask A Librarian, Citation Guides, EZProxy Help, Library Forms, Subject Guides, and Faculty Guide. Other links such as LibGuides provide direction for specific assignments and topics. There is information to assist students in:

- The use of databases.
Finding electronic resources such as e-books and full-text popular and academic e-journals.
- Writing and formatting papers.
- Use subject specific guides.
- Finding material specific to assignments and topics.
- Access to a librarian through email and phone.

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

BCTC has adequate classroom and laboratory space to house the Paramedic program at the Leestown Campus. The program will be located in Building A, Room 237. The Paramedic program will share a fully functional laboratory with the practical nursing program. EMS-Paramedic classes will be offered in late afternoons, evenings, and weekends to avoid conflict with nursing classes and to meet working students schedule needs. Funds have been allocated from the Kentucky Fire Commission to purchase additional equipment and supplies for the new AAS program.

There is sufficient parking for employees and students at the Leestown Campus and the facility is ADA compliant.

There will be minimal impact to existing programs as this new program will be an expansion of the existing EMT certificate program at BCTC.

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

The Emergency Medical Services – Paramedic AAS program will follow KCTCS’ rules for admission and retention as outlined in the 2016-17 Senate Rules and below.

3.12 **Emergency Medical Services – Paramedic**

3.12.1 **System Guidelines for Enrollment**

Enrollment in the Emergency Medical Services (EMS) Program may be limited because of available clinical sites, faculty and financial resources at the college.

**Technical Standards**

The paramedic is involved in the direct care of individuals in emergency situations, which necessitate the application of verified knowledge and the competent performance of out-of-hospital emergency skill sets. All students should possess sufficient:
1. critical thinking and problem solving skills to apply the principles of theory to making independent judgments regarding the care and management of patients;

2. degree of numerical skill to compute drug dosages, equipment usage and patient size;

3. spatial aptitude as is required to visualize anatomic positions and the relationship between the point of application of forces and the area affected and to place treatment devices or administer manual treatment in relationship to the affected body part;

4. visual acuity and color discrimination such as is needed in the accurate preparation and administration of medications; for the observation necessary for patient assessment and management; and to make comparisons and discriminations and see slight differences in shapes and shading of figures and widths and lengths of lines as in EKG interpretation;

5. auditory perception to receive verbal communication from patients and members of the health team and to assess health needs of people through the use of monitoring devices such as cardiac monitor, stethoscopes, intravenous infusion pumps, fire alarms, etc.;

6. gross and fine motor coordination to respond promptly and accurately and to implement the skills, including the manipulation of equipment and the patient, that is required in meeting health needs related to paramedicine;

7. body strength and agility to move in a rapid manner; lift and carry patients and/or equipment weighing a minimum of 100 pounds – more with a partner; climb, balance, stoop, kneel, crouch, crawl and reach as necessary to deliver emergency patient care;

8. flexibility to work in extreme conditions such as inclement weather, high noise levels, proximity to moving mechanical parts, all environmental and atmospheric conditions, heights, small spaces, crowds, with violators of the law; and

9. communication skills (speech, reading, writing) to interact appropriately and therapeutically with all individuals and to communicate their needs promptly and effectively, as may be necessary in the patient’s interest.

In addition to other qualifications, the college will, in compliance with KCTCS regulations, and in the manner and to the extent permitted by law, endeavor to provide opportunities to all students in order to promote diversity among the student population in the Emergency Medical Services program.
Selection of students for the Emergency Medical Services – Paramedic Program will be made by the President of the College or the President’s designee, after considering the recommendations of an EMS/ Paramedic Admissions Committee, which is to be appointed for this purpose. Membership on this committee shall be from the college as follows:

EMS – Paramedic Program Coordinator;
EMS – Paramedic Program Faculty Member (optional); and
Three faculty members at-large selected from the following: Counselor, General Education Faculty, Allied Health Faculty, Advisory Board Member, State Fire & Rescue Training Area Coordinator or their designee.

To be considered for admission to the EMS – Paramedic Program, each applicant must submit the following documents for the fall session by the program deadline established at each college:

1. enrollment in the KCTCS college;
2. 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;
3. current unrestricted state EMT (Emergency Medical Technician) certification or National Registry validation indicating successful completion of the National Registry process;
4. evidence of meeting the current guidelines as set forth by the Kentucky Board of Emergency Medical Services;
5. evidence of completion (or plan to complete) of all academic prerequisite courses;
6. letter of intent to pursue enrollment in the EMS – Paramedic Program; and
7. evidence of attendance at a mandatory EMS – Paramedic Program preadmission conference with the program coordinator or designee.

Exceptions to the college’s deadline submission date can be granted by the President of the college after consultation with the program coordinator. Application completion is not a guarantee of admission to the program.

Preference Maybe Given to:

1. Applicants who are employed as an EMT at a licensed advanced life support ambulance service or emergency department;
2. Applicants who are Kentucky residents;

3. Applicants with an ACT composite score of 20 or above or its equivalent on the COMPASS exam and other measurement parameters as determined by the individual college;

4. Applicants who have completed 12 or more credit hours in the approved curriculum with a “C” or better in all prerequisite courses;

5. Applicants who have a cumulative GPA of 3.0 or higher from any regionally accredited college; or

6. Applicants who have completed all general education and supportive courses in the approved curriculum.

**Readmission**

A student may be readmitted to the EMS/Paramedic Program one (1) time unless the EMS/Paramedic Admissions Committee recommends readmission a second time; there is no third readmission. The student must furnish sufficient evidence of remedial study, additional preparation or resolution of factors contributing to unsuccessful program completion. Readmission to the program will be dependent upon the following:

1. Request for readmission is submitted at least one month prior to the beginning of the semester and must meet the following criteria:
   
   a. request must be written and addressed to the program coordinator;
   b. must present evidence to justify readmission;
   c. meet current curriculum guidelines; and
   d. have completed all general education and supportive courses within the curriculum.

2. sufficient available program resources, i.e. faculty, lab and clinical space; and

3. if more than one (1) semester has elapsed since enrollment in a program course, the student must successfully complete a written and skill proficiency examination to ensure competency at the level of re-entry into the program.

Application for admission is not a guarantee of readmission to the program.

**Transfer**

Applicants or enrolled students who desire to transfer from one KCTCS EMS – Paramedic Program to another, or from another Paramedic Program outside of KCTCS:
1. must meet all admission requirements of the receiving institution;

2. must submit an official transcript (if not KCTCS institution) for evaluation by the program coordinator and/or EMS/Paramedic Admissions Committee;

3. must submit a written request to the program coordinator stating anticipated entry date and reason for transfer to the program of the receiving institution;

4. must have the program coordinator from the program previously attended submit a letter of recommendation to the receiving institution;

5. may be awarded transfer credit if the sequence and course content parallel those courses offered by the receiving institution; and

6. may be required to meet re-admission standards if deemed necessary by the program faculty and/or admission committee.

If more than two (2) semesters or one (1) year has elapsed since enrollment in a Paramedic Program, the applicant must repeat all courses at the receiving institution.

Acceptance of any transfer student will be dependent upon available resources.

Applicants desiring to transfer from a Paramedic Program:

1. should apply at least two (2) months prior to the beginning of the semester in which they wish to enroll;

2. may be awarded transfer credit if the sequence and course content parallel those courses required in the KCTCS EMS – Paramedic curriculum; determination to be made by the program coordinator of the receiving institution;

3. may be awarded transfer credit if the sequence and course content do not parallel those courses required in the paramedic program under the following condition(s):
   a. only after evaluation of transcripts and course syllabi by the Paramedic program coordinator, registrar, and/or EMS-Paramedic Admissions Committee; and
   b. after successful completion of a special examination or additional course(s) deemed necessary by the program coordinator and/or EMS/Paramedic Admissions Committee in order to enter or complete the program.

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

The requirements for the AAS Emergency Medical Services – Paramedic include successful completion of 16-19 general education credit hours in Area I and Area II,
5-6 credits of guided electives, as well as, 42 credit hours in technical education. The total credit hours required to compete this AAS degree is 63-67 hours.

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 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.

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 will participate in written, hands-on skills tests and clinical practice criteria that reflect coverage of course objectives that are already established in the curriculum and required by state and national accreditation standards boards.

After successful completion of the program, student will be eligible to sit for the certification exam through Kentucky Emergency Medical Technicians Certification and/or the National Registry of Emergency Medical Technicians.

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 credit hours |
| Number of hours in general education: | 16-19 credit hours |
| Number of hours in degree program core: | 42 credit hours |
| Number of hours in track: | N/A |
| Number of hours in guided electives: | 5-6 credit hours |
| Number of hours in free electives: | 0 credit hours |
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.

As part of the Kentucky Community and Technical College System, Bluegrass Community and Technical College works closely with other Kentucky public universities to successfully transfer students to four-year degree programs. Due to geographic location and degree availability, it is anticipated that BCTC paramedic students would move to Eastern Kentucky University if they decided to pursue a Bachelor’s degree in Paramedic Science. With the current transfer agreements, 36 credits of the AAS have been evaluated and will transfer directly to EKU. BCTC will work with EKU to complete remaining course equivalencies and encourage students seeking transfer to also get an Associate in Science or Arts degree to facilitate general education course transfer.

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 to your college?</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 135</td>
<td>Basic Anatomy &amp; Physiology with Lab OR</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.</td>
<td>4</td>
<td>N</td>
</tr>
<tr>
<td>BIO 137</td>
<td>Human Anatomy &amp; Physiology I AND</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.</td>
<td>(4)</td>
<td>N</td>
</tr>
<tr>
<td>BIO 139</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>The second semester continues the study of the interrelationships of organ systems, including the endocrine, reproductive, cardiovascular, lymphatic, digestive, respiratory, and urinary systems.</td>
<td>4</td>
<td>N</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Writing I</td>
<td>Focuses on academic writing. Provides instruction in drafting and</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>Core Courses</td>
<td>Prefix &amp; Number</td>
<td>Course Title</td>
<td>Course Description</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------</td>
<td>--------------</td>
<td>--------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>EMS 200</td>
<td>Intro to Paramedicine</td>
<td>Integrates comprehensive knowledge of EMS Systems including: safety and wellness,</td>
<td>4</td>
<td>Y</td>
</tr>
</tbody>
</table>
communications, medical/legal issues, life span parameters, public health, medical terminology, pathophysiology, anatomy and physiology, critical thinking, and physical assessment and research to improve the health and well-being of individuals.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 210</td>
<td>Emergency Pharmacology</td>
<td>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 including 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 legal behaviors.</td>
<td>3</td>
<td>Y</td>
</tr>
<tr>
<td>EMS 211</td>
<td>Fundamentals Lab</td>
<td>Encourages both an individual and group approach to simulated patient care in the laboratory setting. Includes fundamental skill sets such as patient assessment, airway and ventilation, and IV and fluid therapy.</td>
<td>2</td>
<td>Y</td>
</tr>
<tr>
<td>EMS 215</td>
<td>Clinical Experience I</td>
<td>Applies didactic knowledge, psychomotor skills, and laboratory instruction with the realities of patient care in the hospital and field setting. Includes supervision 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 ambulance and field setting and the emergency department.</td>
<td>1</td>
<td>Y</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------------</td>
</tr>
<tr>
<td>EMS 220</td>
<td>Cardiovascular Emergencies</td>
<td>Provides a detailed study of cardiovascular emergencies and the assessment and management of patients requiring critical intervention. Includes anatomy and physiology, medical terminology, pathophysiology related to cardiac crisis, arrhythmia recognition and 12-lead ECG for field diagnosis, as well as pharmacological and electrical interventions.</td>
<td>3</td>
<td>Y</td>
</tr>
<tr>
<td>EMS 221</td>
<td>Cardiac &amp; Trauma Lab</td>
<td>Designed to encourage both an individual and group approach to simulated patient care in the laboratory setting. Includes fundamental skill sets and the addition of cardiovascular and trauma emergency patient care and management.</td>
<td>1</td>
<td>Y</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.</td>
<td>4</td>
<td>Y</td>
</tr>
<tr>
<td>EMS 225</td>
<td>Clinical Experience II</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 with a focus on the emergency department, operating room, and respiratory care.</td>
<td>1</td>
<td>Y</td>
</tr>
<tr>
<td>EMS 270</td>
<td>EMS Operations</td>
<td>Provides knowledge necessary to safely manage multi-casualty</td>
<td>1</td>
<td>Y</td>
</tr>
</tbody>
</table>
incidents and rescue situations, utilize air medical resources, identify hazardous materials, perform vehicle extrication, and minimize the associated risks related to terrorism and disaster.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Units</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS 240</td>
<td>Medical Emergencies I</td>
<td>Provides an understanding of the anatomic structures, physiology, and pathophysiology 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.</td>
<td>3</td>
<td>Y</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.</td>
<td>3</td>
<td>Y</td>
</tr>
<tr>
<td>EMS 260</td>
<td>Special Populations</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.</td>
<td>3</td>
<td>Y</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.</td>
<td>1</td>
<td>Y</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
<td>Offered</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</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, obstetric unit, mental health facility, and pediatric units.</td>
<td>2</td>
<td>Y</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.</td>
<td>1</td>
<td>Y</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.</td>
<td>6</td>
<td>Y</td>
</tr>
<tr>
<td>AHS 201</td>
<td>Management Principles for Health Care 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</td>
<td>3</td>
<td>Y</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.

Some lecture courses may be provided using distance learning methods, to include web enhanced and fully online to increase course flexibility for working adult students. The Emergency Medical Services – Paramedic AAS program is a 2-year program to include a two 16-week fall sessions and two 16-week spring sessions. Courses will be offered on campus as well as at regional fire department and hospital sites to accommodate clinical needs. Accelerated course options are available for general education courses. As a selective admissions program, students will be admitted annually as a cohort group.
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.

   a. Provide evidence of student demand within your area of geographic responsibility as well as the state and national levels.

   Potential student demand for an Emergency Medical Services – Paramedic program at BCTC was extrapolated from data contained in the report of Academic Pathways of BCTC Students Enrolled in Fall 2015. Below is a list of unduplicated list of potential program students identified by academic pathway or major.

   - Allied Health – 90 students
   - BIO and CHE – 85 students
   - Life / Natural Sciences – 13 students
   - Pre-Nursing, Medicine, Allied Health – 806
   - Associate in Science – 1200

   BCTC has six selective admissions health programs that cannot meet the student demand. Currently, there are 136 BCTC students on the waiting lists for health programs that would be eligible to apply for the paramedic program based on the prerequisite course work for nursing (PN and ADN), dental hygiene, radiography, respiratory, and surgical technology. The University of Kentucky Physician’s Assistant program is also encouraging students to become a paramedic or medical assistant prior to application to its program.

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

   As listed above, the applicant pool of BCTC students will be utilized as well as the pool of Emergency Medical Technician incumbent workers. BCTC will work closely with the Fire Commission / State Fire Rescue Training (SFRT) #5 to reach out to area fire districts and recruit currently licensed EMTs to the program. In
the Fall 2016 semester, BCTC has 22 students enrolled in the Emergency Medical Technician Program. This cohort will be recruited to continue to Paramedic in the spring 2017 semester.

c. Describe the student recruitment and selection process.

Recruitment activities will be conducted by the Kentucky Fire Commission and the BCTC Admissions Office, to include mailings, email and other forms of marketing along with information provided during orientation and advising. The selection process will involve applying to BCTC as well as a separate application to the Paramedic Program. All BCTC enrollment requirements must be met prior to enrolling the Paramedic program. Pre-requisite program courses include college-level English, math and science. Therefore, all paramedic students will have placed out of transitional studies courses prior to entering the program. Students will be required to meet the selective admissions requirements as outlined earlier.

d. Identify the primary feeders for the program.

Incumbent health care workers, Emergency Medical Technicians (EMTs) and current BCTC students who have expressed interest in health care related program plans.

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

BCTC plans to enroll 15 students within the first academic year and would seek to enroll 15 in subsequent years.

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>2016-2017</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>2017-2018</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>2018-2019</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>2019-2020</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>2020-2021</td>
<td>30</td>
<td>15</td>
</tr>
</tbody>
</table>

2. 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.

BCTC and Kentucky Fire Commission SFRT Area 15 were contacted by local fire departments, including the Lexington Fire department, to discuss the critical need for an accredited paramedic program in the central Kentucky area. (Appendix C, letters of support). Kentucky Board of Emergency Medical Services (KBEMS) has stipulated that all EMS-Paramedic programs in Kentucky must become nationally accredited in order for students to sit for the licensure exam. The costs of required, mandatory accreditation for paramedic training has made in-house or historical courses of study virtually impossible. The local fire departments requested that the Kentucky Fire Commission and BCTC expand current course offerings to produce graduates that can sit for the paramedic licensure exam. The number of students graduating from Eastern Kentucky University is not meeting the need for paramedics in central Kentucky. The Lexington Division of Fire and Emergency Services only trains hired Lexington Firefighters to be paramedics. Collectively, the current programs cannot meet the demand for paramedics from other counties around central Kentucky. Lexington Division of Fire and Emergency services is in support of adding the EMS-Paramedic program at BCTC on a Lexington Campus. SRFT Area 15 will be working closely with the Lexington Fire Department in establishing the new AAS program. It was also noted that due to the stressful nature of this job, turnover is extremely high. The University of Kentucky is just one hospital in the region that is now recruiting paramedics for use in the hospital setting. Hospital recruitment is shrinking the available pool of paramedics for Emergency Medical Services and offers a higher wage than most EMS services can afford.

Employment Projections for Bluegrass ADD:

<table>
<thead>
<tr>
<th>SOC Title</th>
<th>Estimated Annual Openings</th>
<th>2010* Employment</th>
<th>2020* Projected Employment</th>
<th>Average Wage (2014)</th>
<th>Annual Avg. % Change</th>
<th>Projected Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMT’s &amp; Paramedics</td>
<td>27</td>
<td>574</td>
<td>722</td>
<td>$30,224</td>
<td>+2.3%</td>
<td>Faster than Average</td>
</tr>
</tbody>
</table>

Source: Workforce Kentucky, Kentucky Labor Market Information (kylmi.ky.gov)
Wage data source: Occupational Employment Statistics and Wages Program
Annual openings source: Labor Market Statistics, Occupational Employment Projections Unit
Bluegrass ADD data and projections are older than Kentucky data.

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 in Kentucky.

Employment Projections for Kentucky:
c. 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.

According to the US Bureau of Labor Statistics, Occupational Outlook Handbook, which includes 2014 national outlook data, EMTs and Paramedics employment is projected to grow 24% from 2014-2024, much faster than the average for all occupations. Emergencies, such as car crashes, natural disasters, and acts of violence, will continue to create demand for EMTs and paramedics. The national median 2015 pay is $31,980 per year or $15.38 per hour. Post-secondary education and license are required for EMS-Paramedic in all 50 states.

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

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 Kentucky Board of Emergency Medical Services (KBEMS) has stipulated that all EMS-Paramedic programs in Kentucky must become nationally accredited in order for students to sit for the licensure exam.

4. 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 duplicative 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.

EMS-Paramedic in SREB states (Source: Commission on Accreditation of Allied Health Education Programs http://www.caahep.org/Find-An-Accredited-Program/)

Alabama: Alabama Fire College
Bevill State Community College
Calhoun Community College
Faulkner State Community College
Gadsden State Community College
H. Councill Trenholm State Community College
Jefferson State Community College
Lurleen B Wallace Community College
Northeast Alabama Community College
Northwest-Shoals Community College
Southern Union State Community College
University of South Alabama
Wallace Community College
Wallace State Community College

Arkansas:
Arkansas Northeastern College
Arkansas State University - Beebe
Arkansas State University – Mountain Home
Arkansas Tech University
Black River Technical College
East Arkansas Community College
National Park College
North Arkansas College
Northwest Arkansas Community College
South Arkansas Community College
Southeast Arkansas College
University of Arkansas at Monticello
University of Arkansas Community College at Hope
University of Arkansas Community College Batesville
University of Arkansas for Medical Sciences – Little Rock

Delaware:
Delaware Technical and Community College – Terry Campus

Florida:
Broward College
City College – Altamonte Springs
City College – Gainesville
City College – Miami
College of Central Florida
Daytona State College
Eastern Florida State College
First Coast Technical College
Florida Gateway College
Florida Southwestern State College
Florida State College at Jacksonville
Gulf Coast State College
Hillsborough Community College
Indian River State College
Lake Technical College
Manatee Technical College
Miami Dade College
Northwest Florida state College
Palm Beach State College
Pasco-Hernando State College
Pensacola State College
Polk State College
Santa Fe College
Seminole State College
South Florida State College
St. Petersburg College
Suncoast Technical College
Tallahassee Community College
Valencia College

Georgia:
Albany Technical College
Athens Technical College
Central Georgia technical College
Chattahoochee Technical College
Darton Sate College
Fortis College – Smyrna
Georgia Northwestern Technical College – Rome
Georgia Piedmont Technical College
Grady Health System
Gwinnet County Fire and Emergency Services
Gwinnett Technical College
Henry County Fire Department
Lanier Technical College – Oakland
Southern Crescent Technical College
Southern Regional Technical College
West Georgia Regional Emergency Education Coalition
Wiregrass Georgia Technical College

Kentucky:
Ashland Community and Technical College
Eastern Kentucky University
Lexington Division of Fire and Emergency Services
Owensboro Community and Technical College

Louisiana:
Bossier Parish Community College
Delgado Community College
South Louisiana Community College

Maryland:
Anne Arundel Community college
Cecil College
Chesapeake College
College of Southern Maryland
Community College of Baltimore County – Essex Campus
Garrett College
Hagerstown Community College
Howard Community College
Montgomery County Fire Rescue Training Academy
Prince George’s Community College
Wor-Wic Community College
Mississippi: East Central; Community College
East Mississippi Community College
Hinds Community College – Jackson
Holmes Community College
Itawamba Community College
JONES County Junior College
Meridian Community College
Mississippi Gulf Coast Community College
Northwest Mississippi Community College
North Carolina: Asheville-Buncombe Technical Community College
Blue Ridge Community College
Catawba Valley Community College
Central Piedmont Community College
Cleveland Community College
Fayetteville Technical Community College
Gaston College
Guilford Technical Community College
Joint Special Operations Medical Training Center – Fort Bragg
Lenoir Community College
Piedmont Community College
Southwestern Community College - Sylvia
Oklahoma: Cherokee Nation EMS
Eastern Oklahoma County Technology Center
Gordon Cooper technology Center
Great Plains Technology Center
Kiamichi Technology Center
Oklahoma City Community College
Oklahoma State University – Oklahoma City
Redlands Community College
Rogers State University
Tulsa Technology Center
South Carolina: Greenville Technical College
Horry Georgetown Technical College
Low Country Regional EMS
Pee Dee Regional EMS
SC Midlands EMS Management Association
Spartanburg Community College
Trident Technical College
Tennessee: Chattanooga State Community college
City of Memphis Division of Fire Services
Columbia State Community College
Dyersburg State Community College
Jackson state Community College
Northeast State Community College
Roane State Community College
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.**

The proposed program will use the existing KCTCS Curriculum for Emergency Medical Services – Paramedic, as used by Ashland Community and Technical College, Gateway Community and Technical College, Hopkinsville Community College, Hazard Community and Technical College, Jefferson Community and Technical College, Madisonville Community and Technical College, Owensboro Community and Technical College, Somerset Community and Technical College and Western Kentucky Community and Technical College.

Paramedic is a Bachelor’s degree at EKU with an AAS and certificate in paramedicine. Adding the AAS program at BCTC will increase access opportunity for students with a lower cost tuition.

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.**

BCTC serves a different geographic area in Kentucky, and will serve a different student population than similar programs in the state.

d. **Is access to existing programs limited? If yes, please explain.**
Enrollment in all KCTCS EMS-Paramedic programs is based on selective admissions. As noted by the workforce focus group, there is a great demand for paramedics in central Kentucky due to a concentrated population and Lexington being one of the healthcare hubs of the state.

e. **Is there excess demand for existing similar programs? If yes, please explain.**
No, in the Fall 2016 semester there are six KCTCS colleges offering paramedic courses. Only Gateway is exceeding capacity.

f. **Is there collaboration between the proposed program and existing programs?**
Yes. This program will share space and skills labs with the nursing program on the BCTC Leestown campus. The BCTC program will be collaborating with other KCTCS paramedic programs on curriculum improvements and resource sharing to prepare students for the National Registry of Paramedics Exam. Joint ventures in skill training and ancillary courses such as Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), and Basic Trauma Life Support (BTLS) are feasible with other allied health programs.
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. Due to the partnership with the Kentucky Fire Commission the faculty salary, professional development, equipment and supplies will be covered by the Kentucky Fire Commission and State Fire Rescue Training Area 15 budgets. BCTC will cover any additional building infrastructure maintenance, library purchases and IT support. The 95% of tuition generated from EMS courses will go to the Kentucky Fire Commission. BCTC will retain the tuition from general education courses that are prerequisites and AAS required.

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

   Yes. This program will increase the need for general education courses required for completion of the AAS. Additionally, it will attract students that are pending acceptance into Allied Health and Nursing programs. This program also has the potential to attract incumbent workers employed at the health care sites within the region. Courses taught by the Fire Commission are currently housed in the Allied Health and Natural Sciences Division and share space with Nursing at the Leestown Campus. Scheduling the paramedic classes in the evening and weekend will better utilize state facilities.

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

   Calculation of the return on investment for the EMS- Paramedic program is positive. Projected revenue from tuition and fees for 15 student cohorts is projected to be greater than $100,000 annually.

   The social return on investment and economic impact on the region should be considered as well. The benefit of an additional career pathway that leads to family sustaining job in a high need sector impacts both the individual and regional economy positively.

Cost/Funding Explanation

The funding sources and breakdown of budget expenses/requirements are located in Appendix B – New Program Budget Calculation Sheet.
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.

Review of the paramedic program and assessment of student learning outcomes will utilize processes already established at BCTC for all technical programs. On an annual basis, each technical program participates in the program health review (PHR) process. One portion of the annual report focuses on quantitative data (enrollment, number of graduates, success on board exams, employment after graduation, etc.) while another portion of the PHR focuses on qualitative data (student evaluation of instruction, graduate surveys, employer surveys, program advisory committee surveys, etc.). All of these data are used by the program coordinator to assess the strengths and weaknesses of the program followed by development of a plan to address the identified weaknesses. The assistant dean/division chair, dean of academics, and VP of Academics and Workforce Development review the PHR and comment as needed. As with all other technical programs at BCTC, EMS - Paramedic will participate in the period program review process conducted by CPE.

In addition, the BCTC EMS- Paramedic program will gain accreditation from the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). As an accredited educational program, the BCTC paramedic program will be reviewed on a regular basis to ensure the learning outcomes meet the national standard.

1. For each assessment method, please provide indicators of achievement and frequency of data collection:
   a. Which components will be evaluated?

<table>
<thead>
<tr>
<th>Student Evaluations of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which components will be evaluated?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Review for Council on Postsecondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which components will be evaluated?</td>
</tr>
</tbody>
</table>
education strategic implementation plan, student learning outcomes, external awards or recognition of students, faculty, or program, average actual time to degree, average actual credit to degree, advisory board feedback, graduate info on employment, credit hour production by program and by faculty, degrees conferred, enrollment, extramural funding.

### b. When will the components be evaluated?

<table>
<thead>
<tr>
<th><strong>Student Evaluations of Instruction</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When will the components be evaluated?</td>
<td>Every course is evaluated every semester.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Program Review for Council on Postsecondary Education</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When will the components be evaluated?</td>
<td>Every 5 years (CPE cycle). Data will be reported for the five years prior to cycle date.</td>
</tr>
</tbody>
</table>

### c. When will the data be collected?

<table>
<thead>
<tr>
<th><strong>Student Evaluations of Instruction</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When will the data be collected?</td>
<td>Course evaluations are open during two weeks prior to the last day of class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Program Review for Council on Postsecondary Education</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When will the data be collected?</td>
<td>Institutional data (time, credits, enrollment, and degrees) is collected on an ongoing basis. Student Learning Outcomes are documented annually in BCTC Assessment, Improvement, Measurement (AIM) system. Extramural funding is documented in college budget on an ongoing basis.</td>
</tr>
</tbody>
</table>
### d. How will the data be collected?

<table>
<thead>
<tr>
<th><strong>Student Evaluations of Instruction</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How will the data be collected?</td>
<td>Course evaluations are delivered online through BCTC. Students are able to log in and evaluate only the classes in which they are currently enrolled.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Program Review for Council on Postsecondary Education</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How will the data be collected?</td>
<td>Institutional data will be collected through the KCTCS Peoplesoft and DSS systems. Program coordinator maintains information on awards/recognition and advisory board minutes. BCTC Business Office maintains funding records.</td>
</tr>
</tbody>
</table>

### e. What will be the benchmarks to be achieved?

<table>
<thead>
<tr>
<th><strong>Student Evaluations of Instruction</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What will be the benchmarks to be achieved?</td>
<td>No current benchmarks are available. This will be developed over time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Program Review for Council on Postsecondary Education</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What will be the benchmarks to be achieved?</td>
<td>Program review data is compared with similar programs throughout the state who submit reviews in the same cycle. Benchmarks may be determined based on these comparisons.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>Student Evaluations of Instruction</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What individuals or groups will be responsible for data collection?</td>
<td>The Faculty Performance Review Committee oversees the process. IPRE compiles lists of</td>
</tr>
</tbody>
</table>
courses, instructors, students, and contact information. IT department puts evaluation tool online and loads faculty and student names and permissions. IPRE communicates with faculty and students when course evaluations are open and closed. IT maintains evaluation results and assigns permissions for viewing.

<table>
<thead>
<tr>
<th>Program Review for Council on Postsecondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What individuals or groups will be responsible for data collection?</strong></td>
</tr>
<tr>
<td>KCTCS and BCTC staff collect institutional data. Assessment Coordinator collects student learning outcomes data. Program coordinator collects advisory board minutes and awards/ recognition.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Evaluations of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How will the data and findings be shared with faculty?</strong></td>
</tr>
<tr>
<td>As determined by Faculty Performance Review Committee, results can be viewed by Assistant Deans and coordinators and others as assigned. Evaluations cannot be viewed until after all grades are entered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Review for Council on Postsecondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How will the data and findings be shared with faculty?</strong></td>
</tr>
<tr>
<td>Faculty participate in compiling the CPE program review document. Faculty participate in developing student learning outcomes.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Evaluations of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How will the data be used for making programmatic improvements?</strong></td>
</tr>
<tr>
<td>The faculty being evaluated and the Assistant Dean of the area will work together to address the need for improving the program based on results from evaluations.</td>
</tr>
</tbody>
</table>
2. What are the measures of teaching effectiveness?

Student learning outcomes will be used to measure teaching effectiveness.

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

Each year the program will evaluate if goals were achieved for the academic year, evaluate the need to renew goals, and develop new goals based on the results from the academic year.

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

As part of CPE program review, graduate surveys will be administered to gather information about employment, including employment related to the field of study.
Appendix A

SACS Faculty Roster
**Faculty Roster Form**

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

Name of Institution: Bluegrass Community and Technical College

Name of Primary Department, Academic Program, or Discipline: Paramedic

<table>
<thead>
<tr>
<th>Academic Term(s) Included</th>
<th>Fall and Spring</th>
<th>Date Form Completed: 9/12/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>NAME (F, P)</td>
<td>COURSES TAUGHT</td>
<td>ACADEMIC DEGREES &amp; COURSEWORK</td>
</tr>
<tr>
<td></td>
<td>Including Term, Course Number &amp; Title, Credit Hours (D, UN, UT, G)</td>
<td>Relevant to Courses Taught, Including Institution &amp; Major</td>
</tr>
<tr>
<td>Freyman, Leslie H. (P)</td>
<td>Fall 2017</td>
<td>Fall 2017 Introduction to Paramedicine, 4,(UN)</td>
</tr>
<tr>
<td></td>
<td>Spring 2018</td>
<td>EMS 220 Cardiovascular Emergencies, 3 (UN)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EMS 221 Cardiac &amp; Trauma Lab, 1, (UN)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EMS 225 Clinical Experience II, 1, (UN)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2018 EMS 240 Medical Emergencies I, 3,(UN)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Courses and Credits</td>
<td>Notes</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Davenport, Sean (P)</strong></td>
<td><strong>Spring 2019</strong></td>
<td></td>
</tr>
</tbody>
</table>
EMS 250 Medical Emergencies II, 3, (UN)  
EMS 275 Seminar in Advanced Life Support, 1 (UN)  
EMS 285 Field Internship, 5, (UN)  
**Fall 2017** |  
EMS 211 Fundamentals Lab, 2 (UN)  
EMS 215 Clinical Experience I, 1 (UN)  
**Spring 2018** |  
EMS 230 Traumatic Emergencies, 4, (UN)  
**Fall 2018** |  
EMS 260 Special Populations, 3 (UN)  
EMS 231 Medical Lab, 1 (UN) |  
ADN, Excelsior College  
CCEMT-P, University of Maryland  
CCEMT-P, University of Kentucky and Lexington Fire and EMS |
| **Clark, Daniel (P)** | **Fall 2017** |  
EMS 210 Emergency Pharmacology, 3, (UN)  
**Spring 2018** |  
EMS 270 EMS Operations, 1 (UN) |  
Associate in Applied Technology, Central Kentucky Tech |  
KY Certified EMT-Paramedic Instructor  
KY Certified Firefighter Instructor |
Appendix B

New Program Budget Calculation Sheet
# New Program Budget Calculation Sheet

Please complete highlighted fields below as necessary.

<table>
<thead>
<tr>
<th>Select College:</th>
<th>Bluegrass Community and Technical College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Program:</td>
<td>AAS Emergency Medical Services - Paramedic</td>
</tr>
<tr>
<td>Select Program Group:</td>
<td>Allied Health</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the First Academic Year of Program Enrollment</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many Credit Hours will it take to complete the program</td>
<td>67</td>
</tr>
<tr>
<td>Gen Ed Credit Hours</td>
<td>19</td>
</tr>
<tr>
<td>Estimate the percent of Gen Ed SCH taken by these students in their 1st Year</td>
<td>20.00%</td>
</tr>
<tr>
<td>Program Specific Credit Hours</td>
<td>48</td>
</tr>
<tr>
<td>Enter the estimated Tuition Rate for Academic Year 2017</td>
<td>$165</td>
</tr>
<tr>
<td>Enter the annual job demand for Graduates of this program. (please use the Supply and Demand data from DSS)</td>
<td></td>
</tr>
<tr>
<td>How many of these job vacancies do you plan to fill with graduates of this program each year?</td>
<td></td>
</tr>
</tbody>
</table>

| Total Fall Enrollment Headcount Needed | 26 | 44 | 59 | 59 | 59 | 59 |
| Total Credit Hours (Program and Gen Ed.) | 581 | 983 | 1,318 | 1,318 | 1,318 | 1,318 |
### Funding Sources by Year

**New Revenue** = a source of revenue that was not previously available to the college. This worksheet assumes all tuition revenue to be new revenue

**Existing Revenue** = a source of revenue that will be shifted from support of another program to this program

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Funding Sources (New or Existing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New State Funding</td>
<td>$8,200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reallocation of Existing State Funds</td>
<td>$89,940</td>
<td>$73,640</td>
<td>$73,640</td>
<td>$73,640</td>
<td>$73,640</td>
<td>$73,640</td>
</tr>
<tr>
<td>Tuition Revenue</td>
<td>$95,800</td>
<td>$168,000</td>
<td>$233,200</td>
<td>$241,100</td>
<td>$249,000</td>
<td>$258,300</td>
</tr>
<tr>
<td>Internal Reallocation (non-state resources)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$193,940</td>
<td>$241,640</td>
<td>$306,840</td>
<td>$314,740</td>
<td>$322,640</td>
<td>$331,940</td>
</tr>
</tbody>
</table>

**Narratives:**

- Federal funds are not available to implement this program.
- Program will be funded by the Kentucky Fire Commission and State Fire Rescue Training Area 15. Budget will provide adjunct faculty salaries (new) and current fire commission employees reallocation of funds / duties. Estimated cost is $8200 at a pay rate of $22 / contact hour.
- It is anticipated that a cohort of 15 - 20 students will be admitted each year. Tuition revenue for prerequisite work would also be generated from students that applied and were not accepted.
<table>
<thead>
<tr>
<th>Breakdown of Budgeted Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Expense</strong> = an expense that was not previously incurred by the college. This worksheet assumes all faculty expenses to be new</td>
</tr>
<tr>
<td><strong>Existing Expense</strong> = an expense for resources that will be shifted from support of another program to this program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive, administrative, and managerial</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Existing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative: It is not anticipated that there will be additional cost for this size cohort.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td></td>
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</tr>
<tr>
<td>Existing</td>
<td></td>
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</tr>
<tr>
<td>Narrative: not applicable.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Education Faculty (Adjunct)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Section Enrollment for Gen Ed Sections</td>
</tr>
<tr>
<td>Annual Gen Ed Sections (3 Credit Hour)</td>
</tr>
<tr>
<td>Adjunct Faculty Rate for 3 Credit Hours (Salary Only)</td>
</tr>
<tr>
<td>Gen Ed Faculty Budget</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Faculty-Regular FT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Class Size for Program Classes</td>
</tr>
<tr>
<td>Maximum % of Program Credit Hours Taught by FT Faculty</td>
</tr>
<tr>
<td>Annual Program Section Count</td>
</tr>
<tr>
<td>Calculated Program F-T Faculty</td>
</tr>
<tr>
<td>Full-time Faculty Adjustment (2nd location, Release Adj., etc.)</td>
</tr>
<tr>
<td>Total Program F-T Faculty</td>
</tr>
<tr>
<td>Average Annual Faculty Credit Hour Load (F-T = 30 SCH)</td>
</tr>
<tr>
<td>Salaries</td>
</tr>
<tr>
<td>Current Benefits Rate</td>
</tr>
<tr>
<td>Total Reg FT Compensation Budget</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Additional Instructional Compensation for Clinical, Labs, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,250</td>
</tr>
<tr>
<td>Total Instructional Compensation Budget</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment and Instructional Materials (includes maintenance of equipment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculated using historical program group expenditure data</td>
</tr>
<tr>
<td>You may offset or add to the above calculated data here (enter a negative value if you need to subtract)</td>
</tr>
<tr>
<td>Narrative: It is expected that initial year set-up costs will be high with one-time purchases of equipment. Subsequent years budget will primarily be consumable supply costs.</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>New</td>
</tr>
<tr>
<td>Existing</td>
</tr>
<tr>
<td>Narrative:</td>
</tr>
</tbody>
</table>

- It is anticipated that additional journals and databases for EMS - paramedic may be identified for purchase. The college does have access to multiple health related journals, databases to support allied health and nursing programs.

<table>
<thead>
<tr>
<th>Contractual Services</th>
<th>$2,500</th>
<th>$2,500</th>
<th>$2,500</th>
<th>$2,500</th>
<th>$2,500</th>
<th>$2,500</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

- Annual accreditation fees.

<table>
<thead>
<tr>
<th>Academic and/or Student Support</th>
<th>$380</th>
<th>$540</th>
<th>$799</th>
<th>$819</th>
<th>$839</th>
<th>$860</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>$825</td>
<td>$1,431</td>
<td>$1,967</td>
<td>$2,017</td>
<td>$2,067</td>
<td>$2,119</td>
</tr>
<tr>
<td>Existing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blackboard LMS</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Blackboard Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative:</td>
<td></td>
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</tr>
</tbody>
</table>

- Blackboard LMS and Blackboard student services will be used to support the program coursework.

<table>
<thead>
<tr>
<th>Other Support Services</th>
<th>$13,800</th>
<th>$17,500</th>
<th>$27,100</th>
<th>$27,100</th>
<th>$27,100</th>
<th>$27,100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculated using historical program group expenditure data</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>New</td>
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<td>Existing</td>
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<tr>
<td>Narrative:</td>
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</tr>
</tbody>
</table>

- Support services provided by Kentucky Fire Commission.

<table>
<thead>
<tr>
<th>Faculty Development</th>
<th>$4,600</th>
<th>$5,800</th>
<th>$9,000</th>
<th>$9,000</th>
<th>$9,000</th>
<th>$9,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculated using historical program group expenditure data</td>
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<tr>
<td>New</td>
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<td>Existing</td>
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<tr>
<td>Narrative:</td>
<td></td>
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</tr>
</tbody>
</table>

- Professional Development paid by employee or Kentucky Fire Commission. PD required to maintain paramedic certification.

<table>
<thead>
<tr>
<th>Assessment</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Existing</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Narrative:</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- Students will pay for certification exams.

<table>
<thead>
<tr>
<th>Student Space and Equipment</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
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<tr>
<td>Existing</td>
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</tr>
<tr>
<td>Narrative:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

- Program will be housed at the Leestown Campus using Nursing lab space in the evening and weekends.

<table>
<thead>
<tr>
<th>Faculty Space and Equipment</th>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>New</td>
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<td>Existing</td>
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<td>Narrative:</td>
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</tr>
</tbody>
</table>

- SFRT Area 15 is housed off Leestown campus. Adjunct faculty will have access to computers on campus through the library and computer lab spaces.
### Other

| New | | | | | |
|-----|---|---|---|---|
| Existing | | | | | |

**Narrative:**

<table>
<thead>
<tr>
<th>Total Expense</th>
<th>$111,800</th>
<th>$117,500</th>
<th>$175,200</th>
<th>$175,600</th>
<th>$176,100</th>
<th>$176,600</th>
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</table>

### Cash Flow

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<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
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<tbody>
<tr>
<td>Revenue</td>
<td>$193,940</td>
<td>$241,640</td>
<td>$306,840</td>
<td>$314,740</td>
<td>$322,640</td>
<td>$331,940</td>
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<tr>
<td>Expense</td>
<td>$111,800</td>
<td>$117,500</td>
<td>$175,200</td>
<td>$175,600</td>
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**Annual Cash Balance**

<table>
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<tr>
<th></th>
<th>$82,140</th>
<th>$124,140</th>
<th>$131,640</th>
<th>$139,140</th>
<th>$146,540</th>
<th>$155,340</th>
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</thead>
</table>
Appendix C

Letters of Support
August 30, 2016

Dear Tammy,

We are writing this letter in support of starting a Fire Commission-funded Paramedic certificate program at BCTC.

The Fire Commission wholeheartedly supports community-college based emergency medicine programs. A shortage of paramedics has instigated growing demand not only in Kentucky, but across the nation, for trained professionals in paramedicine. The need for individuals trained in advanced life support will continue to grow exponentially in the coming years.

In addition, trained paramedics have seen career opportunities grow beyond employment with a standard public ambulance service. More and more fire departments are incorporating advanced emergency medical services into their responses: hospitals, skilled care facilities, correctional facilities, private EMS services, air medical services, and physician's offices are just some of the institutions who employ paramedic professionals.

This program will be funded through the Fire Commission's State Fire Rescue Training (SFRT) Area 15 educational budget. This budget will cover program accreditation fees, payroll, and any necessary training equipment purchases.

In addition to funds that have already been allocated for education, the Fire Commission has one set of training equipment for paramedic classes that was previously purchased that could be assigned to this program to help alleviate start-up costs.

The Fire Commission and SFRT have seen success in their KCTCS-based paramedic programs. We are excited to offer this program to students located in Central Kentucky and help better emergency services in communities across the Commonwealth.

We thank you for your consideration in this venture.

Respectfully,

Ronnie Day
Executive Director, Kentucky Fire Commission

J. Marcus Rudder
Director, State Fire Rescue Training
February 9, 2016

Mr. Steele,

I am writing this letter in support of SFRT conducting a paramedic program here in central Kentucky. As the Director of Public Safety for Anderson County, I can contest to the fact that there is a shortage of paramedics in Kentucky. Although the Kentucky Board of Emergency Medical Services has a list showing a large number of licensed paramedics in Kentucky, the number actually working in the prehospital setting is very low.

When the change in the KRS and KAR requiring accreditation was enacted several years ago most of the Training and Education Institutions offering paramedic programs closed their programs because they could not meet the new requirements. There are only a handful of paramedic licensed TEI’s left in the state. Factor in the facts that some of these programs are very costly and are geared more for the traditional college student and the options available become even leaner.

Many of the people interested in pursuing a career as a paramedic are already employed in EMS or Fire and have families at home. They are already away from home an average of 56 hours a week and taking night and weekend classes is not feasible for them. I feel that a program offered through SFRT, who is already experienced with providing training to this unique group of individuals, would be better able to accommodate their schedules.

I know that resources for such an undertaking may be stretched thin. I and my department are ready to assist you in this endeavor with anything that you may need.

Sincerely,

Bart E. Powell
Director of Public Safety
Anderson County Department of Public Safety
Anderson County EMS
February 8, 2016

Brian D. Steele
Coordinator
SSTC Area 15
1355 Old Frankfort Pike
Lexington, KY 40504

Mr. Steele,

Once again I would like to take this opportunity to support a paramedic program that is located in Central Kentucky. Just a couple of years ago there were over forty (40) programs in the state but today only about ten (10) programs remain. Only two (2) of the remaining paramedic programs are located in Central Kentucky. To make matters worse, one of the remaining paramedic programs is the Lexington Fire Department Training Academy which is generally closed to the public.

Regardless of what the surveys and studies show, I can assure you there is a need for such a program. During our last open application period our department received only three (3) applications from paramedics out of nearly one hundred (100) applications that were submitted for consideration. Our department is establishing a contingency plan that will reduce the level of care should the paramedic shortage continue.

I hope that you keep the following in mind when considering the future of paramedicine education in Central Kentucky:

- The location needs to be centrally located in the region.
- A certificate program should be an option for the non-traditional students.
- This issue deserves urgency. Under the best of circumstances, the first students would sit for boards 18 months after the class begins.

I sincerely hope the Community College System and the State Fire and Rescue can partner to provide this needed service.

Sincerely,

Eddie Stowe
Fire Chief
Frankfort Fire and EMS
502-875-8556
eslone@frankfort.ky.gov

Capital of Kentucky
TO: Brian Steele  
SFRT Area 15 Coordinator  

FROM: Tim May  
Assistant Director Garrard Co EMS  
DATE: 02/08/2016  
REF: Paramedic Program  

Brian,

I am writing in response to the request of BCTC about the paramedic shortage that we have here in Central Ky. There is a great need for a Paramedic Program here in this area of the State. After KBEMS required all Paramedic Programs to become accredited, many of the programs in the state, as well as this area, were lost due to this process. There are now less than 6 programs that teach the Paramedic program in the State. EKU is the closest one to us. The problem with that program is that there are so many students that are from a foreign country. Of the 30 Students that they put out in an average year, 5 to 10 will be from overseas. Another 10 or so will be from out of state. That only leaves 10 to 12 for the entire state of Ky. Those students will go to the higher paying jobs. This leaves us with a shortage. This is the reason why we need another program in the area that can offer the Paramedic Program. BCTC is the obvious choice to do this. They already have what it takes to get accredited. This would be such a relief to the smaller EMS services. Looking at the area, it seems the most appropriate place to conduct the classes would be in Lexington at the Leestown Campus. I understand the undertaking that this is, but this is something that is greatly needed. If you need anything else concerning this matter, please feel free to call me.

Thank You  
Tim May  
Asst. Director GCEMS  
(859)792-6288
February 9, 2016

Mr. Steele,

I am writing this letter to you in support of establishing a paramedic training program through the Bourbon Community and Technical School. I am aware there are a few paramedic training programs already in operation through BCTC and I strongly advocate for the placement of a program at the Leestown campus. The establishment of a paramedic program at the Leestown campus would serve as a centrally located training site for central Kentucky’s EMS agencies.

Presently, our agency is in need of a certificate paramedic program that is cost effective, close in proximity, and operates on a schedule that is conducive to our FMTs who are already working a full-time 24/72 shift rotation. I feel a paramedic training program at the Leestown campus, under your direction, can fulfill our needs and expectations.

Please know you have the full support of the administration of Jessamine County EMS should you decide to establish a paramedic training program through BCTC at the Leestown campus.

Thank you for your time and consideration.

Sincerely,

[Signature]

Chief Aaron Stamper
Jessamine County EMS
101 South Second Street, Suite B
Nicholasville, KY 40356
Office: 859.887.2987
Fax: 859.887.0040
To: Brian Steele  
State Fire-Rescue Training  
Area 15

From: Captain Les Fryman  
EMS Training Coordinator  
Lexington Division of Fire and EMS

Date: 02/08/2015

Ref: Need for Central Kentucky Paramedic Program at BCTC

Brian,

I just wanted to write this letter in support and advise you of the need to have an accredited Paramedic Program here in Central Kentucky, at the BCTC campus. Since the evolution of the accreditation process, many of the paramedic programs have disbanded or are unable to meet the needs of our respective community and the surrounding communities.

Even though the Lexington Division of Fire and EMS have an accredited paramedic program, this program is to meet the needs of just the Lexington Fire Department. We are now in a crisis situation for the surrounding counties in their need for Paramedics. Every now and then, we do allow a few spots to be filled from other surrounding counties, but those spots have been very limited so that we could meet the needs of the fire department. I do not see in the near future that we can open any more spots than we have in the past so that the needs of our organization can be met. With this in mind, there is a definite need for this program to be here in central Kentucky, hopefully at the BCTC campus so that we can continue to provide top quality paramedics for field work. Whether it is a degree program or a certificate program doesn't really matter, but what does matter is that there is a need and we are in a crisis mode in trying to come up with answers in how we can fill the need that has arisen.

Please review this letter and know that there is a need that needs to be met and having a program at BCTC would help fulfill this need and would be a great asset to all emergency service agencies in the central Kentucky area.

Sincerely,

Captain Les Fryman  
Lexington Division of Fire and EMS, EMS Training Coordinator

[Signature]
February 9th, 2016

To Whom It May Concern:

This letter is in support for the formation of a Paramedic Program at BCTC. Currently there is a shortage of Paramedic’s in the central Kentucky area due to the lack of accredited programs. This has placed a hardship on ALL services within our region.

I’m convinced that having such a program located in Lexington would draw enough support to maintain the program. I feel that this would be beneficial for BCTC and all services within central Kentucky.

Thank You,

Hunter Shewmaker EMT-P
Director Woodford County EMS