

May 11, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Bachelor of Science in Emergency Healthcare Sciences (online)

Issue

Weber State University (WSU) requests approval to offer a Bachelor of Science in Emergency Healthcare Services effective Fall Semester, 2016. The proposed program was approved by the institutional Board of Trustees February 2, 2016.

Background

Weber State University has offered a paramedic program for over 40 years. Previously, nationwide paramedic programs were mostly provided as continuing education certificates. From its start in 1974, paramedic education at WSU grew into a nationally accredited, formal Certificate of Completion plus an AAS Degree in Paramedic Studies. The certificate program is designed to stack into the associate's degree program.

As the emergency services profession within the healthcare industry evolved, WSU has received an increasing number of inquiries about its emergency services offerings. Additionally, there has been a noted increase in demand for higher education programs from employers within the health care field. Whereas an associate's degree has traditionally been adequate for promotion, many employers now require a bachelor's degree or higher for advancement into administrative positions or within academia. With numerous paramedic alumni along the Wasatch Front, and interest from around the nation, WSU officials believe there is sufficient labor market demand for emergency services educational options beyond the associate's degree.

The proposed program expands upon WSU's current paramedic certificate and AAS degree. The program is designed by stacking existing curriculum into baccalaureate degree requirements. The paramedic certificate and AAS degree will be combined with courses in health administration services, health information management, upper division emergency medical services, health sciences and general education. The program is broad enough to enhance those working in a variety of emergency services settings including education, supervision, human resources, air medical services, public health, and mobile integrated healthcare.

The program is designed to be completed on-line with the exception of a five-day on-site requirement for one of the required program courses. The entire pathway as developed by WSU provides a convenient and efficient way for emergency services practitioners to have meaningful exit points along a career preparation continuum.

Staff review of the Occupational Explorer tool from the Utah State Department of Workforce Services revealed a projection of 20 average annual job openings for Emergency Medical Technicians and Paramedics (SOC Code 292041) in Northern Utah (Bear River and Ogden-Clearfield Metro areas) and 80 average annual openings in the Salt Lake Metro area. Annual median wages are estimated at \$26,737 in the Bear River area, \$36,640 in the Ogden-Clearfield Metro area, and \$36,580 in the Salt Lake Metro area. It should be noted that these are wages for emergency medical technicians and paramedics. Wages of those graduating from the proposed program would likely be higher since graduates would pursue and be qualified for higher level positions within emergency response services.

Related baccalaureate programs are offered by the University of Utah (Bachelor of Science in Health Promotion) and by Utah Valley University (Bachelor of Science in Emergency Management). While these programs have some common elements they differ in focus, and employment opportunities for graduates are envisioned to attract differing healthcare organizations. The WSU program curriculum will provide a focus on healthcare emergency services, as implied by its name.

Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. There are no additional policy issues that need to be addressed relative to approval of the program.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the request by Weber State University to offer a Bachelor of Science in Emergency Healthcare Sciences degree.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Science in Emergency Healthcare Sciences effective Fall 2016. This program was approved by the institutional Board of Trustees on 02/02/2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

Weber State University (WSU) has offered a paramedic program for over 40 years. It was among the first academically-credentialed paramedic programs in the state of Utah and one of the earliest in the nation. Previously, the industry standard consisted of paramedic programs being provided mostly as continuing education certificates. From its start in 1974, paramedic education at WSU grew into a nationally accredited, formal Certificate of Completion plus an Associate of Applied Science (AAS) in Paramedic Studies with the certificate stacking directly into the associate degree program.

Up until two years ago the institution reported that the AAS degree was requested approximately once a month. The Emergency Care & Rescue Department (EC&R) now receives at least one phone call every week inquiring about completion of the AAS degree. It is believed that the upsurge in AAS degree requests has resulted from the increasing demand from employers for higher education within the field of health care. Whereas an associate's degree has traditionally been adequate for promotion, employers are now requiring a bachelor's degree or higher for positions within upper administration, as well as within academia. With numerous paramedic alumni on the Wasatch Front, and interest from around the nation, the time is right to offer a bachelor's degree (BS) in Emergency Healthcare Sciences. This degree will be offered primarily on-line.

In order to provide the greatest opportunity for graduates from this program, the requirements include a breadth of courses. The Paramedic Certificate of Completion coursework will be augmented by adding the AAS in Paramedic Studies support courses, plus courses in Health Administration Services (HAS), Health Information Management (HIM), upper division Emergency Medical Services (PAR), Health Sciences (HTHS) and General Education. The degree in Emergency Healthcare Sciences is broad enough to enhance those working in education, supervision, human resources, air medical services, public health and mobile integrated healthcare (community paramedicine). The intent is to complement (not compete with) Utah Valley University's BS in Emergency Services Management or the University of Utah's BS in Health Promotion and Education.

Except for a five-day hands-on work required by the Critical Care Transport Course, the AAS completion and BS degree coursework will be offered on-line. On-line coursework was requested by communities of interest due to the existing full-time work demands of those already working in emergency healthcare services, and health care agencies.

The EC&R Department envisions several student benefits to this new degree:

- 1) The BS in EHS degree is "healthcare centered," opening opportunities in patient care rather than just Fire/EMS agency field operations.
- 2) The degree can be obtained locally and ensconce some local practices and preferences in delivery of health care.
- 3) The degree is 99% on-line, benefiting paramedics presently working in healthcare.
- 4) The degree requires only one week of travel to the WSU main campus.
- 5) Students can take advantage of WSU's affordable tuition and fees.
- 6) Many prospective students are preceptors for emergency medical technician and paramedic internships and eligible for tuition waivers, assisting them to complete the degree.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policy312/.

Weber State University's mission states that the institution "provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields." The proposed program fulfills this mission.

Further, the WSU Mission Core Themes are: 1) Access, 2) Learning, and 3) Community.

This program is consistent with the Access core theme in the following ways:

- Current and previous WSU paramedic graduates will have the opportunity for "next step" success
- The Certificate of Completion leads to the AAS which then leads to the BS
- Student enrollments will reflect support for non-traditional students, with the student demographic expected to be full-time working adults ages 25-40
- Student enrollments will reflect diversity and inclusion, particularly those female and ethnic students wishing to work in a predominantly Caucasian male workforce.

This program is consistent with the Learning core theme in the following ways:

- This degree combines experienced-based service and learning with coursework and research
- Students will experience extensive contact with faculty and other students via on-line open discussion and the 40-hour week of Critical Care Transport, which will be intense with students working as a class and in teams
- Students will achieve learning goals equivalent to other established bachelor's degree programs in the College of Health Professions
- EC&R faculty publish and lecture nationally and are active in CAAHEP/CoAEMSP (paramedic accreditation commissions and committees) as site visitors

This program is consistent with the Community core theme in the following ways:

- Paramedic field internships provide an important public service
- This degree supports career and thus economic development by helping to facilitate promotions

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

With the shift of health care employers requiring more educational preparation for advancement, the demand for a BS degree in Emergency Healthcare Sciences has increased noticeably. The program has been requested by WSU graduates of the AAS degree, and the paramedic program advisory committee has recommended its development. Students, employers, the institution, the state, and the general public will all benefit from having a population of emergency healthcare services personnel with a high level of professional preparation through additional educational attainment.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The Occupational Explorer tool from the Utah State Department of Workforce Services revealed a projection of 20 average annual job openings for Emergency Medical Technicians and Paramedics (SOC Code 292041) in Northern Utah (Bear River and Ogden-Clearfield Metro areas) and 80 average annual openings in the Salt Lake Metro area. Annual median wages are estimated at \$26,737 in the Bear River area, \$36,640 in the Ogden-Clearfield Metro area, and \$36,580 in the Salt Lake Metro area. It should be noted that these are wages for emergency medical technicians and paramedics. Wages of those graduating from the proposed program would likely be higher since graduates would pursue and be qualified for higher level positions

within emergency response services.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Over the last 12 years the EC&R Department would typically receive one request per month about starting a BS degree. In the range of 10-15 students graduate from WSU each year with a Paramedic Studies AAS Degree, many of whom inquire about a BS degree. With promotions in the health care now being tied to a bachelor's degree, a conservative estimate is that 10 students per year will continue their education with the proposed BS degree. Several WSU AAS graduates that desired to pursue a career in fire science and/or emergency management have gone to UVU with great success. However, a significant number of students have also expressed the desire to pursue a degree outside of the fire science/emergency management focus. These students currently have few options available.

Through word of mouth, the EC&R department has typically received one call per week asking when a BS degree program will be available. The paramedic program advisory committee consisting of emergency medical services agency chiefs, emergency department nurse managers, graduates, and a current student representative has fully endorsed a bachelor's degree.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Similar programs are offered by the University of Utah (BS in Health Promotions) and Utah Valley University (BS in Emergency Management).

The University of Utah Degree is geared more towards health education and promotion and does not require the substantive paramedic curriculum of the new WSU degree. Utah Valley University offers a solid on-line degree with emphasis on FEMA/ Fire/Homeland Security/Emergency Services that does include paramedic curriculum. By having only one on-line bachelor's degree option for paramedics in emergency services, however, the state would be limiting opportunities for paramedic students as well as the progression of the paramedic profession. Having the WSU program as another option is particularly relevant for careers in private, hospital and county emergency medical services (EMS) agencies. No other allied health profession whether it be nursing, respiratory therapy, or radiology attempts to funnel every one of their clinicians into a one-size-fits-all bachelor's degree.

There are significant differences between the program at Utah Valley University (UVU) and the proposed program at WSU , and there appears to be sufficient student demand to justify both programs. While historically the field of EMS has often been an extension of the fire service, in recent years paramedicine has also come to be recognized as a true and respected allied health profession apart from public safety. Many paramedics are now commonly found working in hospital-based critical care transport organizations, as an integral part of in-hospital care teams, in doctor's offices, in the field of global health, as clinical researchers, and as clinical educators. The WSU program is geared toward these students, whereas students interested in pursuing emergency services careers in public safety organizations would be more interested in the UVU program. This is why WSU is using the name **Emergency Healthcare Sciences**, to distinguish it as being specific to the health care sciences while also applicable to emergency health care.

The student enrollment for the program at WSU is listed in Appendix D. This is based on interest expressed by students who would not be likely to complete the UVU program; it includes only two students per year who may complete the WSU program rather than the UVU program.

Weber State University, particularly in health professions, follows a one, plus one, plus two model for degree advancement. In the proposed program the Paramedic Certificate would be step one with entry to the work force. Completion of the AAS Degree in Paramedic Studies would be step two, allowing for some promotional opportunities. Step three, the BS degree, would allow

for breadth and workforce growth primarily within the health care community. This is an important option for WSU's EMS and Paramedic students.

While both of the UVU and WSU programs are paramedic (emergency) based and are both nationally accredited by the Commission on Accreditation of Allied Health Education Programs, the foci (specifically the discipline core requirements) of each program are different. Utah Valley University, for example, includes courses in Homeland Security, Health and Safety Program Management, Customer Service and Marketing for the Emergency Services, and other services-oriented courses. Alternatively, WSU includes courses in Introduction to Pharmacology, Health Care Systems, Epidemiology/BioStats, Biomedical Research Support, and other health sciences courses. The curriculum comparisons are provided in a table in Appendix E.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [highereducatoh.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The intent of this program is to complement (not compete with) UVU's BS in Emergency Services Management and the University of Utah's BS in Health Promotion and Education. Letters of support from both institutions have been received by WSU.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

The proposed program was developed with input from the paramedic program advisory committee consisting of EMS agency chiefs, emergency department nurse managers, program graduates, and a current student representative. This committee has endorsed this bachelor's degree.

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredits programs upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). The Certificate of Proficiency which leads to the AAS in Paramedic Studies is already CAAHEP/CoAEMSP approved. CoAEMSP/CAAHEP approves programs at the entry licensure level (paramedic); it does not evaluate AAS degree completion or BS degree components.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Students must complete all initial paramedic certification courses (PAR) with a B- or better and achieve a C or better in all support and general education classes.

This degree as presented would have a maximum of 125 credit hours, assuming two credits for Computer Information Literacy (CIL) exams and two math courses to meet the quantitative literacy (QL) requirement. If a student successfully completes QL math as part of the AAS degree, the BS degree total would be 122 credits.

Admission Requirements

List admission requirements specific to the proposed program.

Entry requirements for the program include:

- 1) GPA of 2.7 for previous initial paramedic related coursework
- 2) Attendance at a regionally accredited school for transfer credit
- 3) Successful completion of an associate's degree in Paramedic Studies or equivalent
- 4) Current National Registry of Emergency Medical Technician Paramedic Certification
- 5) Current state certification or licensure to work as a paramedic
- 6) Initial advising by the Dumke College of Health Professions advisor
- 7) Completed application to the Emergency Care & Rescue Department with payment of a \$25 application fee

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

Emergency Care & Rescue is a department in the Dumke College of Health Professions. It is currently staffed with two master's prepared tenured and tenure track faculty and a 0.75 FTE administrative specialist. Budget exists within the college to hire a third master's prepared instructor to support the BS program. In addition, the entry-level emergency medical technician courses can be taught by adjuncts who are working in the EMS and fire fields, and there is sufficient budget to cover these expenses.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

During the first years of the program, each of the upper division EMS courses will be delivered in spring semester. The busiest time for the paramedic core is fall semester. There is ample time to teach upper division in the spring when most certificate/AAS paramedic students are in field internship. Due to the five-day hands-on requirement at WSU, PAR 3110 Critical Care Transport will always be taught in the summer as overload. The current faculty are well prepared to teach all program courses with no additional educational preparation needed.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

With the .75 FTE administrative specialist currently in place, it is not anticipated that additional staff will be needed.

Student Advisement

Describe how students in the proposed program will be advised.

Academic advising will be handled by the Dumke College of Health Professions advisor. Application and degree completion advising will be performed by the department's administrative specialist. Any additional advising will be provided by the department chair or individual faculty.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Since the majority of publications in this field are on-line, very little impact on library services is anticipated. Most of the courses in this degree have already had library service needs assessed. During PAR 4130, Seminar in EMS Research, no more than 10 students a year might request librarian assisted material searches. The library signed off on this proposal prior to approval of the University Curriculum Committee.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

National certification and state licensing occurs in the certificate and AAS portion of the paramedic program. The paramedic program heavily utilizes the results from the National Registry of Emergency Medical Technician's examination for core paramedic program improvement.

The first full programmatic assessment will come at the three-year mark. Adjustments will be made based on program outcomes. As required by CAAHEP/CoAEMSP accreditation standards, the paramedic program advisory board will take part in assessing outcomes of graduates.

As a new program, individual course assessments will constitute initial program assessment. Upon graduation of the first students, external graduate input such as job availability, hiring preference and improved salary will be reviewed along with feedback from employers.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

The measures for the portion of program beyond the associate's degree include:

- 1) 80% of all students will graduate within 4 years of starting the third year of the program.
- 2) Each student will be surveyed at the one year graduation mark for:
 - Enhanced ability to gain employment
 - Ability to be promoted at current employment
 - Salary improvement
 - Satisfaction with education received
- 3) Employers will be surveyed at the one year mark for:
 - Degree's influence to hire
 - Ability to be promoted at current employment
 - Salary improvement
 - Satisfaction with employee (graduate)

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
PAR 1000		Emergency Medical Technician (class)	2
PAR 1001		Emergency Medical Technician (skill lab)	4
MATH 1010		MATH 1010 Intermediate Algebra (required for AAS)	3
HTHS 1101		Medical Terminology	2
HTHS 1110		Integrated A&P part 1 (or ZOO 2100) LS GenEd	4
HTHS 1111		Integrated A&P part 2 (or ZOO 2200)	4
ENGL 1010		Introductory College Writing	3
ENGL 2010		Intermediate College Writing	3
PAR 2000		Introduction to Paramedic Practice	4
PAR 2020		Trauma Emergencies	3
PAR 2030		Special Considerations in Paramedic Practice	3
PAR 2040		Paramedic Clinical I (skill lab)	4
PAR 2100		Advanced Paramedic Practice (certificate capstone)	4
PAR 2110		Paramedic Clinical II (hospital clinical)	3
PAR 2120		Paramedic Internship	9
PAR 3010		Cardiac and Medical Emergencies	6
HLTH 3400		Substance Abuse	3
HTHS 2230		Pathophysiology	3
PSY 1010		Introductory Psychology (SS GenEd)	3
SOC 1010		Introduction to Sociology (SS/DV GenEd)	3
COMM 2110		Introduction to Interpersonal Communication (HU GenEd)	3
QL Math		MATH 1030-1040	3
AI GenEd		American Institutions GenEd	3
CA GenEd		Creative Arts GenEd	3
PS GenEd		Physical Science GenEd	3
HTHS 2240		Introduction to Pharmacology	3
HAS 3000		Health Care Systems	3
HIM 3200		Epidemiology/BioStats	3
HIM 3240		Human Resource Development	3
HAS 3260		Health Care Administration Administration/Supervision Theory	3
HAS 4400		Legal Aspects of Health Care	3
PAR 3110		Critical Care Transport	6
PAR 3130	×	Mobile Integrated Healthcare	2

Course Number	NEW Course	Course Title	Credit Hours
PAR 4110		EMS Management Topics	3
PAR 4120		EMS Teaching Topic	3
PAR 4130	×	Capstone Seminar in Emergency Medicine Research	3
CIL GenEd		Computer Information Literacy - GenEd	2
Required Course Credit Hour Sub-Total			125
Elective Courses			
HAS 3230		Health Communications (As an alternative to HAS 3230)	
HIM 3300		Intro to Quality Improvement (As an alternative to HAS 3260)	
MICR 1153		Elementary Public Health (As an alternative to HAS 3260)	
Elective Credit Hour Sub-Total			
Core Curriculum Credit Hour Sub-Total			125

Are students required to choose an emphasis? Yes or No

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			

Emphasis Credit Hour Sub-Total			
Total Number of Credits to Complete Program			125

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The current core degree proposal is 125 credits using two of the five variable credits for Computer Information Literacy (CIL).

The 125 number could decrease if a student places into and successfully completes a Quantitative Literacy course by the time of associate degree completion.

In order to provide the greatest opportunity for graduates from this program, the requirements include a breadth of courses. The Paramedic Certificate of Completion coursework will be augmented by adding the AAS in Paramedic Studies support courses, plus courses in Health Administration Services (HAS), Health Information Management (HIM), upper division Emergency Medical Services (PAR), Health Sciences (HTHS) and General Education. The degree in Emergency Healthcare Sciences is broad enough to enhance those working in education, quality assurance/quality improvement, supervision, human resources, air medical services, public health and mobile integrated healthcare (community paramedicine). The goal is to provide a utilitarian, broad spectrum degree revolving around the concept of healthcare.

Except for the five-day hands-on work for the Critical Care Transport Course, the AAS completion and BS degree coursework will be offered on-line. On-line coursework was requested by communities of interest due to the rotational shift work of fire, emergency medical services, and healthcare agencies.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
PAR 1000 - Emergency Medical Technician	2	HLTH 3400 Substance Abuse	3
PAR 1001 - Emergency Medical Technician Lab	4	ENGL 2010 Intermediate College Writing	3
HTHS 1110 - Integrated A&P part 1	4	HTHS 1111 Integrated A&P part 2	4
ENGL 1010 - Introductory College Writing	3	PSY 1010 Intro to Psychology	3
MATH 1010 - Intermediate Algebra	3	SOC 1010 Intro to Sociology	3
		Summer - 1	
		HTHS 1101 - Medical Terminology	2
		HTHS 2230 - Pathophysiology	3
		COMM 2110 - Intro to Interpersonal Comm	3
Total	16	Total	24
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
PAR 2000 Intro to Paramedic Practice	4	PAR 2020 Trauma Emergencies	3
PAR 2040 Paramedic Clinical I (skill lab)	4	PAR 2030 Spec Considerations Paramed Prac	3
PAR 2110 Paramedic Clinical II (hospital)	3	PAR 2100 Advanced Paramedic Practice	4
PAR 3010 Cardiac and Medical Emergencies	6	PAR 2120 Paramedic Field Internship	9
		Summer - 2	
		HIM 3200 BioStats	3
		CIL 1701 Computer Information Literacy	2
Total	17	Total	24
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
HAS 3000 Health Care Systems	3	QL MATH 1030 - 1040	3
HAS 3240 Human Resource Development	3	HAS 4400 Legal Aspects of Health Care	3
HAS 3260 Health Care Administrative Theory	3	HLTH 2240 Pharmacology	3
American Institutions (GenEd)	3	Creative Arts (Gen Ed)	3
		Summer 3	
		PAR 3110 Critical Care Transport	6
Total	12	Total	18

Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Physical Science (Gen Ed)	3	PAR 3130 Mobile Integrated Healthcare	2
PAR 4120 EMS Teaching Topics	3	PAR 4110 EMS Management Topics	3
		PAR 4130 Capstone Emergency Med Research	3
Total	6	Total	8

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate			
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters	1	1	
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			1
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Jeff	Grunow	T	MSN	University of Pennsylvania	100%	
	William	Robertson	TT	MS	Florida Gulf Coast Univeristy	100%	
	Miland	Palmer	Other	MPH	University of Utah	12.5%	Instructor
	Marvin	Orrock	TT	PharmD	University of Utah	12.5%	
	Ken	Johnson	T	PhD	University of Utah	12.5%	
	Macey	Buker	TT	MHA	Weber State University	12.5%	
	Brian	Cottle	TT	MHA	Weber State Univeristy	12.5%	
					Note: the 12.5% is for faculty in other departments teaching a support course		
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Masters	0	1	0	MS in related discipline and current professional certification	100%
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants	/ / / / / / / /	/ / / / / / / /			
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	15	25	35	35	35	35
# of Majors in Proposed Program(s)	////	10	20	20	20	20
# of Graduates from Department		15	25	35	35	35
# Graduates in New Program(s)	////		10	20	20	20
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$256,611	\$77,935	\$77,935	\$77,935		
Operating Expenses (equipment, travel, resources)	\$20,596					
Other:						
TOTAL PROGRAM EXPENSES	////	\$77,935	\$77,935	\$77,935		
TOTAL EXPENSES	\$277,207	\$355,142	\$355,142	\$355,142		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$277,207	\$77,935	\$77,935	\$77,935		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$77,935	\$77,935	\$77,935		
TOTAL DEPARTMENT FUNDING	\$277,207	\$355,142	\$355,142	\$355,142		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

A third tenure-track full-time faculty will be hired for the first year of the program.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

The faculty hire in the first year of the program has already been designated in the college's base budget for the Emergency Care & Rescue Department. This will allow all PAR major courses to be taught by regular faculty. This degree is financially effective by using existing courses in several departments. Those departments have indicated the ability to handle the additional students within existing courses/budgets.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

No new funding will be requested.