LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

TO: Dr. Monty Sullivan
LCTCS President

THROUGH: Dr. Wendi Palermo
Chief Education and Training Officer

FROM: William Tulak
Director of Institutional Effectiveness

DATE: January 15, 2023

SUBJECT: Program Requests at Nunez Community College

APPROVED 3/8/23
LCTCS BOARD OF SUPERVISORS

FOR BOARD ACTION

Recommendation: Staff recommends the Board approve the following program requests listed below.

Program Additions

1. Associate of Applied Science (AAS) in Emergency Medical Services - Paramedic (CIP 51.0904) – **4 Stars**
2. Associate of Applied Science (AAS) in Wind Energy Technology (CIP 47.0101) – **5 Stars**
   a. Technical Diploma (TD) in Wind Turbine Mechanics and Maintenance (CIP 47.0101) – 5 **Stars**
   b. Career and Technical Certificate (CTC) in Offshore Safety and Survival (CIP 15.0799) with Industrial Based Certifications: Basic Training, Advanced Rescue Training, and Enhanced First Aid training from GWO, OSHA 10, and CPR – **4 Stars**
3. Certificate of Technical Studies (CTS) in Coastal Restoration (CIP 03.0205) – **3 Stars**
4. Certificate of Technical Studies (CTS) in GIS & Facilities Planning (CIP 45.0702) – **4 Stars**

Background: Nunez Community College currently has a non-degree paramedic program. The accrediting agencies at the national level (NREMT, CAAHEP, and COAEMSP) are indicating that the field of Emergency Medical Services (EMS) will be moving in the direction of requiring a degree for those entering into the field in the upcoming years. Nunez Community College is adding the associate of applied science degree in anticipation of the proposed changes at the national accrediting agencies. The Wind Energy Technology program was created in partnership with the H2theFuture coalition to meet the workforce needs of the clean energy industry. The program incorporates Global Wind Organization (GWO) certifications and contains two exits points that provide entry level employment opportunities. The Coastal Restoration CTS was developed to support the AAS-Coastal Studies & GIS Technology. The CTS will serve as an alternative pathway to the AAS and expose students to the field of Coastal Restoration. The GIS & Facilities Planning was developed to support the AAS-Coastal

Studies & GIS Technology. The CTS will serve as an alternative pathway to the AAS and provide an accelerated pathway to employment.

Fiscal Impact: There will be no fiscal impact unless otherwise noted.

History of Prior Actions: There is a history of revising programs to meet student and workforce needs.

Benefits to the System: These requests will allow Nunez Community College to better meet student and workforce needs.

Monty Sullivan   3.8.23

Approved for Recommendation to the Board   **Date**
Dr. Monty Sullivan

TYPE OF PROPOSED CHANGE : New Program

PROGRAM NAME : Emergency Medical Services-Paramedic, AAS

AWARD LEVEL(S)

For Board of Regents and LCTCS Review: Associate of Applied Science (A.A.S.) **Name:**	**For LCTCS Review:** Technical Diploma (T.D.) Certificate of Technical Studies (C.T.S.) Career and Technical Certificate (C.T.C) TCA - For Archive Purpose Only

NAME OF PROGRAM(S) and AWARD LEVEL(S)

Stars : 4 Stars			
Name: Associate of Allied Science-Paramedic		**Program Delivery Mode:**	
CIP: 510904	**Credit Hours:** 60.00	**Contact Hours:** 1648.00	Associate of Applied Science (A.A.S.)

PROPOSED CHANGE
a) For New Programs, state the purpose and objective; b) For Curriculum Modifications, state previous credit and clock hours; c) For Program Termination, state program and all award levels; d) For Curriculum Adoption, state the college from which curriculum is being adopted and the date it was approved by LCTCS.

The governing bodies at the national level (National Registry of Emergency Medical Technicians – NREMT, Commission on Accreditation of Allied Health Education Programs – CAAHEP, and the Committee on Accreditation of Educational Programs for the Emergency Medical Service Professions – COAEMSP) are indicating that the field of Emergency Medical Services (EMS) will be moving in the direction of requiring a degree for those entering into the field in the upcoming years. The accrediting body for EMS (CAAHEP) has indicated at recent conferences that the EMS field is the only medical field that currently does not require a degree in order to enter the field, but there are proposals to change this, to come in line with the other medical fields.

Nunez Community College would like to offer the program to our students as soon as possible before the accrediting body makes this a requirement for the program. The student will benefit from the college moving in this direction by allowing our students to be ahead of other students from other institutions that will be attempting to implement the requirements when the accrediting body implements the requirement.

IMPLEMENTATION DATE (Semester and Year)	Fall 2023

HISTORY OF PRIOR ACTIONS
Provide an overview of changes to this program.

JUSTIFICATION FOR THE PROPOSED CHANGE
Include support such as four-year university agreements, industry demand, advisory board information, etc.

The governing bodies at the national level (National Registry of Emergency Medical Technicians – NREMT, Commission on Accreditation of Allied Health Education Programs – CAAHEP, and the Committee on Accreditation of Educational Programs for the Emergency Medical Service Professions – COAEMSP) are indicating that the field of Emergency Medical Services (EMS) will be moving in the direction of requiring a degree for those entering into the field in the upcoming years. The accrediting body for EMS (CAAHEP) has indicated at recent conferences that the EMS field is the only medical field that currently does not require a degree in order to enter the field, but there are proposals to change this, to come in line with the other medical fields.

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The Nunez Community College EMSE faculty reviewed what is currently being offered by other LCTCS schools. The team discussed with potential employers and employers were extremely interested in allowing their employees the opportunity to be able to obtain an AAS degree if they chose to return to school.

There currently is a national shortage of individuals wanting to get into the EMS community or workforce. By offering the AAS degree this would allow those potential students the opportunity to have a college degree to accompany their training for the field. Additionally, it would allow them to continue on for higher degrees in related fields if they desired.

The Advisory Board, which includes potential employers, expressed interest in students that have higher educational training that could be provided by the college. The Medical Director has been consulted about the potential addition of an AAS program and expressed acceptance in adding the program for the students.

Discussion(s) between the college and COAEMSP and the Bureau of EMS for Louisiana have provided nothing but positive feedback from both agencies.

SITE(S) OF NEW PROGRAM OR CURRICULUM MODIFICATION: Main Campus

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QUALIFIED FACULTY (Check all that apply)

Use Existing Faculty: Yes	**Hire Adjunct Faculty:** No	**Hire Full-Time Faculty:** No
# - Full Time: 3 **# - Part Time:** 2	**# - 0**	**# - 0**

ADMINISTRATION and IMPLEMENTATION COSTS

Department :

How will this change affect the administrative structure and/or allocation of departmental funds in terms of:

Faculty :	**Facilities :**	**Library Resources :**
Support :	**Related Fields :**	**Other :**

MINIMUM CREDENTIALS REQUIRED FOR FACULTY		
Education: Bachelor's	**Experience:**	**Certification:** Paramedic

FISCAL IMPACT: ADMINISTRATION and IMPLEMENTATION COSTS

Department : Education, Training and Student Success

Describe how this change will affect the administrative structure and/or allocation of departmental funds in terms of faculty, facilities, support, and any other resources.

There will be no change to administrative structure and/or allocation of department funds in terms of faculty, facilities, support and any other resources. The major content of this associate degree is already offer in certifications, therefore no additional resources would be necessary. The current departmental funds, facilities, faculty, support and resources will support the new Associates Degree. By adding the 15 hours of general studies to the program we can offer the Associates of Applied Science.

ANTICIPATED ENROLLMENT:

Students	Year One	Year Two	Year Three	Year Four	Year Five
DAY	26	28	35	45	52
EVENING					
DISTANCE EDUCATION					

Describe Process for Attaining & Estimating Enrollment:	The college would begin by notifying the various EMS agencies in the greater New Orleans Area that this program is now available for their employees. Secondly, current students would become eligible as soon as the program became available. Third, the college would be able to advertise and market the course to high school students as well as other agencies within the community.

PROGRAM ACCREDITATION:

Is Program Accreditation, Licensure or Certification Required?	Mandatory
	Accreditation status: Approved
Type/Name of Program Accreditation, Licensure or Certification Required:	Commission on Accreditation of Allied Health Education Programs (CAAHEP)

DESCRIBE IMPLEMENTATION COSTS (Include Faculty, Facilities, Library Resources, etc.)

PROGRAM CURRICULUM
Use the template below or insert separate attachment. All modifications should include the OLD and NEW curriculum with changes appropriately noted so that it is visually clear what has been added, deleted and/or changed. Note if any special requirements, such as internships, are part of the curriculum. List all embedded IBCs. If you are adopting curriculum, you do not need to complete this section.

Subject Code	Course Number	Course Title	Lecture Hours	Lab Hours	Contact Hours	Credit Hours	Clinical Hours

Program, Degree or Concentration:	Credit Hours: 0.00

BENEFITS TO THE SYSTEM

Discuss how this change will benefit your students, your community, and the LCTCS.

There currently is a national shortage of individuals wanting to get into the EMS community or workforce. By offering the AAS degree this would allow those potential students the opportunity to have a college degree to accompany their training for the field. Additionally, it would allow them to continue on for higher degrees in related fields if they desire.

The program service area is the greater New Orleans area, to include the parishes of: St. Bernard, Plaquemines, Orleans, Jefferson, St. Charles, St. Tammany, Washington, Tangipahoa, as well as, Pearl River and Hancock, Mississippi.

The program currently has students from the greater New Orleans area enrolled, with potential students from Pearl River and Hancock (Mississippi) contacting the program and expressing an interest in upcoming enrollment sessions.

Potential employers from these various areas have expressed interest in hiring potential graduates from the program.

KEYWORDS

EMS, Paramedic, EMTE

	Semester 1 (Fall - year 1) - Pre-Requisites		
Course #	Course Description	Credit Hours	Grade Earned
EMSE - 1020	Emergency Medical Technician I	3	
EMSE - 1030	Emergency Medical Technician Lab I	1	
EMSE - 1021	Emergency Medical Technician II	3	
EMSE - 1031	Emergency Medical Technician Lab II	1	
	CTC Emergency Medical Technician	**8**	
BIOL 1010	Introduction to Anatomy and Physiology	3	
BIOL 1020	Introduction to Anatomy and Physiology Lab	1	
ENGL - 1010	English Comp I	3	
	TOTAL SEMESTER HOURS	15	

	Semester 2 (Spring - year 1)		
EMSE 1200	Principles of Paramedic Care	4	
EMSE 1210	Principles of Paramedic Care Lab	2	
EMSE 1300	Cardiac & Respiratory Emergencies	4	
EMSE 1310	Cardiac & Respiratory Emergencies Lab	1	
EMSE 1320	Paramedic Clinical Internship I	1	
	PICK ONE course from the below sections:		
MATH 1190	Math for Allied Health	3	
MATH 1300	College Algebra	3	
MATH 1203	Applied Algebra	3	
	TOTAL SEMESTER HOURS	15	

	Semester 3 (Summer - year 1)		
EMSE 1500	Medical Emergencies	4	
EMSE 1510	Medical Emergencies Lab	1	
EMSE 1520	Paramedic Clinical Internship II	1	
	PICK ONE course from the below sections:		
ANTH 1100	Introduction to Anthropology	3	
ANTH 2100	Anthropology of Sex and Gender	3	
GEOG 1200	World Regional Geography	3	
POLI 1100	American Government	3	
POLI 2610	Constitutional Law	3	
PSYC 1100	Introduction to Psychology	3	
PSYC 1130	Psychology of Personal Adjustm	3	
SOCI 1100	Introduction to Sociology	3	
SOCI 1510	Sociology of Sexual Behavior	3	
SOCI 2100	Social Problems	3	
SOCI 2220	Drug Abuse	3	
	TOTAL SEMESTER HOURS	9	

	Semester 4 (Fall - year 2)		
EMSE 2200	Special Populations in EMS	4	
EMSE 2210	Special Populations in EMS Lab	1	
EMSE 2220	Paramedic Clinical Internship III	1	
EMSE 2300	Trauma Emergencies	4	
EMSE 2310	Trauma Emergencies Lab	1	
EMSE 2320	Paramedic Field Practicum I	1	
PICK ONE course from the below sections:			
BIOL 1500	Nutrition and Diet Therapy	3	
BIOL 2050	Genetics	3	
CHEM 1003	General Organic & Biochemistry	3	
ENVN 1010	Environmental Health and Safety	3	
ENVN 1030	Environmental Law	3	
ENVN 2210	Environmental Science	3	
	TOTAL SEMESTER HOURS	15	

	Semester 5 (Spring - Year 2)		
EMSE 2400	EMS Operations & Paramedic Rev	2	
EMSE 2420	Paramedic Field Practicum II (CAPSTONE)	1	
PICK ONE course from the below sections:			
SPCH 1100	Fund of Effective Speaking	3	
SPCH 1310	Interpersonal Communication	3	
SPCH 2150	Public Speaking	3	
PHIL 1100	Intro to Philosophy	3	
PHIL 1130	World Religions	3	
PHIL 2200	Ethics	3	
HISTORY	Any History Class	3	
FREN 1010	Elementary French I	3	
SPAN 1010	Elementary Spanish I	3	
	TOTAL SEMESTER HOURS	6	

	TOTAL DEGREE CREDITS	60

Academic Degree Program Proposal Form

A.A. Policy 2.04: Academic Planning and Degree Program Proposals

A. Overview

Institution Name: Nunez Community College	Designation (flagship, statewide, regional, HBCU, 2-year): 2 year			
College/School/Division: Nunez Community College/Allied Health	Academic Department: Emergency Medical Services Education (EMSE)			
Degree Designation[a]: AAS	Proposed Degree Name: Emergency Medical Services-Paramedic, Associate of Applied Science	CIP Code: 510904	Credit Hrs[b]: 60	Contact Hrs[c]: 1648
Planned Implementation Semester/Term & Year: Fall 2023	Was this program listed in the most recent Three-year Academic Plan? [X] Yes [] No			

[a] See AA Policy 2.11 Approved Academic Terms & Degree Designations
[b] If the program exceeds the standard 60 credits for associate or 120 credits for baccalaureate, you must provide justification and evidence of management board approval according to system policy.
[c] If applicable.

1. Provide a brief description and reason for the development of the proposed program, identifying its purpose and primary objectives.

> The governing bodies at the national level (National Registry of Emergency Medical Technicians – NREMT, Commission on Accreditation of Allied Health Education Programs – CAAHEP, and the Committee on Accreditation of Educational Programs for the Emergency Medical Service Professions – COAEMSP) are indicating that the field of Emergency Medical Services (EMS) will be moving in the direction of requiring a degree for those entering into the field in the upcoming years. The accrediting body for EMS (CAAHEP) has indicated at recent conferences that the EMS field is the only medical field that currently does not require a degree in order to enter the field, but there are proposals to change this, to come in line with the other medical fields.
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> Nunez Community College would like to offer the program to our students as soon as possible before the accrediting body makes this a requirement for the program. The student will benefit from the college moving in this direction by allowing our students to be ahead of other students from other institutions that will be attempting to implement the requirements when the accrediting body implements the requirement.

2. Describe specialized accreditation requirements associated with the program if applicable (refer to Board of Regents A.A. Policy 2.13: Program Accreditation). If not required, describe whether the institution will seek any voluntary accreditation or certification for the program.

> The program maintains accreditation through Commission on Accreditation of Allied Health Education Programs (CAAHEP).

3. Specify **SACSCOC** or other accreditation organization requirements. Mark all that apply.
   [ ] Substantive change requiring notification only
   [X] Substantive change requiring approval prior to implementation
   [ ] Level Change
   [ ] None

4. Has the program been designed to align with any Board of Regents or other statewide initiatives? Check all that apply.
   [X] MJ Foster Promise Program
   [ ] Cyber-security Initiatives
   [ ] Louisiana Transfer Pathways
   [ ] Other:_____

5. If this proposal is for a Master's or Doctoral program, provide a list below (name, institution, email address, brief summary of qualifications) for at least three external review candidates. Reviewers should be active or retired full time faculty member from an accredited institution; have experience developing and/or administering a program like the proposed program; and should not have direct affiliation with a Louisiana institution.

N/A

B. The Master Plan and Institutional Role, Scope, and Mission

6. How does the program align with your institutional role, scope, and mission? If the program does not align, provide a compelling rationale for the institution to offer the program.

Nunez Community College's mission:

   Nunez Community College is a student-centered institution that delivers relevant and innovative curriculum integrating the arts, sciences, and humanities leading to academic credentials and workforce opportunities. Nunez serves a vital role in the community by engaging with partners to support student success and personal growth.

   The offering of an AAS in Emergency Medical Services-Paramedic would align within Nunez Community College's mission of providing students with the academic credentials and workforce opportunities to succeed in the Emergency Medical field.

   By offering an AAS in Emergency Medical Services-Paramedic would allow the students in the program to be well trained by having a degree in their field opposed to a general AA degree in general education. The emphasis being placed on subject matter pertaining to the profession.

7. How does the program align with your institution's strategic plan and academic program portfolio?

   Nunez's strategic plan has 5 strategic themes: Student-Centered, Teaching and Learning, Caring, Integrity, and Innovation. By adding this program to Nunez Community College's program offerings, we will be supporting four strategic themes; Student-Centered, Teaching and Learning, Caring and Integrity. Specifically, increasing enrollment, retention and completion.

   The program would require a total of 60 credit hours, 45 of these credit hours would be program specific towards Emergency Medical Service topics, with the remaining 15 credit hours being obtained with general academic courses. This curriculum will increase engagement across and within all departments. As a result of this program, we will improve the financial stability of the College. All of which integrate into Nunez Community College's strategic plan.

   The program aligns with the strategic plan by investing in workforce development of the student. For the past three years (1/1/2019 to 3/31/2022) the program maintains a 73% retention rate for students. Furthermore, the EMSE program continues to collaborate with the Nursing and other Allied Health programs at the college.

8. How does the program align with the priorities outlined in the Board of Regents Master Plan for Higher Education? Provide brief descriptions for each. Additional details will be required later in the proposal.

- Accessibility (mode of delivery, alternate course scheduling)

Delivery for the general academic courses would be either through lecture, web-based or hybrid courses. The core classes would be through lecture-base, face to face courses at our only location in Chalmette. Additionally, the program has adjusted scheduling for students to be able to attend courses without changing current work schedules. All of the courses are designed to meet ADA requirements.

- Affordability (use of OER, transfer agreements, prior learning assessment, employer funded)

The college currently has a policy in place for accepting prior learning assessments. Students that would be entering the program that already have the EMT-Basic certification from National Registry would receive the credit towards the AAS program.

Additionally, all general education courses are offered open educational resources.

Transfer agreements are being pursued with 4-year colleges / universities to accept the AAS degree in Emergency Medical Services-Paramedic to be applied towards either a Bachelor's Degree in Emergency Medical Services or Disaster Science and Emergency Management.

Some of the community partners are providing financial assistance to their current employees for the program (tuition, books, supplies).

- Partnerships (with industry, community-based organizations, other institutions)

Nunez Community College's EMSE program currently has partnerships with clinical sites (Ochsner Health Care, LCMC Health Care, West Jeff Medical Center, East Jeff Hospital, St. Bernard Parish Hospital, Tulane Medical Center, Tulane-Lakeside Medical Center, University Medical Center New Orleans, Children's Hospital New Orleans), as well as, partnerships with field agencies (City of New Orleans EMS, West Jeff EMS, East Jeff EMS, Gretna Police EMS, St. Charles EMS, Acadian Ambulance Service, A-Med Ambulance Service) partnerships for internship, field practicums and potential employment upon completion of the program.

Furthermore, there are local vested interest in the program through various 1st responder agencies including but not limited to St. Bernard Fire Department, Slidell Fire Department, Mandeville Fire Department.

- Work-based learning (paid or experiential internships, apprenticeships, etc.)

The work-based learning occurs with internships for clinical experience providing the student with experience and training to complete the program. These facilities include Ochsner Health Care, LCMC Health Care, West Jeff Medical Center, East Jeff Hospital, St. Bernard Parish Hospital, Tulane Medical Center, Tulane-Lakeside Medical Center, University Medical Center New Orleans, Children's Hospital New Orleans by allowing the student to work in the Critical Care Units, Emergency Rooms, Specialized Emergency Rooms (Trauma, Peds) and Labor and Delivery units.

The work-based learning occurs with Field Practicums field agencies (City of New Orleans EMS, West Jeff EMS, East Jeff EMS, Gretna Police EMS, St. Charles EMS, Acadian Ambulance Service, A-Med Ambulance Service) by allowing the student to be exposed to the pre-hospital settings.

- Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner.

The program is open to any individual that meets the minimum requirements for entry to the program, which include;

Being currently registered with the National Registry of EMT as an EMT or AEMT, as well as being licensed in the State of Louisiana as an EMT or AEMT. The student is required to maintain their certifications during enrollment in the program.

Being eligible to enroll in Foundations of Algebra II as well as English Composition I.
Provide current document of professional-level proficiency in CPR.
Additionally, within the industry partnership we are attempting to promote the program towards the adult learners (non-traditional 25+ years old) by closing the achievement gap focused on that population age.

Need

9. How does the program align with relevant local, regional, and/or state workforce strategies and future societal educational needs?

There currently is a national shortage of individuals wanting to get into the EMS community or workforce. By offering the AAS degree this would allow those potential students the opportunity to have a college degree to accompany their training for the field. Additionally, it would allow them to continue on for higher degrees in related fields if they desire.

10. Summarize faculty engagement with alumni, community representatives, employers, Regional Economic Development Organizations (REDO) or other external stakeholders, and explain how those conversations shaped the design and curriculum of this proposed degree.

The Nunez Community College EMSE faculty reviewed what is currently being offered by other LCTCS schools. The team discussed with potential employers and employers were extremely interested in allowing their employees the opportunity to be able to obtain an AAS degree if they chose to return to school.
The Advisory Board, which includes potential employers, expressed interest in students that have higher educational training that could be provided by the college. The Medical Director has been consulted about the potential addition of an AAS program and expressed acceptance in adding the program for the students.
Discussion(s) between the college and COAEMSP and the Bureau of EMS for Louisiana have provided nothing but positive feedback from both agencies.

11. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a rationale.

The program service area is the greater New Orleans area, to include the parishes of: St. Bernard, Plaquemines, Orleans, Jefferson, St. Charles, St. Tammany, Washington, Tangipahoa, as well as, Pearl River and Hancock, Mississippi.
The program currently has students from the greater New Orleans area enrolled, with potential students from Pearl River and Hancock (Mississippi) contacting the program and expressing an interest in upcoming enrollment sessions.
Potential employers from these various areas have expressed interest in hiring potential graduates from the program.

12. Provide evidence of demand for the program in this service area (e.g. prospective student interest survey data, community needs, letters of support from community groups or employers).

> According to the Bureau of Labor Statistics website (https://www.bls.gov/ooh/healthcare/emts-and-paramedics.htm) there are currently 261,000 in the profession in 2021, with an outlook growth of 7% and a projected employment change between 2021-2031 of 17,900. The national average of projected employment for all occupations is 5%, where EMTs and Paramedics are at 7%.
>
> Currently, the program has 100% employment rate for graduates. The program is promoted to having potential employers visit the class for possible recruitment of these graduates. By having a degree program, it promotes professionalism within the field and allows the student to broaden their horizons into other related fields in the industry.

13. What is the employment outlook for occupations related to the program?
    You may find this information using the following information sources among others:
    a. EMSI's Program Overview Report (check with your Office of Academic Affairs for access)
    b. Louisiana Workforce Commission
    c. US Department of Labor Projections Managing Partnership
    d. The NCES CIP to SOC crosswalk.

If data for the program's service area is not available, then use state- or national-level data and indicate below.

[X] Service Area Data   [ ] Sate Data   [ ] National Data

Related Occupation	LWC Star Rating	Current Employment [Enter Year]	Projected Employment [Enter Year]	# Change	% Change	Average Annual Openings	Average Salary
Healthcare		2021	2023	3267	4.1		$44,740
Healthcare		2020	2030	-5,368	-6.8		Unknown

14. List other institutions within the service area that offer the same or similar programs and include the number of graduates from within the last year. This information is available through IPEDS, EMSI's Program Overview Report and BOR Searchable CRIN.

Institution	Program (degree and title)	No. Graduates in past year
South Louisiana Community College	Emergency Medical Technician-Paramedic, Associate of Applied Science	(2020-2021)-37 students
Baton Rouge Community College	Emergency Medical Technician-Paramedic (CTS)	(2020-2021)-2 students
Bossier Parish Community College	Emergency Medical Technician-Paramedic (CTS)	(2020-2021)-14 students
Delgado Community College	Emergency Medical Technician-Paramedic (CTS)	(2020-2021)-3 students

15. Based on the data provided in questions 13 and 14, discuss how this program will help address a need or gap in the labor market, or provide education to further the public good.

This data confirms that there are high wage, high demand jobs available for students who select this program of study. By adding the program to Nunez Community College, we will be able serve the greater New Orleans community.

The AAS degree provides professional development within the field, by allowing the student to expand into other professions such as Emergency Disaster Management once they have completed their AAS degree in Emergency Medical Services-Paramedic. Furthermore, it allows paramedics, after they have obtained field experience as a paramedic, the chance to take a bridge program into the RN field.

The program will allow AAS degree in Emergency Medical Services-Paramedic to advance into management careers within the EMS, or other Allied Health care fields. Through articulation agreements the AAS degree would be able to continue their professional development towards Bachelor degrees and/or Master's Degrees.

16. What impact will the proposed program have on similar or related programs at your institution?

The approval of this program will support EMT-Basic, Career and Technical Certificate, EMT-Advanced, Career and Technical Certificate and Emergency Medical Services Education-Paramedic, Certificate of Technical Studies. The approval of this program will also support IBCs for CPR, Advance Cardiac Life Support (ACLS), Pediatric Advanced Life Support and Pre-hospital Trauma Life Support (PHTLS).

This Associate's Degree will allow our students, both currently enrolled and prospective students, to transfer courses to earn a bachelor's degree.

17. Using data from the US Department of Labor O*-Net and/or EMSI's Program Overview Report identify at least three technical skills and three Knowledge, Skills, and Abilities (KSAs) as identified in O*-Net/EMSI associated with the related occupations.

Occupation	Occupation-specific skills & KSAs
Paramedic	Analyze patient data to determine patient needs or treatment
Paramedic	Treat Medical Emergencies
Paramedic	Drive vehicles to transport individuals or equipment
Paramedic	Maintain medical or professional knowledge
Paramedic	Record patient medical histories

C. **Curriculum**

18. List at least three programmatic student learning outcomes (what students will know and be able to do). Describe how and when outcomes will be assessed.

The program outcomes would be:

- Cognitive – Upon completion of the program, the student will demonstrate the ability to comprehend, apply, analyze, and evaluate information relevant to his or her role as an entry level Paramedic as defined by the U.S. Department of Transportation National Standard Curriculum goals and objectives.
- Psychomotor – Upon completion of the program, the student will demonstrate technical proficiency in all the skills necessary to fulfill the role of an entry level Paramedic.
- Affective – Upon on completion of the program, the student will demonstrate personal behavior consistent with professional employer expectations for entry level Paramedic.

19. The National Association of Colleges and Employers (NACE) provides the list of career ready competencies included in the table below. How do the student learning outcomes for the proposed program align with these career competencies? You may also list your institution's alternate career-based competencies if applicable.

Career Ready Competencies (NACE)	Student Learning Outcomes
Critical Thinking/Problem Solving	**Cognitive and Psychomotor outcomes within the program requires the student to be able to comprehend, apply, analyze and evaluate the information relevant.**
Oral/Written Communications	**Cognitive, Psychomotor and Affective outcomes within the program requires the student to be able to verbally and document their findings for record purposes on patient reports for both billing purposes as well as medical documentation. The affective outcome reflects on their professional behavior to include body language.**
Teamwork/ Collaboration	**Within the EMS field team work is vital which includes working within teams. As a Paramedic, the student has to learn not only how to treat patients, but also be the leader of the team.**
Digital Technology	**The ever-changing pre-hospital setting continues to include new digital technology to include Ipads / computer tablets for patient documentation, as well as EKG machines, and other new technology equipment as the field continues to grow and expand.**
Leadership	**Paramedics are the team leaders in the pre-hospital setting of the medical field. The paramedic has to not only be able to treat patient, but also be able to lead the EMS crew, as well as be able to work with other 1st responders on various incidents.**
Professionalism/ Work Ethic	**Dealing with patients in the pre-hospital setting requires the paramedic to have integrity as well as accountability. The large responsibility that is placed on paramedics require the student to be able through the affective outcome of the program addresses this item during the course of the program.**
Career Management	**The obtaining of a degree within the Paramedic Field expands the students' ability to advance within their career as well as within the field. The offering of the AAS degree allows the student to accomplish the first step in advancing in their career.**
Equity and Global/Intercultural Fluency	**The pre-hospital settings, as well as within the health care system, is one of the few professions that require the individual to have the ability to work across multiple cultural backgrounds, without allowing their bias to interfere with their professionalism and treatment towards patients. The program through the affective outcome allows the student to develop this awareness, attitude, knowledge and skills to engage and include various cultures.**
Other (list others)	

20. List the specific technical skills and KSAs identified in question 17 and show how they relate to the program's student learning outcomes. Insert additional rows as needed.

Technical Skills and KSAs	Student Learning Outcome (s)
Analyze patient data to determine patient needs or treatment	Cognitive and Psychomotor skills
Treat Medical Emergencies	Cognitive, Psychomotor and Affective skills
Drive vehicles to transport individuals or equipment	Psychomotor skills
Maintain medical or professional knowledge	Affective Skills
Record patient medical histories	Cognitive and Affective Skills

21. The American Association of Colleges & Universities identifies a list of high impact educational teaching and learning practices (HIPs) listed below (see https://www.aacu.org/trending-topics/high-impact). Briefly describe how the program will utilize those HIPs that are applicable, including whether it is optional or required.

AACU HIPs	
First Year Experience	**The student is exposed to internships within 10-12 weeks of beginning the program. This first-year experience allows the student to not only have discussions with the instructor but also have contact with the Medical Director and other professionals in the field to broaden their learning experience.**
Undergraduate Research	**N/A**
Common Intellectual Experiences	**The student is exposed to various accepted practices during lab skills, then during field experience/exposure (internship) these skills are often accompanied by various accepted techniques to achieve the same results. This also includes the usage of similar equipment that does not match the equipment the student was exposed to in lab.**
Diversity/Global Learning	**The student is evaluated on the affective behavior that they display during the program towards various cultures, as well as, being familiar with accepted practices towards these individuals while trying to provide pre-hospital care.**
Learning Communities	**N/A**
ePortfolios	**N/A**
Writing Intensive Courses	**The student is exposed to providing written reports of their internship, field practicum and CAPSTONE patient contacts. This usually includes 100+ reports that are reviewed by the faculty and staff for accuracy and required information for the entry level paramedic expected by employers upon completion of the paramedic program.**
Service-Learning, Community-based Learning	**N/A**
Collaborative Assignments & Projects	**N/A**
Internships	**Students perform three internships and one field practicum. These opportunities allow students to gather field experiences and apply their lab skills, and knowledge to live patients under direct supervision of approved nurses and paramedics. The internships are designed to focus on the topics the student is currently learning about in lecture courses.**
Capstone Courses and Projects	**The current program has the student complete a CAPSTONE during their final course in the program. This requirement includes 300 hours in the field setting.**

22. Attach a map of the curriculum by semester for a full-time student enrolled in at least 15 units per semester. This may be structured like a program of study in the general catalog or on a curriculum guide.
    - Include course prefixes, numbers, titles, and credit hour requirements. Identify courses that meet general education requirements.
    - Include alternate tracks and requirements by concentration if applicable. Identify courses that are applicable to the alternative tracks.
    - List all major course requirements. Indicate the word "new" beside new courses.
    - Indicate work-based learning experiences (such as internships, clinicals etc.) if applicable.
    - Provide a summary of how the curriculum meets the learning outcome goals described in questions 18-21.

23. Check all proposed program modes of delivery that apply:
    [X] On campus (<50% online)
    [ ] Hybrid (51-99% online)
    [ ] 100% online

24. Describe how students will have the opportunity to receive credit for prior learning in the program's curriculum. (see Board of Regents Policy AA 2.23)

    The program will adhere to the college's policy on transfer credits and prior learning. Through the AP program, Advance placement by ACT, Credit by Examination, Life Experience Assessment Program (LEAP), military credits and non-traditional credit from other institutions.

    For example, students that transfer into the program and have completed the NREMT – Basic course with certification from NREMT with receive eight (8) credit hours towards the AAS degree.

25. Describe how Open Education Resources (OER) have been incorporated into the program's instructional materials. Identify other measures the institution will take to ensure course material affordability.

    Within the LCTCS system there are a few items that apply towards the Paramedic field of study. The faculty and staff review the OER for material that applies to the subject being taught. The general education courses do offer open educational resources.

    Other items that are offered to the institution from various publishers are the instructor tool kits at no cost to the institution.

    The college continues to seek out other means and funding to assist in the reduction of cost for the student.

26. What, if any, special preparation will students need for admission to the program? This may include pre-requisite courses or degrees, program-specific selective admission criteria or eligibility, or work experience

    Depending on when the student enters into the program depends on the pre-requisites. The program is designed for an incoming student to complete all of the requirements within six (6) semesters.

    A new student entering into the program with the first class (EMSE 1020), will receive all of the requirements to continue through the program with completion within the six (6) semesters. If a student was to enter the program at the paramedic entry point of the program, then the student would have to meet the pre-requisites for being an EMT, having a Professional-level proficiency CPR certification, as well as completion of Intro Anatomy and Physiology with Lab.

27. Identify the partners you are working with to create an educational and career pipeline for this program. Mark all that apply.

[ ] High school CTAE   [X] Employers
[X] High school STEM   [ ] Community organizations
[ ] Career academies   [ ] Professional associations
[ ] 2-year college   [ ] Other Programs at your Institution
[ ] 4-year college/university   [ ] Other Partner

List specific partners for each category checked above.

STEM – students that complete the Emergency Medical Technician program in high school and successfully complete the National Registry exam would receive credit towards their AAS degree. Currently, Chalmette High School and West Jefferson High School have Emergency Medical Responder courses. West Jefferson High School is currently discussing bring an EMT – Basic Course into their curriculum.

EMPLOYERS – Employees that are working for employers that have their EMT credentials from NREMT would receive credit toward their AAS degree. These partners include Acadian Ambulance Service, West Jefferson EMS, East Jeff EMS, and the City of New Orleans EMS.

Upon completion of the AAS program, the student would be eligible to sit for the NREMT Paramedic exam and upon successful completion of the exam would be able to find employment within the medical field.

28. Describe how the education pipeline for the program will function. Include any stackable or transferrable credentialing that is involved.

The proposed AAS program has several entry and exit points including 4 IBCs for students. If the student enrolls in an EMT course in high school, the student would complete the EMT course while in high school, receiving an IBC for CPR. Upon completion of the EMT course the student would receive a Certificate of Technical completion and would be allowed to take the National Registry exam for EMT. Upon passing and receiving their EMT certification the student then would enroll in the college.

The student would complete the A&P course, providing that they have not completed it while in high school. This A&P course is part of the paramedic curriculum for the AAS degree. At this point, the paramedic student would enroll in the initial paramedic course (EMSE 1200), then proceed into the Cardiac Emergencies course (EMSE 1300) where the student would receive another IBC for Advance Cardiac Life Support (ACLS) and be exposed to their first internship in the hospital.

The student would continue through Medical Emergencies (EMSE 1500) along with their second internship in the hospital. Upon completion, the student would move into the "Special Populations" (EMSE 2200) section, where they would be exposed to the third internship. The student would also receive another IBC for Pediatric Advanced Life Support.

The student then would enter into Trauma emergencies (EMSE 2300) where the student would be exposed to their first field practicum experience. Upon completion of the course, the student would receive an IBC for Pre-hospital Trauma Life Support (PHTLS).

The student would then enter into their final semester which includes the CAPSTONE requirements within the accreditation body. Upon the successful completion of the CAPSTONE requirement, the student would then be eligible to take the national exam for paramedic. If the student did not take any of the academic courses required for the AAS degree, the student would receive a Technical Certificate of completion.

29. Describe how the institution will support graduates in meeting career goals such as securing employment, further education, and industry certification.

> The current program provides four (4) IBC's in addition to the core material of the program. Furthermore, with the clinical rotations with the various industry partner allow the students to be exposed to potential employers for post-graduation employment.
>
> The program currently has 100% employment for graduating students.
>
> By offering the AAS degree and forming articulation agreements with four-year institutions, the student could pursue to further their education in either the medical field or other related emergency management fields within the industry.

30. Describe how the success of program graduates will be tracked and assessed? Success may include employment, enrollment in another degree program, or certification/licensure passage.

> The current requirements for CAAHEP, require the follow-up surveys are sent to graduate(s) within six (6) months of completion to track students. Additionally, surveys are sent to employers to ensure that the quality of the student that graduated meets the current service needs of the industry.

D. Students

31. Describe the institution's process for determining prospective and current student interest in the program. This may include enrollment in existing courses, minors, or concentrations, student surveys, admissions inquiries.

> The program currently marked to students through education recruitment drives at high-schools including dual-enrollment programs. The program also markets at community events and through community partners who may employ potential students. Nunez engages with community partners that provide internships and field experiences by hosting quarterly discussions and providing them with recruitment materials. Nunez Community College uses social media and other media outlets to promote the program.

32. Provide current institutional and department/college overall retention and graduation rates.

> https://catalog.nunez.edu/programs/emergency-medical-services-education/
>
> Three-year results for the program (1st quarter 2019 through 1st quarter 2022) the program had 26 graduates that attempted the national exam with 21 students (81 %) passing the exam on their first attempt, and 25 students (96%) successfully completing the exam within three (3) attempts.
>
> The retention rate is 73% based on the 2017-2020 reporting years.
>
> For the last reporting year to the accreditation body (2020 annual report), there were 10 students that completed the course and attempted the national exam with all of the students (100%) passing the exam on their first attempt. The program had an 83.3% retention rate and 100% job placement for the reporting cycle of 2020.

33. Provide an enrollment projection for the next four academic years.

	Year 1	Year 2	Year 3	Year 4
Academic Year (Summer, Fall, Spring)	2022-23	2023-24	2024-25	2025-26
Base enrollment*		13	20	25
Lost to Attrition (should be negative)	-3	-2	-3	-3
New to the institution	15	15	15	20
Shifted from existing programs within your institution	0	0	0	0
Total Enrollment	**26**	**28**	**35**	**45**
Graduates	10	8	10	15
Carry forward base enrollment for next year	13	20	25	30

*Total enrollment becomes the base enrollment for the following year

34. If projected retention and graduation rates are significantly different than for the institution overall, please explain.

> N/A – do not plan on significant changes, program is limited to 20 students on entry level courses.

35. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students.

> The college would begin by notifying the various EMS agencies in the greater New Orleans Area that this program is now available for their employees. Secondly, current students would become eligible as soon as the program became available. Third, the college would be able to advertise and market the course to high school students as well as other agencies within the community.

E. **RESOURCES**

F1. Finance

36. Attach the completed Regents budget template

37. How has student affordability been considered in the design of the program? Are there any additional financial costs that students will have to take on as part of this program? (e.g. special fees, software licenses, equipment, travel, etc.) If so, what strategies have you adopted to offset the cost burden?

> There are no additional costs to the student by enrolling in the AAS program. Additionally, the program will continue to adjusted scheduling for students to be able to attend courses without changing current work schedules.

38. How will the institution cover increased indirect costs associated with the proposed program? Consider costs such as student advising, student support services, tutoring, career services, additional library materials, and replacing or upgrading technology or other infrastructure.

> The major content of this associate degree is already offer in certifications, therefore no additional resources would be necessary. The current departmental funds, facilities, faculty, support and resources will support the new Associates Degree. The new program will not affect the administrative structure of the CollegeBy adding the 15 hours of general studies to the program we can offer the Associates of Applied Science.

39. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

> N/A - The proposed new program does not require the transfer of any current funding.

F2. Instruction and Student Support

40. Faculty
    a. Describe the needs for new/additional faculty for the program including program leadership? Identify any anticipated challenges in hiring adequate faculty, for the program.

    > There should not be a requirement for additional faculty at this time. The additional course loads that are being added to the program are courses that are currently being offered at the college.

    b. How will current faculty be re-directed to this program from existing programs?

    > There should not be any re-directing of faculty due to the courses are currently being offered at the college.

    c. Attach your SACSCOC Faculty Roster for the proposed program. (Please indicate anticipated positions that will need to be filled in the future)

41. Describe additional staff needed for this program (e.g. advising, professional development, program administration, academic coaching, etc.).

> None – Currently faculty and staffing will be able to provide the needs of the proposed program.

F3. Facilities

42. Where will the program be offered? Mark all that apply.

    [X] Main Campus   [ ] Satellite campus (specify campus here)   [X] Other (Industry partner that plans to offer the program at their site location under partnership with the college)   [ ]100% Online

43. What types of facilities are needed for the program? Fill out the chart below as applicable. Add lines under "other" as needed.

Space	New Space	Use Existing Space (as is)	Use Existing Space (Renovated)	Sem/Yr. of Occupancy
Dry Labs (STEM related)		X		
Wet Labs (STEM related)				
Dedicated Offices		X		
Fine Arts Spaces				
Classrooms		X		
Meeting Rooms		X		
Student Study Space		X		
Shared Space with other campus units		X		
Other (Specify)				

44. Describe needs and costs for new or renovated facilities required for the program. Capital Costs for Needed Facilities and Space.

Facility/Space Name	Gross Square Footage	Start Up Costs	Ongoing Costs	Est. Occupancy Date	Funding Source
New Construction					
None					
Renovations and Infrastructure*					
None					
Purchases: Land, Buildings etc.					
None					
Lease space					
None					
TOTAL Cost		$0	$0		

*Include the name of the building or location being impacted and what will need to be done.
Infrastructure includes new systems such as: mechanical/electrical/plumbing, site utilizes, parking/drainage, IT networks, resiliency infrastructure, etc.

45. Discuss the impact of construction or renovation on existing campus activities and how disruptions will be mitigated. Explain how existing programs benefit from new facilities and/or space(s) and changes to existing space.

N/A The new program will not affect the administrative structure of the College. The current departmental funds, facilities, faculty, support and resources will support the new Associates Degree.

46. Will any existing programs be negatively impacted (e.g. lose classroom or office space) by proposed facility changes? If so, discuss how the impacts of these changes will be mitigated.

No.

47. Are there facility needs related to accreditation? Are there any accreditation standards or guidelines that will impact facilities/space needs now or in the future? If so, please describe the projected impact.

Yes, but the current program is meeting the requirements. The new addition of this program will NOT change these requirements or impact the facilities / space needed now or in the projected future.

F4. Technology and Equipment

48. Identify any major equipment or technology integral to program implementation and sustainability. List equipment or assets over $5,000 (cumulative per asset) needed to start-up and run the program.

Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
N/A			
Total Technology and Equipment Costs	**0**	**0**	

F. RISKS AND ASSUMPTIONS

49. In the table below, list any risks to the program's implementation over the next four years. For each risk, identify the impact (low, medium, high), probability of occurrence (low, medium, high), and the institution's mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Impact	Probability	Risk Mitigation Strategy
We do not anticipate any risks in adding this program.			

Degree Information

	Semester 1 (Fall - year 1) - Pre-Requisites	Credit Hours	Grade Earned
Course #	**Course Description**		
EMSE - 1020	Emergency Medical Technician I	3	
EMSE - 1030	Emergency Medical Technician Lab I	1	
EMSE - 1021	Emergency Medical Technician II	3	
EMSE - 1031	Emergency Medical Technician Lab II	1	
	CTC Emergency Medical Technician	**8**	
BIOL 1010	Introduction to Anatomy and Physiology	3	
BIOL 1020	Introduction to Anatomy and Physiology Lab	1	
ENGL - 1010	English Comp I	3	
	TOTAL SEMESTER HOURS	15	

	Semester 2 (Spring - year 1)		
EMSE 1200	Principles of Paramedic Care	4	
EMSE 1210	Principles of Paramedic Care Lab	2	
EMSE 1300	Cardiac & Respiratory Emergencies	4	
EMSE 1310	Cardiac & Respiratory Emergencies Lab	1	
EMSE 1320	Paramedic Clinical Internship I	1	
	PICK ONE course from the below sections:		
MATH 1190	Math for Allied Health	3	
MATH 1300	College Algebra	3	
MATH 1203	Applied Algebra	3	
	TOTAL SEMESTER HOURS	15	

	Semester 3 (Summer - year 1)		
EMSE 1500	Medical Emergencies	4	
EMSE 1510	Medical Emergencies Lab	1	
EMSE 1520	Paramedic Clinical Internship II	1	
	PICK ONE course from the below sections:		
ANTH 1100	Introduction to Anthropology	3	
ANTH 2100	Anthropology of Sex and Gender	3	
GEOG 1200	World Regional Geography	3	
POLI 1100	American Government	3	
POLI 2610	Constitutional Law	3	
PSYC 1100	Introduction to Psychology	3	
PSYC 1130	Psychology of Personal Adjustm	3	
SOCI 1100	Introduction to Sociology	3	
SOCI 1510	Sociology of Sexual Behavior	3	
SOCI 2100	Social Problems	3	
SOCI 2220	Drug Abuse	3	

| | **TOTAL SEMESTER HOURS** | 9 | |

	Semester 4 (Fall - year 2)		
EMSE 2200	Special Populations in EMS	4	
EMSE 2210	Special Populations in EMS Lab	1	
EMSE 2220	Paramedic Clinical Internship III	1	
EMSE 2300	Trauma Emergencies	4	
EMSE 2310	Trauma Emergencies Lab	1	
EMSE 2320	Paramedic Field Practicum I	1	
	PICK ONE course from the below sections:		
BIOL 1500	Nutrition and Diet Therapy	3	
BIOL 2050	Genetics	3	
CHEM 1003	General Organic & Biochemistry	3	
ENVN 1010	Environmental Health and Safety	3	
ENVN 1030	Environmental Law	3	
ENVN 2210	Environmental Science	3	

| | **TOTAL SEMESTER HOURS** | 15 | |

	Semester 5 (Spring - Year 2)		
EMSE 2400	EMS Operations & Paramedic Rev	2	
EMSE 2420	Paramedic Field Practicum II (CAPSTONE)	1	
	PICK ONE course from the below sections:		
SPCH 1100	Fund of Effective Speaking	3	
SPCH 1310	Interpersonal Communication	3	
SPCH 2150	Public Speaking	3	
PHIL 1100	Intro to Philosophy	3	
PHIL 1130	World Religions	3	
PHIL 2200	Ethics	3	
HISTORY	Any History Class	3	
FREN 1010	Elementary French I	3	
SPAN 1010	Elementary Spanish I	3	

| | **TOTAL SEMESTER HOURS** | 6 | |

| | **TOTAL DEGREE CREDITS** | **60** |

Program Revision Graduation Checkout Audit:

At the completion of the EMSE 1000 series courses is a possible checkout point for the students that only wish to obtain the EMT Certification, with a Career and Technical Certificate, Emergency Medical Technician - Basic.

Course #	Semester 1 (Fall - year 1) - Pre-Requisites		
	Course Description	Credit Hours	Grade Earned
EMSE – 1020	Emergency Medical Technician I	3	
EMSE – 1030	Emergency Medical Technician Lab I	1	
EMSE – 1021	Emergency Medical Technician II	3	
EMSE – 1031	Emergency Medical Technician Lab II	1	
	CTC Emergency Medical Technician	**8**	

Furthermore, students that only complete the EMSE 1000 series and all of the Paramedic course series (37 credit hours) would be able to checkout with only a Certificate of Technical Studies – Emergency Medical Technician – Paramedic.

Course #	Course Description	Credit Hours	Grade Earned
BIOL 1010	Introduction to Anatomy and Physiology	3	
BIOL 1020	Introduction to Anatomy and Physiology Lab	1	
EMSE 1200	Principles of Paramedic Care	4	
EMSE 1210	Principles of Paramedic Care Lab	2	
EMSE 1300	Cardiac & Respiratory Emergencies	4	
EMSE 1310	Cardiac & Respiratory Emergencies Lab	1	
EMSE 1320	Paramedic Clinical Internship I	1	
EMSE 1500	Medical Emergencies	4	
EMSE 1510	Medical Emergencies Lab	1	
EMSE 1520	Paramedic Clinical Internship II	1	
EMSE 2200	Special Populations in EMS	4	
EMSE 2210	Special Populations in EMS Lab	1	
EMSE 2220	Paramedic Clinical Internship III	1	
EMSE 2300	Trauma Emergencies	4	
EMSE 2310	Trauma Emergencies Lab	1	
EMSE 2320	Paramedic Field Practicum I	1	
EMSE 2400	EMS Operations & Paramedic Rev	2	
EMSE 2420	Paramedic Field Practicum II (CAPSTONE)	1	
	CTS Emergency Medical Technician – Paramedic	**37**	

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution:___Nunez Community College_____   **Date: January 7, 2023**

Degree Program, Unit: _____Emergency Medical Technician-Paramedic, AAS_____

FTE = Full Time Equivalent (use the institution's standard definition and provide that definition).

EXPENDITURES								
INDICATE ACADEMIC YEAR:	**FIRST**		**SECOND**		**THIRD**		**FOURTH**	
	AMOUNT	**FTE**	**Amount**	**FTE**	**AMOUNT**	**FTE**	**AMOUNT**	**FTE**
Faculty	$0	0	$0	0	$0	0	$0	0
Graduate Assistants	$0	0	$0	0	$0	0	$0	0
Support Personnel	$0	0	$0	0	$0	0	$0	0
Fellowships and Scholarships	$0	0	$0	0	$0	0	$0	0
SUB-TOTAL	$0	0	$0	0	$0	0	$0	0
	AMOUNT		**AMOUNT**		**AMOUNT**		**AMOUNT**	
Facilities	$0		$0		$0		$0	
Equipment/Library Resources	$0		$0		$0		$0	
Travel	$0		$0		$0		$0	
Supplies	$0		$0		$0		$0	
SUB-TOTAL	$0		$0		$0		$0	
TOTAL EXPENSES	$0		$0		$0		$0	
REVENUES								
Revenue Anticipated From:	**AMOUNT**		**AMOUNT**		**AMOUNT**		**AMOUNT**	
*State Appropriations	$0		$0		$0		$0	
*Federal Grants/Contracts	$0		$0		$0		$0	
*State Grants/Contracts	$0		$0		$0		$0	
*Private Grants/Contracts	$0		$0		$0		$0	
Expected Enrollment	26		28		35		45	
Tuition	$86,711.04		$93,381.12		$116,726.40		$150,076.80	
Fees	$22,880		$24,640		$30,800		$39,600	
*Other (specify)	$0		$0		$0		$0	
TOTAL REVENUES	$109,591.04		$118,021.12		$147,526.40		$189,676.80	

Employee Last Name	Employee First Name	Title of Position	TS_ORGN_DESC
Daigle	Sidnie	Instructor-Part Time	EMSE
Gulley	Sunny	Instructor-Part Time	EMSE
Lestelle	Rachel	Instructor-Full Time	EMSE
Mieger	Donald	Instructor-Full Time	EMSE
Zavala	Anne	Instructor-Full Time	EMSE

<u>AAS – Wind Energy Technology Checkout Audit:</u>

At the completion of the offshore safety series is a possible checkout point for the students that only wish to obtain the Offshore Safety certification, with a Career and Technical Certificate including GWO basic training, advanced rescue training, and enhanced first aid training certifications, OSHA 10, CPR, and First Aid certifications.

Course #	Course Description	Certifications	Credit Hours	Grade Earned
SECA 1000	Offshore Basic Training	GWO Basic Training	3	
SECA 1010	Introduction to Rescue Operations	GWO Advanced Rescue Training, OSHA 10	3	
SECA 1020	Advanced Rescue Operations and First Aid	GWO Enhanced First Aid Training, CPR, First Aid	3	
	CTC Offshore Safety and Survival		**8**	

In addition, students that complete the SECA series and technical courses (48 credit hours), in addition to the CTC, would be able to check out with a Technical Diploma – Wind Turbine Mechanics including GWO basic technical training, blade repair, CoHE, lift training, and slinger signaller certifications, and Lockout Tagout certification.

Course #	Course Description	Certifications	Credit Hours	Grade Earned
SECA 1030	Introduction to Wind Energy		3	
SECA 1100	Introduction to Mechanical Systems[1]	GWO Basic Technical Training Mechanical Module	2	
SECA 1110	Basics of Electric Motors[2]	GWO Basic Technical Training Electrical Module	2	
SECA 1120	Basics of Hydraulic Systems[2]	GWO Basic Technical Training Mechanical Module	2	
SECA 1130	Installation Lab[2]	GWO Basic Technical Training Installation Module	2	
SECA 2000	Wind Turbine Blade Repair	GWO Blade Repair	6	
SECA 2010	WTG Hazardous Energies	GWO CoHE, Lockout Tagout	2	
SECA 2011	Managing Working at Heights	GWO Lift Training, GWO Slinger Singaller	4	
ENGL 2160	Technical Writing		3	
BIOL 2210	Environmental Science		3	
GEOL 1010	Physical Geology		3	
GEOL 1030	Physical Geology Lab		1	

[1] Corequisite Courses: SECA 1100, 1110, 1120,1130

Course #	Course Description	Certifications	Credit Hours	Grade Earned
BIOL 2200	Louisiana Wetlands Ecology		3	
CSTL 2323	Introduction to Small Unmanned Aircraft Systems (sUAS)—Drones		3	
CSTL 2321	Drone Surveying Lab		1	
	TD – Wind Turbine Mechanics and Maintenance		**48**	

If students continue to finish their general education requirements (60 credit hours), in addition to the CTC & TD requirements, they would be able to check out with an Associate of Applied Science in Wind Energy Technology.

Course #	Course Description	Certifications	Credit Hours	Grade Earned
Math 1300	College Algebra		3	
ENGL 1010	English Composition I		3	
Humanities Elective	ENGL, FIAR, FREN, HIST, MUSC, PHIL, SPAN, SPCH, THEA		3	
Social Science Elective	ANTH, ECON, GEOG, POLI, PSYC, SOCI,		3	
	AAS – Wind Energy Technology		**60**	

Wind Energy Technology - 02/15/2023

TYPE OF PROPOSED CHANGE : New Program

PROGRAM NAME : Wind Energy Technology

AWARD LEVEL(S)

For Board of Regents and LCTCS Review:	**For LCTCS Review:**
Associate of Applied Science (A.A.S.) **Name:**	Technical Diploma (T.D.) Certificate of Technical Studies (C.T.S.) Career and Technical Certificate (C.T.C) TCA - For Archive Purpose Only

NAME OF PROGRAM(S) and AWARD LEVEL(S)

Stars : 5 Stars			
Name: Wind Energy Technology, AAS		**Program Delivery Mode:** Standard	
CIP: 47.0101	**Credit Hours:** 60.00	**Contact Hours:** 900.00	Associate of Applied Science (A.A.S.)
Stars : 5 Stars			
Name: Wind Turbine Mechanics and Maintenance		**Program Delivery Mode:**	
CIP: 47.0101	**Credit Hours:** 48.00	**Contact Hours:** 780.00	Technical Diploma (T.D.)
Stars : 4 Stars			
Name: Offshore Safety and Survival		**Program Delivery Mode:** Standard	
CIP: 15.0799	**Credit Hours:** 8.00	**Contact Hours:** 120.00	Career and Technical Certificate (C.T.C)

PROPOSED CHANGE
a) For New Programs, state the purpose and objective; b) For Curriculum Modifications, state previous credit and clock hours; c) For Program Termination, state program and all award levels; d) For Curriculum Adoption, state the college from which curriculum is being adopted and the date it was approved by LCTCS.

As an applied, academic degree program that includes a GWO-approved curriculum, the AAS in Wind Energy Technology prepares students for immediate employment as wind turbine technicians or for transfer to a four-year institution of higher learning. Students completing the Associates of Applied Science will also earn the CTC in Offshore Safety and Survival and the TD in Wind Turbine Mechanics and Maintenance. Currently, there is no other institution of higher learning in the United States that is offering an AAS degree that integrates the full GWO certification program.

IMPLEMENTATION DATE (Semester and Year)	Fall 2023

HISTORY OF PRIOR ACTIONS
Provide an overview of changes to this program.

This is a new program for the state.

JUSTIFICATION FOR THE PROPOSED CHANGE
Include support such as four-year university agreements, industry demand, advisory board information, etc.

Nunez administrators visited Rhode Island to tour training facilities, the Block Island offshore wind farm, and begin discussions with industry leaders, who already have training programs in place.
University of New Orleans recently received a $50 million grant from the US Economic Development Administration to the H2theFuture coalition. This program, known as NEXUS, is going to serve as the hub for clean energy initiatives. 25 partners, led by the Greater New Orleans inc aim to build a clean hydrogen production cluster to improve the South Louisiana industrial corridor. Nunez has met with UNO, GNOinc, and other partners to discuss workforce initiatives surrounding clean energy production. This program allows for the cultivation of entry level positions into this workforce and provides pathways for career upward mobility with UNO.
The Global Wind Organization currently holds the only industry recognized certifications for wind turbine technicians. Nunez holds a MOU with Energy Innovations, from Norway, to deploy their already accredited GWO certifications. To allow for upward mobility, Nunez faculty took the certification program and packaged it into a credit program. This allows for our students to obtain a well-rounded training and education before entering into the workforce.

SITE(S) OF NEW PROGRAM OR CURRICULUM MODIFICATION:

QUALIFIED FACULTY (Check all that apply)

Use Existing Faculty: No	**Hire Adjunct Faculty:** No	**Hire Full-Time Faculty:** No
# - Full Time: 0	**# -** 1	**# -** 1
# - Part Time: 0		

ADMINISTRATION and IMPLEMENTATION COSTS

Department :

How will this change affect the administrative structure and/or allocation of departmental funds in terms of:

Faculty :	Facilities :	Library Resources :
Support :	Related Fields :	Other :

MINIMUM CREDENTIALS REQUIRED FOR FACULTY		
Education:	**Experience:**	**Certification:** GWO Certification

FISCAL IMPACT: ADMINISTRATION and IMPLEMENTATION COSTS

Department : Education, Training and Student Success

Describe how this change will affect the administrative structure and/or allocation of departmental funds in terms of faculty, facilities, support, and any other resources.

The program will be managed by Nunez Community College's Coast Studies and GIS program chair. Aside from the addition of 1.5 faculty members, there will be no changes to the administrative structure of the college.

ANTICIPATED ENROLLMENT:

Students	Year One	Year Two	Year Three	Year Four	Year Five
DAY	10	22	32	44	55
EVENING					
DISTANCE EDUCATION					

Describe Process for Attaining & Estimating Enrollment:	This program will be the first in the nation to integrate the GWO certifications into an academic program, which will help recruit students from around the nation to the college. We will share with potential and current students that this AAS program will allow students to transfer courses to earn a bachelors from University of New Orleans, who is contemporaneously developing a Wind Engineering program.

PROGRAM ACCREDITATION:

Is Program Accreditation, Licensure or Certification Required?	Mandatory
	Accreditation status: Applied
Type/Name of Program Accreditation, Licensure or Certification Required:	GWO Certification The curriculum inside the SECA courses was developed by Energy Innovations in Norway, who holds accreditation by GWO. This ensures that our courses will maintain the GWO standards allowing for direct employment in the wind industry.

DESCRIBE IMPLEMENTATION COSTS (Include Faculty, Facilities, Library Resources, etc.)

PROGRAM CURRICULUM
Use the template below or insert separate attachment. All modifications should include the OLD and NEW curriculum with changes appropriately noted so that it is visually clear what has been added, deleted and/or changed. Note if any special requirements, such as internships, are part of the curriculum. List all embedded IBCs. If you are adopting curriculum, you do not need to complete this section.

Subject Code	Course Number	Course Title	Lecture Hours	Lab Hours	Contact Hours	Credit Hours	Clinical Hours
Program, Degree or Concentration:					**Credit Hours:** 0.00		

BENEFITS TO THE SYSTEM

Discuss how this change will benefit your students, your community, and the LCTCS.

Part of Nunez's mission is to deliver relevant and innovative curriculum leading to academic credentials and workforce opportunities. By 2031, employment of wind turbine technicians is projected to grow 44% country wide (US Bureau of Labor Statistics). Offering a curriculum that includes GWO certifications ensures our college and state as a forefront leader in training wind turbine technicians.
No other state institution is offering a degree in Wind Energy Technology. We will be reducing the cost of the degree by offering it in Louisiana. Additionally, Nunez is working on developing transfer agreements with the University of New Orleans as they develop their Bachelors degree in Wind Engineering. Nunez is working alongside GNO, Inc, the GNOwind Alliance and the Beach at UNO to coordinate our efforts in the region.

KEYWORDS

GWO Certification, Wind, Wind Entergy

TYPE OF PROPOSED CHANGE : New Program

PROGRAM NAME : Coastal Restoration

AWARD LEVEL(S)

For Board of Regents and LCTCS Review:	**For LCTCS Review:**
Name:	Technical Diploma (T.D.)
	Certificate of Technical Studies (C.T.S.)
	Career and Technical Certificate (C.T.C)
	TCA - For Archive Purpose Only

NAME OF PROGRAM(S) and AWARD LEVEL(S)

Stars : 3 Stars

Name: Coastal Restoration	**Program Delivery Mode:** Hybrid

CIP: 03.0205	**Credit Hours:** 21.00	**Contact Hours:** 945.00	Certificate of Technical Studies (C.T.S.)

PROPOSED CHANGE
a) For New Programs, state the purpose and objective; b) For Curriculum Modifications, state previous credit and clock hours; c) For Program Termination, state program and all award levels; d) For Curriculum Adoption, state the college from which curriculum is being adopted and the date it was approved by LCTCS.

The purpose of this program is to inform community members who are looking to learn more about coastal issues. Between the $50 Billion CPRA state master plan, the Mid-Barataria & Mid-Brenton sediment diversions, and the complications that will arise in the livelihood of those working in the affected fisheries, many of our regional community members are affected and want to learn more. This program is designed to break down these complex environmental, career, and geopolitical issues and present pathways for those who want to get involved in designing costal restoration projects.
Program Learning Outcomes
1. Identify important links between coastal, ocean, atmospheric, and terrestrial systems;
2. Use modern scientific equipment in wetland settings and interpret data that is generated;
3. Critically evaluate research;
4. Explain events and processes along Louisiana's coastline and how they relate to regional, national, and global forces and events;
5. Form connections between science and local community, cultural, and economic perspectives.

IMPLEMENTATION DATE (Semester and Year)	Fall 2023

HISTORY OF PRIOR ACTIONS
Provide an overview of changes to this program.

The Coastal Studies and GIS, AAS & TD was approved in 2019.

JUSTIFICATION FOR THE PROPOSED CHANGE
Include support such as four-year university agreements, industry demand, advisory board information, etc.

The College receives numerous inquiries from prospective students about courses they could take to understand more about the issues our coastline is facing, but do not want to take the technical GIS courses. In discussing with the coastal advisory board, we collectively decided the best move would be to develop a pathway for students to take courses relevant to understanding this complex environment and political landscape. Two new courses are added into this pathway that were previously developed at another LCTCS institution under the guidance of the Coastal Wetlands Planning Protection and Restoration Act (CWPPRA), Meraux Foundation, and were approved of by the Coastal Protection and Restoration Authority (CPRA): CSTL 2410 - Coastal Restoration & CSTL 2020 - Field and Research Methods. This pathway will address the inquiries from those interested in getting involved with coastal restoration. Currently, the enrollment in our CTC, TD, and AAS - Coastal & GIS programs is quite low, and this would help boost enrollment in our non-technical required courses. This CTS does not alter the AAS-Coastal Studies & GIS Technology, since it is an alternative pathway.

SITE(S) OF NEW PROGRAM OR CURRICULUM MODIFICATION:

QUALIFIED FACULTY (Check all that apply)

Use Existing Faculty: No	Hire Adjunct Faculty: No	Hire Full-Time Faculty: No
# - Full Time: 0 # - Part Time: 0	# - 0	# - 0

ADMINISTRATION and IMPLEMENTATION COSTS

Department :

How will this change affect the administrative structure and/or allocation of departmental funds in terms of:

Faculty :	Facilities :	Library Resources :
Support :	Related Fields :	Other :

MINIMUM CREDENTIALS REQUIRED FOR FACULTY

Education:	Experience:	Certification:

FISCAL IMPACT: ADMINISTRATION and IMPLEMENTATION COSTS

Department : Education, Training and Student Success

Describe how this change will affect the administrative structure and/or allocation of departmental funds in terms of faculty, facilities, support, and any other resources.

The addition of this CTS will not affect the administrative structure and/or allocation of departmental funds in terms of faculty, facilities, support and any other resources.

ANTICIPATED ENROLLMENT:

Students	Year One	Year Two	Year Three	Year Four	Year Five
DAY	7	10	15	21	27
EVENING					
DISTANCE EDUCATION					

Describe Process for Attaining & Estimating Enrollment:	This new program will attract students interested in Coast Studies. This program will be marketed to traditional students and dual enrollment students.

PROGRAM ACCREDITATION:

Is Program Accreditation, Licensure or Certification Required?	No Accreditation status:
Type/Name of Program Accreditation, Licensure or Certification Required:	

DESCRIBE IMPLEMENTATION COSTS (Include Faculty, Facilities, Library Resources, etc.)

PROGRAM CURRICULUM
Use the template below or insert separate attachment. All modifications should include the OLD and NEW curriculum with changes appropriately noted so that it is visually clear what has been added, deleted and/or changed. Note if any special requirements, such as internships, are part of the curriculum. List all embedded IBCs. If you are adopting curriculum, you do not need to complete this section.

Subject Code	Course Number	Course Title	Lecture Hours	Lab Hours	Contact Hours	Credit Hours	Clinical Hours
Program, Degree or Concentration:						Credit Hours: 0.00	

BENEFITS TO THE SYSTEM

Discuss how this change will benefit your students, your community, and the LCTCS.

High School (CTAE), Community Organizations - High School: New Harmony High School, which is a public open-enrollment high school that prepares students for graduation, college career and beyond through the lens of coastal restoration and preservation will be offering CSTL 1013 & ENVN 2210 as dual enrollment courses through Nunez.

Community Organizations: The Coalition to Restore Coastal Louisiana (CRCL) is turning over their tree monitoring on coastal restoration sites in our service area to Nunez students. This will give students necessary hands-on experience as a field technician. The students will be out during volunteer plantings, giving our program wide exposure.

KEYWORDS

Coastal Restoration

CTS – GIS & FACILITIES PLANNING PROGRAM

This stand-alone, entry level prgoram is focused on Geospatial Information Science (GIS) and Facilities Planning technical skills that will allow for direct hire into the workforce. As the demand for military facilities planning is increasing across our region, state, and nation, this is a highly sought-after skill set. This program is housed within the Coastal Studies and GIS program, allowing students to move into less technical, coastal and environmental courses if so desired.

Course	Title	Total Credits
BIOL 2210	Environmental Science	3
CSTL 1114	Computer Graphs & Maps	4
CSTL 1123	Fundamentals of Mapping & GIS	3
CSTL 2133	Remote Sensing I	3
CSTL 2143	GIS Theories and Concepts	3
CSTL 2163	Master Planning for Federal Facilities	3
		Total: 19

This pathway can be completed in two semesters.

Sample Semester Plan

Semester 1		
Course	**Title**	**Total Credits**
BIOL 2210	Environmental Science	3
CSTL 1114	Computer Graphs & Maps	3
CSTL 1123	Fundamentals of Mapping & GIS	3
Semester 2		
Course	**Title**	**Total Credits**
CSTL 2133	Remote Sensing I	3
CSTL 2143	GIS Theories and Concepts	4
CSTL 2163	Master Planning for Federal Facilities	3

Program Learning Outcomes

1. For students to become skilled with the acquisition, handling and analysis of geographic data and apply these skills to problems within their profession or discipline;
2. To familiarize students with the analytical tools and methods to solve problems of a spatial nature;
3. For students to learn and understand the technical vocabulary in this area of specialization;
4. For students to become familiar with communication outlets for spatial and scientific information processing: books, monographs, journals, internet communications, etc;
5. Develop a comprehensive facilities master plan.

Learning Outcomes & Curriculum

1. For students to become skilled with the acquisition, handling and analysis of geographic data and apply these skills to problems within their profession or discipline; (assessed in CSTL 1114, CSTL 1123, CSTL 2133, & CSTL 2143 through assignments, projects, and examinations)

2. To familiarize students with the analytical tools and methods to solve problems of a spatial nature; (assessed in CSTL 1114, CSTL 1123, CSTL 2133, CSTL 2143, & CSTL 2163 through assignments, projects, and examinations)
3. For students to learn and understand the technical vocabulary in this area of specialization; (assessed in CSTL 1114, CSTL 1123, CSTL 2133, CSTL 2143, & CSTL 2163 through assignments, projects, and examinations)
4. For students to become familiar with communication outlets for spatial and scientific information processing: books, monographs, journals, internet communications, etc; (assessed in BIOL 2210, CSTL 1114, CSTL 1123, CSTL 2133, & CSTL 2143 through assignments, projects, and examinations)
5. Develop a comprehensive facilities master plan. (assessed in CSTL 2163 in capstone project)

TYPE OF PROPOSED CHANGE : New Program

PROGRAM NAME : GIS & Facilities Planning

AWARD LEVEL(S)

For Board of Regents and LCTCS Review:
 	
  Name:
	For LCTCS Review:
	
	   Technical Diploma (T.D.)
	
	   Certificate of Technical Studies (C.T.S.)
	
	   Career and Technical Certificate (C.T.C)
	
	   TCA - For Archive Purpose Only

NAME OF PROGRAM(S) and AWARD LEVEL(S)

Stars : 4 Stars

Name: GIS & Facilities Planning	Program Delivery Mode: Standard

CIP: 45.0702	Credit Hours: 19.00	Contact Hours: 285.00	Certificate of Technical Studies (C.T.S.)

PROPOSED CHANGE
a) For New Programs, state the purpose and objective; b) For Curriculum Modifications, state previous credit and clock hours; c) For Program Termination, state program and all award levels; d) For Curriculum Adoption, state the college from which curriculum is being adopted and the date it was approved by LCTCS.

Our industry partners have requested an alternate pathway for students to learn a non-coastal focused GIS trackway with an emphasis on military facilities planning. There is an influx of contracts to our local industry partners from the federal government for military facilities planning. Many of these companies have expressed the need to grow their GIS technician staff by 40% to accommodate the influx. Providing a pathway that widens our focus just a bit from coastal will allow for a larger enrollment in the technical courses in the GIS program. This CTS does not alter the AAS-Coastal Studies & GIS Technology, since it is an alternative pathway.

The purpose of this program is to provide students with the exact amount of training needed to obtain an entry level position into a GIS firm. While the AAS training is more well rounded and provides students the opportunity to transfer, that level of training is not required for an entry level position into a GIS firm.

Program Learning Outcomes

1. For students to become skilled with the acquisition, handling and analysis of geographic data and apply these skills to problems within their profession or discipline;
2. To familiarize students with the analytical tools and methods to solve problems of a spatial nature;
3. For students to learn and understand the technical vocabulary in this area of specialization;
4. For students to become familiar with communication outlets for spatial and scientific information processing: books, monographs, journals, internet communications, etc;
5. Develop a comprehensive facilities master plan.

IMPLEMENTATION DATE (Semester and Year)	Fall 2023

HISTORY OF PRIOR ACTIONS
Provide an overview of changes to this program.

The Coastal Studies and GIS, AAS & TD was approved in 2019.

JUSTIFICATION FOR THE PROPOSED CHANGE
Include support such as four-year university agreements, industry demand, advisory board information, etc.

Our industry partners have requested an alternate pathway for students to learn a non-coastal focused GIS trackway with an emphasis on military facilities planning. There is an influx of contracts to our local industry partners from the federal government for military facilities planning. Many of these companies have expressed the need to grow their GIS technician staff by 40% to accommodate the influx. Providing a pathway that widens our focus just a bit from coastal will allow for a larger enrollment in the technical courses in the GIS program. This CTS does not alter the AAS-Coastal Studies & GIS Technology, since it is an alternative pathway.

The purpose of this program is to provide students with the exact amount of training needed to obtain an entry level position into a GIS firm. While the AAS training is more well rounded and provides students the opportunity to transfer, that level of training is not required for an entry level position into a GIS firm.

SITE(S) OF NEW PROGRAM OR CURRICULUM MODIFICATION: Main Campus

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QUALIFIED FACULTY (Check all that apply)

Use Existing Faculty: Yes	Hire Adjunct Faculty: No	Hire Full-Time Faculty: No
# - Full Time: 0 # - Part Time: 0	# - 0	# - 0

ADMINISTRATION and IMPLEMENTATION COSTS

Department :

How will this change affect the administrative structure and/or allocation of departmental funds in terms of:

Faculty :	Facilities :	Library Resources :
Support :	Related Fields :	Other :

MINIMUM CREDENTIALS REQUIRED FOR FACULTY

Education:	Experience:	Certification:

FISCAL IMPACT: ADMINISTRATION and IMPLEMENTATION COSTS

Department :

Describe how this change will affect the administrative structure and/or allocation of departmental funds in terms of faculty, facilities, support, and any other resources.

The addition of this CTS will not affect the administrative structure and/or allocation of departmental funds in terms of faculty, facilities, support and any other resources.

ANTICIPATED ENROLLMENT:

Students	Year One	Year Two	Year Three	Year Four	Year Five
DAY	7	10	15	21	27
EVENING					
DISTANCE EDUCATION					
Describe Process for Attaining & Estimating Enrollment:	This new program will attract students interested in Coast Studies. This program will be marketed to traditional students and dual enrollment students.				

PROGRAM ACCREDITATION:

Is Program Accreditation, Licensure or Certification Required?	No **Accreditation status:**
Type/Name of Program Accreditation, Licensure or Certification Required:	

DESCRIBE IMPLEMENTATION COSTS (Include Faculty, Facilities, Library Resources, etc.)

PROGRAM CURRICULUM
Use the template below or insert separate attachment. All modifications should include the OLD and NEW curriculum with changes appropriately noted so that it is visually clear what has been added, deleted and/or changed. Note if any special requirements, such as internships, are part of the curriculum. List all embedded IBCs. If you are adopting curriculum, you do not need to complete this section.

Subject Code	Course Number	Course Title	Lecture Hours	Lab Hours	Contact Hours	Credit Hours	Clinical Hours

Program, Degree or Concentration:	Credit Hours: 0.00

BENEFITS TO THE SYSTEM

Discuss how this change will benefit your students, your community, and the LCTCS.

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KEYWORDS

GIS, Facilities Planning

Signature: *William Tulak*

Email: williamtulak@lctcs.edu

Signature: *Wendi Palermo*

Email: wendipalermo@lctcs.edu

F.7.Nunez Consent Items

Final Audit Report   2023-03-04

Created:	2023-03-03
By:	Sara Kleinpeter (sarakleinpeter1@lctcs.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA5JyOEGEPhEBJmFE3elpUWQgySusGLluZ

"F.7.Nunez Consent Items" History

Document created by Sara Kleinpeter (sarakleinpeter1@lctcs.edu)
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2023-03-03 - 7:43:40 PM GMT

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