

NORTHLAND PIONEER COLLEGE EMERGENCY MEDICAL TECHNOLOGY PROGRAM REVIEW

Overview and Methodology

The following document presents a comprehensive review of the Emergency Medical Technology (EMT) program at Northland Pioneer College (NPC) as of November, 2005. Because NPC programs are reviewed on a five-year cycle, data was collected back to the 1999-2000 academic year. There does not appear to be a previous program review of the EMT program on file.

An introductory section, Part I, provides the reader with background information for understanding the development and evolution of the program. Part II examines all aspects of the current program with regard to instruction, student services, and external alliances and support. The third part of the report describes noteworthy accomplishments that have advanced and improved the EMT program in the past five years. Parts I-III were developed using information gathered from the Division of Workforce Development, the Office of Records and Registration, the EMT Program, and the Division of Student Services. Part IV analyzes the results of a survey of all fire departments and EMS providers within the NPC service area. The survey was developed and administered under the direction of the Dean of Workforce Development as part of the program review process to determine whether the NPC EMT program is effectively serving its constituents, and if not, what issues must be addressed. To develop Part V, members of the EMT Advisory Board were asked to report on current trends that have ramifications for the EMT program. They were also asked to add any additional salient information that would serve to examine and review the effectiveness of the NPC EMT program, as well as provide direction for its future. Part VI provides a summary of the program review document. Parts I-VI were presented to the EMT Program Review Committee on November 3, 2005, and the committee was asked to provide final recommendations, which were then added to the Appendix.

I. Introduction

A. A Brief History of Emergency Medical Technology at Northland Pioneer College

Northland Pioneer College has had Emergency Medical Technology (EMT) classes in its catalog since 1985. For this report, data will be traced back to the Spring semester of 2000, as program reviews are required on a five-year cycle. Program history will date back a few years further as needed to provide background information.

In 1996, oversight of the EMT program was moved from the department of Extended Learning Services to the Science and Mathematics division. Under Extended Learning Services, the department chairperson supervised the duties of the program coordinator. Under Science and Mathematics, the division dean supervised the duties of the program coordinator. In November of 2002, EMT was again moved, this time to the Division of Business and Industry Training, which became the Division of Workforce Development

in 2004. Peggy Belknap, M.Ed., The Dean of Workforce Development currently supervises Donna Farkas, FLT CEP, the EMT Program Coordinator.

Until November of 2002, the program coordinator position for EMT was described as half-time Fire Science (FRS) and half-time EMT. Since 1996, four different individuals have held the position. The three coordinators who served in the years 1996-2002 had EMT backgrounds. In November 2002, two full-time coordinator positions were created, one for FRS and one for EMT. Donna Farkas, a Certified Flight Paramedic with over fifteen years of experience, currently holds the full-time EMT coordinator position. Ms. Farkas took over coordinator duties in a part-time capacity in August of 2002, and was made full-time in January of 2003. Her office is located on the White Mountain campus in Show Low. In addition to coordinator duties, Ms. Farkas carries a teaching load of 10 credits per semester, and serves as coordinator for the grant-funded Rural Outreach for Paramedical Education (ROPE) project (see page 12).

The Emergency Medical Technology program has undergone significant changes with guidance from NPC's EMT Advisory Board (a description of the board can be found on page 10) and the direction of Ms. Farkas. Because of the advisory board's involvement and input, the changes have been industry-driven in response to employment trends. A new associate degree program has been developed, and was approved by NPC's Academic Standards and Curriculum Committee (ASCC) at its 4/30/04 meeting. The District Governing Board approved the new program on 5/18/04. Degrees and certificates will be described in detail in Section II A, beginning on page 4.

The most noteworthy change to the EMT curriculum is that Intermediate Emergency Medical Technician (IEMT), although listed in the current 2003-2005 catalog, is no longer offered by the college, and the associate degree and certificate programs have been revised. To fully understand why these changes were implemented, it is necessary to understand the framework of education and certification for Emergency Medical Technicians (EMTs) and Paramedics (CEPs).

Northland's EMT 102, Emergency Medical Technician-Basic, prepares students to take the National Registry EMT for EMT-Basic certification. This constitutes the skill set and certification required of entry-level Emergency Medical Technicians and Firefighters in Arizona. (For a further discussion of licensure/regulatory or national industry skill standards that affect the program, please see Part II D on page 6.) Intermediate EMT or IEMT is the next step, followed by Certified Emergency Paramedic or CEP. The United States Department of Transportation, which oversees paramedic-training curriculum, proposed an entirely new curriculum for CEP in 1998. The new curriculum consists of 1,000 hours of training, replacing the 500-hour training program. The 1,000-hour curriculum prepares paramedics to perform more critical care skills, advanced cardiac care, clinical and differential diagnosing and critical thinking. Paramedics are also trained, under the 1,000-hour curriculum, to practice their skills in an urgent care facility setting, providing them with a broader variety of employment opportunities.

An IEMT has all the training of a paramedic (CEP), with the exception of advanced cardiac care and large-vein skills. Prior to the Fall semester of 2003, NPC offered EMT-Basic, IEMT and the 500-hour CEP curriculum. In 2001, the Arizona Department of Health Services (AZDHS), which oversees all EMT training programs in the state, no longer accepted the 500-hour CEP program, and chose to adopt the 1,000-hour CEP program instead.

In 2003, NPC dropped IEMT from its program offerings. Current NPC offerings preparing students for national certification include EMT-Basic and the 1,000-hour CEP program. There are two reasons the college chose to drop IEMT and to adopt the 1,000-hour CEP program. The first is that *there is no path of progression for students from IEMT to CEP*. If a student becomes certified as an IEMT and wishes to upgrade his or her certification to CEP, he or she, *per state mandated curricular requirements*, must start over at the beginning of the 1,000-hour CEP program, regardless of the education, training and experience acquired as an IEMT.

The second reason the 1,000-hour CEP program was adopted in lieu of the IEMT is that the Certified Emergency Paramedic possesses a skill set that is far more appropriate to meeting the critical care needs of a rural and remote service area. Dr. Phil Johnson, Medical Director for Northland's EMT Program, explains thus: In metropolitan areas, the IEMT suffices, because patients can be transported immediately to hospitals. While IEMTs do not have critical cardiac and large-vein skills, these skills are not required – in fact it is usually not even possible to employ them in a metro area – because patient transport can be accomplished so rapidly. However, if a patient in a rural area requires intravenous medications or fluids in a large-vein and/or critical cardiac care, these treatments *must* be administered during the often-*lengthy* ride to the nearest hospital, and only the CEP has the requisite skills. In an April 3, 2003 letter to EMT Program Coordinator Donna Farkas, Dr. Johnson refused to be the Medical Director for an EMT program that offered the IEMT on the grounds that it “...would not serve our community needs.”

Initially, area fire chiefs *did* want the college to offer IEMT, a 500-hour program, believing it was the faster, less expensive way to gain qualified employees. They were, in fact, sending recruits to Cottonwood, Arizona for the 500-hour IEMT program at a cost of \$1,500 per student. In an April 2003 meeting between various fire chiefs and EMS providers, Dr. Johnson, and NPC Dean of Workforce Development Peggy Belknap, the chiefs were convinced that the CEP was indeed a more *appropriate* program for serving the small, sparsely distributed communities of Northeastern Arizona. Moreover, Northland's 1,000-hour CEP program is the least expensive in the state, costing only \$2,260 per student, whereas other state CEP programs offered by Glendale Community College, Mesa Community College and Phoenix College range from \$3,000 - \$4,000.

As of Fall, 2003, Northland Pioneer College's Emergency Medical Technician Program offers courses from First Responder to Certified Emergency Paramedic. The program also offers refresher, continuing education, and customized training courses, in addition to American Heart Association CPR and First Aid. The program has 8 official EMT

instructors who meet both AZDHS and NPC requirements, as well as 40 EMT associate faculty and 28 CPR and First Aid instructors. As aforementioned, the newly revised Associate of Applied Science in EMT was approved by ASCC on 4/30/04 and by the NPC District Governing Board on 5/18/04.

II. The Current Status of the Emergency Medical Technology Program

A. Requirements for certificates and degrees, including prerequisites

The recently approved Associate of Applied Science degree in Emergency Medical Technology requires eighteen general-education credits and forty-seven core requirement credits. The core requirements are divided into the Emergency Medical Technician (EMT) certification and the upgrade from EMT to Certified Emergency Paramedic (CEP). To complete the paramedic (CEP) program, the Arizona Department of Health Services (AZDHS) mandates a minimum of 120 clinical hours and 372 vehicular hours of training, in addition to the core classes. To qualify for acceptance into the degree program, a student must be certified by the AZDHS as an EMT.

The Certificate of Applied Science in Emergency Medical Technology requires completion of the 47 credit-hour core, in addition to ENL 101 or SPT 120, and MAT 101.

A degree is not compulsory for employment as an EMT or CEP in the State of Arizona; certification by the AZDHS is all that is required. However, the NPC EMT Advisory Committee strongly supports EMTs and CEPs earning the Certificate of Applied Science and Associate of Applied Science, and posits that college continuing education credits and degrees will become much more important in the future of the industry. A survey of fire departments and EMS agencies in the NPC service area further reinforces this stance among EMS employers in the communities. For further explanation of the survey, please see page 15.

In order to enroll in EMT 102, Emergency Medical Training – Basic, students must be at least 18 years of age, have a negative TB skin test, and proof of immunizations. They must also possess current health care provider CPR certification, as well as a minimum reading score of 41 on the ASSET or 81 on the COMPASS. In the past, area fire chiefs advised against the requirement of a minimum reading score, believing it would discourage or prevent candidates from taking the class, thus reducing the available pool of qualified employees. Because of the reading level of materials used and the level of comprehension required, not only of EMT students, but also of certified EMTs, the need for a minimum reading level is justified. Not specifying a minimum reading level in this course and program would be tantamount to setting students up for failure.

B. Course offerings

With input from NPC's EMT Advisory Board, nine new courses were developed (EMT 104, 230, 231, 232, 233, 234, 235, 236, and 237) and nine courses were deleted from the

2001-2003 catalog (EMT 102, 210, 211, 212, 220, 221, 222, 223, and 224). To compare the 2003 course offerings with the new course offerings, see Appendices, pages ii-x.

The United States Department of Transportation develops curriculum for EMT and CEP programs nationwide, and The Arizona Department of Health Services (AZDHS) is the governing agency over all Basic Life Support and Advanced Life Support (EMT) training centers in the state, adopting and approving national curriculum. AZDHS certifies all instructors of courses for EMT and CEP certification. NPC must use the AZDHS approved curriculum. Students who complete EMT 102 with a cumulative score of 80% or higher are eligible to apply to take the National Registry EMT. To become eligible to test for Certified Emergency Paramedic, a student must complete 47 credits (EMT 102, 230, 231, 232, 233, 234, 235, 236 and 237 and FRS 110), passing with a cumulative score of 80% or better.¹

In another industry-driven change to the 2003 course offerings, EMT 101, a one-credit CPR and First Aid class designed to certify the student in AHA CPR (Health Care Provider Level) and First Aid, was dropped and replaced by EMT 104, a half-credit class. This change was made in order to eliminate redundancy and ensure that course contact hours reflected credits given. The two-day, sixteen-hour EMT 101 covered Health Care Provider CPR on day one, and First Aid, plus Heart Saver CPR on Day Two. Therefore, day two found participants repeating CPR instruction *at a lower level than was covered previously on day one*. The difference between Heart Saver CPR and AHA Health Care Provider CPR is that the latter covers CPR in a more in-depth fashion, and includes the use of adjuncts such as oxygen that basic CPR providers (laypersons) would not utilize. Because of the redundancy, instructors were dismissing students early, and the sixteen hours required for a one-credit class were not being met. Now EMT 104, a half-credit course developed for nursing assistants, medical assistants, and other health care providers covers Health Care Provider CPR and Heart Saver First Aid. A separate course for laypersons is offered as a 199 course to cover Heart Saver CPR and Heart Saver First Aid. This is further discussed on page 6.

The American Heart Association (AHA) oversees EMT 085, Basic First Aid, EMT 090, designed to certify or re-certify the student in AHA Heart Saver Level CPR and EMT 095, designed to certify or re-certify the student in Healthcare Provider Level CPR. EMT 100, listed in the current catalog, follows the First Responder National Standard Curriculum, approved in 1995 by the U.S. Department of Transportation, the National Highway Traffic and Safety Administration, the U.S. Department of Health and Human Services, and the Maternal and Child Health Bureau. As such, it meets 1995 requirements allowing students to become eligible for national registration as a First Responder. Donna Farkas, reviewing this curriculum and comparing it to other offerings throughout the state, determined that the course content was obsolete. An update is in the works, and while NPC does not currently offer a course for National First Responder certification, plans are to do so as of the Fall 2006 semester. This is discussed in greater detail in Part V-C, pages 15 - 16.²

¹ Source: EMT Program Coordinator

² Source: EMT Program Coordinator

Other refresher/continuing education EMT courses are open to working professionals in the emergency medical field. Short-term, customized training for working professionals is also provided by request through the Division of Workforce Development.

C. Occupations and transfer programs for which the program prepares students

Table 1 on page i illustrates numbers employed and hourly wages for the Bureau of Labor Statistics Standard Occupational Classifications (SOC) of *Emergency Medical Technicians and Paramedics* (SOC #29-2041) and *Firefighters* (33-2011). For comparison, statistics are given for the United States, Arizona, and the Flagstaff area. (Statistics for the Phoenix Metropolitan area are not available.) The Standard Occupational Classification (SOC) System is used by the Bureau of Labor Statistics to classify workers into categories according to their occupational definitions. While the SOC lists Emergency Medical Technicians and Paramedics under the same occupational code, they are indeed disparate professions with unique skill levels and salary ranges. The occupation of Firefighter is included in the table, because it is preferred that full-time, career firefighters in the State of Arizona hold EMT-Basic certification for entry-level employment.

D. Licensure/regulatory or national industry skill standards that affect the program

The Arizona Department of Health Services (AZDHS) is the governing agency over all Basic Life Support and Advanced Life Support (EMT) training centers in the state. Subsequently, the college is bound by all the rules and regulations mandated by the AZDHS, including use of the prescribed curriculum. Training centers and their programs must be reviewed and re-approved by AZDHS every two years. NPC just passed its 2005 AZDHS audit in October (see page 15). The same form that is used for training center renewal is also used to petition for approval of individual classes (see Appendices, pp. X). Class approval forms must be sent to and approved by AZHDS ten days prior to the start of the proposed class. The college is obliged by AZDHS to follow a minimum requirement for course content and hours; hours and content may be increased by the college, but never decreased. The NPC EMT Coordinator must be approved by the AZDHS, and she reports to them regularly, following a required format.³

In order to qualify to take the National Registry EMT, which is the exam for EMT licensure, students must pass EMT 102, Emergency Medical Training – Basic with a cumulative score of at least 80%. While AZDHS requires a cumulative score of only 75%, Northland Pioneer College elected to raise the minimum requirement, due to the complexity and quantity of the subject matter covered. Students must also pass a random criminal background check conducted by the AZDHS. Finally, their credentials must be reviewed and approved by the Medical Director of the NPC EMT Program.⁴

³ Source: EMT Program Coordinator

⁴ Source: EMT Program Coordinator

AZDHS mandates that NPC, as an approved EMT training facility, have a Medical Director. Dr. Phil Johnson, M.D., an Emergency Department Physician at Navapache Regional Medical Center in Show Low, serves in this capacity. His responsibilities include participating on the NPC EMT Advisory Council, reviewing program curriculum, and signing off his approval for all exam candidates to take the National Register EMT. The college pays Dr. Johnson a small stipend for his services; it should be noted that the EMT Program Coordinator and the Dean of Workforce Development do not feel that the stipend is equal to the services and support rendered by Dr. Johnson. In addition to the responsibilities related to his position as NPC's Medical Director, Dr. Johnson also teaches classes as an associate faculty member.

The American Heart Association (AHA) oversees all CPR and First Aid classes at NPC. The EMT Program Coordinator sends the AHA annual reports on numbers trained and certified in CPR and First Aid (see Appendices p. xxvi). In order to maintain its status as a certified AHA CPR and First Aid Training Facility, NPC must train a minimum of 500 students per year in CPR, First Aid, or a combination of the two. While CPR/First Aid instructors are not required to be associate faculty members, they must have the approval of the AHA. The EMT Program Coordinator keeps records on all CPR/First Aid instructors and shares this information with the AHA in quarterly reports. When Donna Farkas took over as full-time EMT Program Coordinator in January of 2003, there were ten CPR/First Aid instructors working for the college. There are now twenty-eight.⁵

The EMT Program Coordinator has the liberty, under the AHA, to customize CPR and First Aid classes to meet the needs of particular businesses or industries. For example, a First Aid class requested by a pre-school might cover first aid for injuries such as those sustained on the playground, and information on proper handling of bodily fluids. A First Aid class requested by a power plant might focus on injuries sustained through the handling of certain chemicals. There is an upward trend in the need for CPR/First Aid classes, as more and more employers are requiring employees to be certified in these areas. In addition, retailers such as Wal-Mart are installing Automated External Defibrillators (AEDs) to provide emergency care to employees and customers who suffer heart attacks on store premises. In order to qualify to receive AEDs, employees must be certified in their use. A CPR class for Wal-Mart employees would be customized to include training and certification in use of AEDs.⁶

It is worth noting that Navapache Regional Medical Center is also an AHA approved CPR/First Aid Training Facility. The relationship between the hospital and the college was competitive in the past, but Donna Farkas has developed an excellent working relationship with NRMC, beyond that which is needed for CPR/First Aid training. In fact, the CPR/First Aid trainer at NRMC is certified as an associate faculty member at NPC. The EMT Program Coordinator asserts that there is more than enough need in the college service area for both the college and the hospital to fill their required training quotas each year.

⁵ Source: EMT Program Coordinator

⁶ Source: EMT Program Coordinator

E. Student organizations/leadership development organizations available for students

Northland Pioneer College currently sanctions no student organization or leadership development organizations for students in the Emergency Medical Technician program.

F. Enrollment

As of the Fall 2005 semester, there are 65 declared Associate of Applied Science degree plans on file for the EMT program. There is only 1 declared degree plan on file for the Certificate of Applied Science, probably because it was only recently approved by the Academic Standards and Curriculum Committee (4/30/04) and the district governing board (5/18/04). The chart on page xxiii of the appendices illustrates EMT enrollment by headcount and course number from 1998-1999 through 2004. Page xxiv depicts EMS enrollment for Fall 2005. The low annualized FTSE recorded in 2002-2003 (44.15) reflects the fact that there was no program coordinator for that academic year. In Fall 2003, FTSE in the EMT program was 44.66, or 2.1% of the total college FTSE of 2,122.17.⁷ Fall 2004 FTSE was 44.57. It is worth noting that annualized FTSE for 1999-2002, prior to the program enjoying a full-time coordinator, averaged 71.065. FTSE for the 2004-2005 academic year was 83.39.

The Northern Arizona Vocational Institute of Technology (NAVIT) is a Joint Technological Education District (JTED) formed in 1999 to assist high school juniors and seniors in completing community college technical education classes. NAVIT serves 11 school districts in Navajo, Apache and Gila Counties. Students enrolled in NAVIT can get a jump-start on the Associate of Applied Science degree by taking community college classes beginning in the junior year of high school. NAVIT assists these students with tuition, books and fees, and NAVIT students take classes at the community college from community college instructors for part of their high school day. Because they are high-school age, NAVIT students are not eligible for the EMT program, since there is a minimum age requirement of 18 years. Still, NAVIT students have enrolled in EMT 101, CPR & First Aid, as partial requirement for the Nursing Assistant Training (NAT) program. While NAVIT enrollment constitutes a significant portion of the enrollment in other vocational programs at the college, such as Fire Science and Welding, it has averaged less than 5% of the headcount enrollment in EMT since Fall 2003.⁸

G. Number of students completing program

There have been only five students completing an Emergency Medical Technology degree program between 1999 and 2005. In 1999 and 2002, one AAS degree was awarded. In 12/2004, one AAS degree was awarded, and in 5/2005, one CAS and one AAS were awarded.⁹ This is in part due to the percentage of students enrolled in short-

⁷ Source: Office of the Coordinator for Student Services Information Systems

⁸ Source: Office of the Coordinator for Student Services Information Systems

⁹ Source: Office of the Dean of Institutional Research and Planning

term training classes, such as First Aid and CPR, who are not EMT-degree seeking. It may also be due in part to the fact that a degree in EMT is not a requirement for employment in the State of Arizona. For entry-level employment, certification in EMT-Basic is the only requirement. Still, a recent survey of fire departments in the college service area reveals that the AAS is valued, and sometimes leads to an increase in pay for employees. Moreover, the newly approved changes in course offerings and degree and certificate requirements were industry-driven. Moreover, as of November, 2003, the EMT program has been managed by a full-time coordinator, rather than a half-time coordinator as in the past. As of Spring 2004, there were 65 degree plans on file for an AAS in EMT and one for the CAS in EMT. The new Associate of Applied Science and Certificate of Applied Science in EMT have been approved, so the number of students completing an EMT certificate or degree will certainly increase in the next year or two.

A discussion on enrollment would not be fully developed without an examination of completion rates. Since the terminal, career related goal for students in the EMT program is certification, either as EMTs or CEPs, pass rates for the respective exams are extremely relevant. Since the college adopted the new CEP curriculum under Program Coordinator Donna Farkas, there have been 31 paramedic students enrolled in and completing the course. Of those 31, 28 have become licensed paramedics. At 90.32%, this shatters the national average of 64%. It is important to note, however, that for these seminal classes, students were carefully handpicked by their agencies, and the student groups were comprised of the cream of the crop with regard to potential. These facts notwithstanding, they clearly received excellent instruction, mentoring and exam preparation from Farkas. Still, when you start at the top, there is a significant challenge to maintain such percentages with regard to pass rate.

For EMTs, the pass rate is a work in progress. The initial EMT-Basic pass rate for students under the new curriculum was 52%, which is just below the national average of 54%. This prompted EMT Instructor Jeri Eichler and Farkas to examine all the elements of the course with an emphasis on textbooks, materials, instruction, and exam preparation. They chose to adopt a new textbook, a new workbook, and a new student study guide. They also implemented an exam pretest and a preparatory course, which students take immediately before sitting for the national test. The pass rate for 2004-2005, which is the first year these changes have been in effect, has risen to 60%, six percentage points higher than the national average, but still not satisfactory to Eichler and Farkas who continue to examine the issue and refine solutions.

H. Salary ranges in occupational field

Table 1 on page i gives hourly wages for the Bureau of Labor Statistics Standard Occupational Classifications (SOC) of *Emergency Medical Technicians and Paramedics* (SOC #29-2041) and *Firefighters* (33-2011). For comparison, statistics are given for the United States, Arizona, and the Flagstaff area. (Statistics for the Phoenix Metropolitan area are not available.) It should be noted that Emergency Medical Technicians and Paramedics are combined under the same SOC number, but EMTs make less per hour than CEPs. EMT-Basic is an entry-level position in the field of Emergency Medical

Technology. CEP requires more training and a higher skill level; commensurately, the salary for a CEP is higher than that of an EMT. Firefighter salaries are given, because full-time, career Firefighters in the State of Arizona must be certified not only in Firefighter I and II, but also in EMT-Basic.

I. Program cost per FTSE

The chart on page xxv illustrates the amounts budgeted and spent on the Emergency Medical Technology program since 2002-2003, and includes an estimate of the cost per FTSE based on the following: Amount Spent / Annualized FTSE. Estimates of cost per FTSE do not predate 2002, because prior to that year the program was managed jointly with Fire Science, and the funds could not be disaggregated. The formula, Amount Spent / Annualized FTSE uses the amount drawn for the program from the college's general fund. It does not include monies received from grant programs, nor does it reflect revenues generated by course fees, even though these figures reduce the cost per FTSE.

J. Integration of Academic and Vocational Education

All students completing the proposed AAS degree in Emergency Medical Technology are required to complete eighteen credits of general education courses. All students completing the proposed Certificate of Applied Science are required to take six general education credits, which include three credits of math and three credits of English or Speech.

K. Special Populations

Services to special populations are the responsibility of the Coordinator of Disability Resources and Access (DRA), under the Division of Student Services. The DRA Coordinator ensures equitable access for any NPC student who self-identifies as having a disability by providing classroom accommodations and various support services under the guidelines of the Americans with Disabilities Act (ADA). These include, but are not limited to the following: assisting with registration; coordinating services with other local, state, and federal agencies and programs; and assisting the Vice President for Administrative Services with monitoring of facilities to make sure they meet ADA access guidelines. In addition, the DRA Coordinator provides training to faculty and staff on issues related to the ADA and oversees ADA issues that may arise with regard to staff and faculty.

In Spring of 2005, the EMT department discussed recruitment of women and minorities. This heightened awareness of the need for recruitment strategies, and the team plans to develop and implement focused recruitment efforts in 2006.

L. Equipment

The list on page xxvii illustrates all equipment on inventory for the Emergency Medical Technology program.

M. Business-Industry Partnerships

1. NPC Emergency Medical Technology Advisory Board

This group consists of the following persons:

- Dr. Phil Johnson, MD – Emergency Department Physician at Navapache Regional Medical Center and NPC Medical Director
- Jeff Farkas, FLT CEP – NPC adjunct faculty for the EMT program
- Deanne Niven, RN, CEP - NPC adjunct faculty for the EMT program
- Lynn Brown-Wagner, RN, BSN - NPC adjunct faculty for the EMT program
- Darren McDowell, CEP – Pre-hospital Coordinator for Navapache Regional Medical Center and NPC adjunct faculty for the EMT program
- Donna Farkas, FLT CEP – Program Coordinator for the NPC EMT Program
- Peggy Belknap, M.Ed., NPC Dean of Workforce Development

The advisory group meets quarterly, or as needed to discuss EMS course needs, new curriculum or changes to existing curriculum, student and instructor issues and trends in the EMS industry. Members assist Ms. Farkas with decisions related to the NPC EMT program by providing input, information and alternative perspectives for her consideration.

2. Northeastern Arizona Emergency Medical Services (NAEMS)

This is the Arizona State authorized EMS council for Northern Arizona. It consists of EMS providers, fire departments, hospitals, and interested individuals from across Northern Arizona. Donna Farkas is a member of NAEMS, and attends all regular meetings as a representative of NPC. NAEMS also meets quarterly to network and discuss EMS issues, state funding, tuition assistance, grant availability, equipment updates and needs, and also current EMS and EMS-related courses in Northern Arizona. As a member of this group, Ms. Farkas is able to stay up to date on developments in the EMS field and EMS education in and around Arizona, with an emphasis on service to rural areas.

3. Northeastern Arizona Fire Chiefs Association (NAFCA)

This group consists of the fire chiefs of all departments in southern Navajo and Apache Counties. Donna Farkas and/or Peggy Belknap attend(s) their monthly meetings as representatives of NPC. The group was formed to promote information sharing across the fire fighting field in the White Mountains and surrounding communities. The group has been instrumental in promoting the Northeastern Arizona Training Center (NATC – see page X), and their input and feedback have influenced curricular developments at the college. Participation with this group enables Ms. Farkas to stay abreast of training and continuing education needs on a local basis, so the college may plan to effectively serve those needs for the fire fighting and EMS communities.

4. National Association of EMS Educators (NAEMSE)

Ms. Farkas' membership with NAEMSE gives her access to national EMS curriculum, power point presentations, lectures, journal articles, and other tools that keep her on top of national EMS trends and optimize her teaching abilities and those of her associate faculty. NAEMSE meets nationally once per year. As yet, Ms. Farkas has not attended a national meeting, but plans are in progress for her to do so in 2006 to present information on the Rural Outreach for Paramedical Education (ROPE) project (see page 12).

N. Facilities and Services that Support the Program

The following entities provide facilities and equipment for NPC EMT program classes:

- Arrowhead Mobile Health Care of Show Low
- Heber Fire Department
- Holbrook EMS
- Lakeside Fire Department
- Navapache Regional Medical Center
- Pinetop Fire Department
- Puerco Valley Fire/EMS
- Show Low Fire Department
- Springerville Fire Department
- St. Johns EMS
- Taylor EMS
- Taylor Fire Department
- White Mountain Ambulance
- White Mountain Apache Tribe Fire Department
- Whiteriver IHS Hospital

Show Low Police Department and Pinetop/Lakeside Police Department also provide use of their facilities for classes under the NPC EMT program. NPC EMT students are required to check off skill sets for certification as EMTs and CEPs. To do this, it is necessary that working CEPs precept them, and that hospitals provide them with supervised clinical experiences. In addition to facilities and equipment, NPC has precept and/or clinical agreements with all of the above agencies. Winslow Memorial Hospital also provides clinicals for students in the NPC EMT program, and Action Medical, the ambulance service in Winslow, precepts NPC students. Donna Farkas has also coordinated precept agreements with Gilbert, Mesa, Phoenix and Sedona Fire Departments, and Guardian Ground Division, and a clinical agreement with Flagstaff Medical Center. The latter six entities experience a higher call volume and patient load than is found in the rural communities of Navajo and Apache Counties, so students are more likely to experience a broader variety of emergency situations, exposing them to a more comprehensive complement of skill sets for certification.

O. Articulation and Collaboration

While various college credits will transfer to other colleges and universities, students seeking EMT or CEP certification must complete their EMT and CEP programs at an AZDHS certified training facility. Once they have begun an EMT or CEP certification program, they cannot transfer from one AZDHS certified training facility to another.

In the past, the EMT department has not participated in state articulation meetings with other Arizona colleges and universities. However, as Fire Science (FRS) and EMT departments fall under the Allied Health category, the Dean of Workforce Development, Peggy Belknap will participate in the October 2005 meeting of the state articulation task force for Allied Health, and will determine whether future participation by Donna Farkas and FRS Coordinator Scott Burt is warranted.

P. Marketing Plan

According to the Office of Marketing and Public Relations, there has never been a formal marketing plan for EMT. Course offerings appear in the college catalog and course schedules, and on the NPC web site. In years past, there have been occasional news releases about happenings in the program, but there is no official brochure or other printed material produced by Marketing and Public Relations. The Division of Workforce Development does produce flyers to advertise course offerings; these flyers are sent to the various campuses and centers and to the fire chiefs in the NPC service area.

One of the process objectives of the ROPE project (see page 13, below) is the development and implementation of a marketing plan to promote project activities. This marketing plan, which will be a joint effort by the Dean of Workforce Development and the NPC Director of Marketing and Public Relations, will serve to promote the EMT program as well as the ROPE project. The ROPE marketing plan is scheduled to be completed by November 2005.

III. Noteworthy Accomplishments and Developments

A. Rural Outreach for Paramedical Education (ROPE)

In the summer of 2004, Donna Farkas conceptualized a project for bringing hands-on critical care skills education to rural areas to eliminate the need for EMS students and professionals to travel to metropolitan areas to check off skills competencies required for keeping professional certifications up to date. A proposal, based on Ms. Farkas' "Rural Outreach for Paramedical Education" project (ROPE) was submitted to the Health Resources Services Administration (HRSA) Rural Emergency Medical Services Training Equipment Assistance Program (REMSTEP), and in September of 2004, a grant in the amount of \$83,687 was awarded to NPC to fund ROPE. Northland Pioneer College partnered with Northern Arizona EMS (NAEMS - the State authorized EMS council for Northern Arizona), 14 Northern Arizona fire departments, and 12 hospitals to form Rural

Outreach for Paramedical Education (ROPE). The purpose of the ROPE partnership is to provide high-quality, *accessible*, and cost effective training opportunities for certification and re-certification of Certified Emergency Paramedics (CEPs) and continuing education for Emergency Medical Service (EMS) providers in Northeastern Arizona, thereby eliminating the need for costly travel to distant metropolitan areas.

This innovative project brought a *mobile hands-on, critical care skills lab*, the centerpiece of which is a human patient simulator, to CEP students and EMS providers across the NPC service area. Project goals are as follows: 1.) By 9/29/2007, 70% or more of the 400 Certified Emergency Paramedics in the project service area will receive a Certificate of Completion for re-certification, from one of the project partners, through use of the mobile skills lab. 2.) By 9/29/2005, 100% of Certified Emergency Paramedic candidates at NPC will be able to check off 100% of their initial training in all critical care competency areas by using the mobile skills lab. 3.) By 9/29/2007 at least 75% of the first-year group that were served by the project will return for their next re-certification.

Project sustainability is assured by ongoing evaluation activities that are regularly reviewed by the partnership, and an innovative train-the-trainer model, through which mobile skills lab instructors come directly from the ranks of the partnership. Course fees, tuition and user fees provide for maintenance and repair of the mobile skills lab.

In August of 2005, a second year of funding in the amount of \$60,000 was awarded to NPC by REMSTEP. This grant will allow the project to be expanded to include a Disaster Medical Readiness module that will enable the human patient simulator to be used to train medical personnel in disaster response. Funding will also allow an ambulance to be equipped with audio-visual equipment so students may observe other students and instructors working on the human patient simulator in the ambulance's interior. By expanding the capabilities of the mobile skills lab, the EMT program can optimize the scope and quality of training offerings across the project service area.

The REMSTEP grant also allowed Donna Farkas and EMT faculty member Jeri Eichler to travel to Washington, D.C. in August of 2005 to attend the HRSA All Programs National Conference. There, they learned about other grant-funded programs operated under HRSA, and shared information about NPC's ROPE project. Farkas and Eichler were able to network with other colleges, as well as other HRSA representatives to identify potential sources for future grant funding. The ROPE project was extremely well received, and a group from Guam expressed an interest in having Farkas and the ROPE team travel to Guam to demonstrate the project and assist in developing and implementing a similar training model there.

The Health Resource Services Administration anticipates that REMSTEP will be funded at the federal level in 2006-2007. While this funding is subject to congressional approval, if REMSTEP notifies NPC that a third year of funding is available to further enhance ROPE, the college plans to apply for it.

B. Expansion of Associate Faculty Pool

One of the most noteworthy accomplishments of Donna Farkas' tenure as EMT Program Coordinator to date has been the expansion of the associate faculty pool. When Donna began her full-time duties in 2003, there were ten instructors certified with the college and the Arizona Department of Health Services to teach CPR and First Aid. Donna actively recruited instructors from her contacts within the health care field, and there are now twenty-eight instructors available for CPR and First Aid.

Similarly, there were only two associate faculty certified by AZDHS and NPC to teach EMT courses. Due to Farkas' recruitment activities there are now eight, as well as forty associate faculty to teach various program courses, and a full-time EMT faculty member, Jeri Eichler, who joined NPC in this capacity in Fall 2004. Ms. Eichler is herself a graduate of the NPC EMT program, and is now responsible for instructing students in EMT 102 the EMT Basic course, which prepares students to test for national certification as Emergency Medical Technicians.

C. Addition of Half-Time Administrative Assistant

One of the greatest administrative burdens the EMT program faces is the need to report, on an ongoing basis, to the following accrediting agencies: The American Heart Association (AHA), the Arizona Department of Health Services (AZDHS), the National Highway Transportation Safety Administration / Department of Transportation, and the National Registry of EMTs. Between program coordination, teaching duties, and coordination of the ROPE project, Donna Farkas' schedule is tight. In August of 2005, Ms. Bonnie Pastorino joined the EMT program as a half-time (20 hours per week) assistant. Her role consists largely of handling the paperwork associated with reporting to the aforementioned agencies in order to keep all accrediting current. Ms. Pastorino also assists students and prospective students with questions regarding the program, prepares meeting agendas and notes, and keeps budgetary records for the program and its ROPE project. Already, the 20 hours Ms. Pastorino is allotted to work each week are maximized, and Ms. Farkas reports that her skills could easily be utilized in a full-time capacity.

D. 2005 Arizona Department of Health Services Audit of NPC EMT Program

In October 2005, the NPC EMT program underwent a mandatory audit by the Arizona Department of Health Services. These audits are required for EMT and CEP certification programs to maintain compliance with state and national standards. While they are scheduled on a two-year cycle, NPC had not undergone an audit since 2001. The program passed that audit "with infractions". Under AZDHS, infractions require immediate correction in order for a program to maintain its accreditation. Violations will result in the immediate cancellation of a program's accredited status. The NPC EMT program passed its 2005 audit with no infractions.

IV. Analysis and Discussion of a Survey

A. Purpose and Methods

Dean of Workforce Development Peggy Belknap, working with EMT Program Coordinator Donna Farkas developed a survey for completion by all area fire departments and ambulance services. The purpose of the survey was to learn about employment trends and salary ranges for CEPs, IEMTs, and EMTs in the NPC service area, and to determine whether college courses and even degrees are currently important, or will become increasingly important with regard to these careers.

The survey was disseminated by U.S. Mail, with a postage-paid return envelope, to 20 local fire and EMS agencies. The survey was also sent electronically to the same agencies, and response via e-mail was invited. This effort generated only four responses, all through the U.S. Mail. EMS Program Assistant Bonnie Pastorino then attempted a telephone survey, but found that the fire chiefs were often occupied elsewhere, and unable to come to the phone. On Thursday, October 27, Dean Peggy Belknap hand-carried the survey to a meeting of the Northeastern Arizona Fire Chiefs Association (NAFCA). All chiefs present completed the survey, which brought the total responses to 11 or 55%. One more survey arrived by mail on November 1, so the final responses totaled 12/20 or 60%.

While a sample of the survey and a synopsis of the results may be found on pages xxviii-xxix, three key points are worth noting here: (1) All respondents foresee using the college as a partner to meet their training needs; (2) Eleven (11) of the twelve respondents would consider it beneficial for their CEPs, IEMTs and EMTs to earn the newly adopted Associate of Applied Science degree in Emergency Medical Technology; (3) All respondents will be adding new positions in the next five years, with an emphasis on CEPs and EMTs.

Respondents were also asked to rate their satisfaction with the NPC EMT program on a scale of 1 (Poor) to 5 (Excellent), two years ago and currently. Responses averaged 2.9 (Fair to Adequate) two years ago; they now average 3.6 (Adequate to Very Good) an improvement of 24.1%. It is worth noting that only ten respondents replied to the question regarding program satisfaction two years ago; all respondents replied to the question regarding current program satisfaction.

Survey responses, when compared to the salary range charts on page i indicate that CEPs, IEMTs and EMTs are paid slightly less than their counterparts in the state. Still, given the regional economy, it appears that a local career in the EMS field has the potential for stability and for competitive salary based on the agencies' anticipation for future needs.

V. The Future of the NPC EMT Program: Trends

In preparing this program review, members of the NPC EMT Advisory Board were asked what the report should include, in addition to those areas discussed thus far. Three industry trends, with implications for the NPC EMT program, were discussed.

A. Change in number of credits for EMT 102

The current EMT Basic course, EMT 102 is a seven-credit course. Donna Farkas compared the course content and contact hours for the NPC offering to that of other community colleges, and determined that the NPC course should be an eight-credit course. Based on the material covered, and the contact time required of students to accomplish all course competencies related to both lecture and laboratory settings, the eight-credit weight is justified. Moreover, a change in the number of credits from seven to eight would more closely align with the offerings of other state community colleges. Thus, it would be more likely that credits would transfer within the state system. As was previously mentioned, the NPC EMT and FRS programs have just begun to explore participation with the state's articulation task force under the Allied Health division, so transfer of credits may be highlighted in the upcoming year. For now, Ms. Farkas is proceeding with a presentation to the NPC Academic Standards and Curriculum Committee to petition for the change of credits.

B. Change in mode of testing for national EMT and CEP certification

At a recent meeting of the Northern Arizona EMS group (NAEMS), Donna Farkas learned that the Arizona Department of Health Services and the National Registry of EMTs are proposing to change their methods of testing candidates for EMT and CEP certification. Currently, tests are administered at NPC by proctors from the certifying entities. The written portion of the test is performed with examinees responding to questions by blackening the correct "bubble" on a "scantron" sheet. AZDHS and the National Registry of EMTs hope to streamline and heighten the integrity and security of the testing process by converting to a completely computerized testing procedure. A key problem with this is that examinees would have to travel to Phoenix, Tucson or Flagstaff for testing. Moreover, the current rate of \$20.00 for taking the test will increase to anywhere from \$75.00 to \$125.00. Questions arose at the NAEMS meeting as to how community colleges might work within this new testing model to become testing centers, therefore alleviating the burden of travel, thus lessening the testing expense, for examinees. The ramifications for NPC and other community colleges remain unclear at this time, but it will be worth future consideration as to whether NPC can test EMT and CEP students on-site, perhaps incorporating the expense of becoming a testing center into course fees. Juxtaposed with this is the challenge of keeping the testing process affordable for those EMT and CEP course completors who are seeking national certification.

C. Providing paramedical skills training to residents of rural areas, especially for Nationally Registered First Responders

Board members immediately pointed to the need for taking the offerings of the EMT program out into the most rural parts of the NPC service area. The need for this is based upon some compelling statistics. Jeff Farkas, a paramedic with the Heber-Overgaard Fire Department, reported the sobering fact that of all firefighters killed in the line of duty each year, fully 50% of deaths are caused by vehicular accidents that occur while en route on emergency calls. This is especially significant in rural areas, where most fire departments are comprised of volunteers who cannot spare time away from regular full-time jobs for updated training and continuing education. Jeff suggested a Nationally Registered First Responder class, that could be taken “on the road” and presented on-site in even the most remote communities. He explained that in rural communities of fewer than 10,000 residents (virtually *all* of the communities within the NPC service area) an individual with National First Responder certification can drive an ambulance. Jeff recently had to travel out of the NPC service area to obtain his own National First Responder card. NPC used to offer a First Responder course, but the curriculum is no longer adequate and must be updated. Still, plans are in place to revive the course for the Fall 2006 semester.

Jeff and Donna Farkas, along with Peggy Belknap and Betsyann Wilson who authored the REMSTEP grant, explored the possibility of taking components of the NPC EMT program “on the road”. They surmised that it would take approximately \$160,000 in seed money to initiate such a project. This sum would purchase a large sport-utility vehicle and enclosed cargo trailer, equipment for conducting the classes, and pay the salary and benefits for two full-time faculty. To cover this expense the project would have to produce approximately 133 FTSE per year. After the initial expense of purchasing the vehicle, trailer, and equipment, FTSE would continue to cover faculty salary packages and travel expenses. A yearly schedule consisting of First Responder courses, EMT and CEP refresher training, and EMT Basic classes would provide the necessary enrollment. Wilson suggested that Jeff and Donna Farkas conduct a feasibility study to determine, based on market research, if the potential does indeed exist for such a project. She pointed out that, if that is the case, grant funding for the seed money would probably be fairly easy to secure, and the college could pick up operational expenses through returns generated by FTSE.

VI. Summary of Program Review Findings

The Emergency Medical Technology Program at Northland Pioneer College has experienced a positive upswing since 2003 when Donna Farkas became the first full-time EMT Program Coordinator. Program offerings and curricula have been revised to reflect national specifications, industry standards and community needs. A new Associate of Applied Science degree in Emergency Medical Technology was approved by the NPC governing board in Spring 2004, and there are 65 degree plans on file. Farkas designed an exemplary demonstration project, Rural Outreach for Paramedical Education (ROPE), which has received two consecutive years of grant funding, with a third year of funding

anticipated. This grant project, one of only three funded nationwide by the Health Resources Services Administration, has allowed for the purchase of “Norman” a human patient simulator, which is the only training tool of its kind in Northern Arizona. Its potential for attracting enrollment for continuing education in the medical and paramedical communities is great. Average annualized FTSE in the EMT program has increased 14.8% since Farkas began her full-time tenure. The pass rate for CEPs graduating from the newly adopted paramedic curriculum is 26 percentage points higher than the national average. With the implementation of new course materials and an exam preparation course, the pass rate for the EMT national certification has gone from two percentage points below the national average to six percentage points above it in only one year. Finally, satisfaction among fire and EMS agencies in the NPC service area for the EMT program has increased by 24.1%. It is especially noteworthy that with all that is positive, the NPC Emergency Medical Technology program still manifests an abundance of unmet possibilities, as described in Part V of this document.

The growth of the NPC EMT program in the past two years, not only in enrollment and staffing, but also in approval within the EMS community, and with regard to special accomplishments such as the ROPE project, is a great coup for the college and its constituents. Peggy Belknap and Donna Farkas have been consistently active in meetings of the NAEMS and NAFCA groups as well as the NPC EMT Advisory Board. They have solicited feedback from fire and EMS agencies across the college service area, and have made substantial progress toward meeting EMS needs with regard to both workforce preparation and continuing education. Because of this progress and the tremendous need that still exists across the service area, the EMT program appears ripe for further expansion. Through further nurturing of partnerships between local fire and EMS agencies and the college, explicitly articulating the needs of those agencies to the college, and a willingness to invest in the future, Emergency Medical Technology can become a true standout program at Northland Pioneer College, not only in terms of enrollment, but also in terms of quality. Already seen as a model with regard to its ROPE project, it can become an example for EMT programs around the state.

VII. Committee Recommendations (This section was completed following committee review of the program review report.)

The Emergency Medical Technology Program Advisory Committee met on Thursday, November 10 to review this document and make recommendations regarding the future of the EMT program. Minutes of this meeting are included in the Appendix on pages X-X. The committee was asked to categorize the recommendations and rank them in order of importance. The following section details their findings.

A. Improving EMT Program Services

- 1. Marketing Plan** – The group felt that this item was the single most important of all the recommendations they made, regardless of category. Prior to 2002-2003, the EMT program was in a sort of “survival mode” with a half-time coordinator, tied with Fire Science. Now that it has enjoyed a renaissance of sorts, with a full-

time coordinator, program assistant, and full-time EMT faculty member, a new CEP curriculum, and a recently-awarded grant, the committee feels the program has a lot to offer, and has the potential to increase its enrollment substantially. They posit that it is time to develop a comprehensive means of promoting program offerings. They suggest that Peggy Belknap, as Dean over the program, and Donna Farkas as Program Coordinator work with the college's Marketing and Public Relations department to create promotional materials and a plan to disseminate information in a way that will generate enrollment across the service area.

2. **Class Scheduling** – Related to marketing, the committee recommends scheduling of classes at least one year in advance whenever possible. The program should offer a regular annual schedule that included at least 3 Advanced Life Support (ALS) refresher training classes and 3 EMT refresher training classes. Any other classes that can be set up in advance and placed on a regular calendar will enhance enrollment in the program.
3. **Website** – Also related to marketing, the committee suggests that Donna Farkas work with Brian McLane, Vice President for Information Services to establish a website that is linked with the college home page. This is a partial requirement for the ROPE grant, and thus can serve two purposes: promoting the grant project and its activities, and promoting the EMT program as a whole.
4. **Help Guide for Registration** – EMT Program Assistant Bonnie Pastorino suggested the development of a help guide to assist advisors and especially temporary help during registration. The committee recommended developing the piece and presenting it at a regular Student Services monthly meeting as a means of providing advisors with training, as well as a reference piece.
5. **Full-Time EMT Assistant** – EMT Program staff would like to see the assistant position be made full-time to further accommodate the paperwork and reporting load required by the various accrediting agencies, and to assist with scheduling of special training classes. At this time, enrollment does not appear to support this, but as FTSE for EMT expands, it may be considered in the future.
6. **Mobilization of First-Responder and EMT Refresher Training** – This was suggested by Jeff Farkas, and is described on Page 18 of this document. The committee feels strongly that this would be an excellent means of generating enrollment, and that the initial investment in equipment and faculty salaries would be quickly returned through tuition and course fees. They wholeheartedly endorsed this suggestion, and recommend further exploration.
7. **Relocation of the CEP Program** – Donna Farkas suggested that the CEP program be housed in Holbrook for the upcoming 2006-2007 academic year. This will promote increased enrollment. Due to the success of the CEP program in the past two years, the market in the southern portion of the college service area

is currently saturated with paramedics – a situation almost unheard of in rural areas. While this is certainly a positive thing, it is necessary to continue to stimulate enrollment, and locating the program in Holbrook will draw potential students from the northern portion of the service area, as well as the Interstate 40 corridor. The committee strongly endorses the move, and recommends a *massive* marketing campaign to make the college constituency aware of it. Following the 2006-2007 year, the program location will be re-evaluated and located accordingly.

8. **Customized Wilderness First-Responder Class** – Dr. Jeanne Swarhout suggested the potential for a customized first responder course to be offered for employers associated with the wilderness: U.S. Forest Service, Arizona Game and Fish Department, White Mountain Apache Tribe (especially with regard to Sunrise Ski Area ski patrol), White Mountain Apache Tribe Game and Fish, Bureau of Land Management, Bureau of Indian Affairs, etc. The class could also be customized and offered for the public with an emphasis on hikers, hunters, skiers, fishermen, woodcutters, and other outdoor enthusiasts. Donna Farkas explained that there is a Department of Transportation curriculum for First Responder certification, and she could build a customized curriculum based on available textbooks and course materials. The committee felt that this idea had merit for generating enrollment, and recommended further exploration.
9. **Adjunct Faculty** – The committee recognized Donna Farkas' excellent job of recruiting new adjunct faculty and emphasized the need for *constant* growth of the associate faculty pool, especially if the program offerings expand in all the directions suggested.

B. Program Equipment

1. **Equipment Budget** - The EMT equipment budget must increase. The program passed the recent AZDHS audit based on the number of student currently enrolled, but in order to maintain compliance, equipment and supplies must be maintained in proportion to the number of student enrolled. Donna Farkas reports that the program currently relies on equipment borrowed from fire and EMS agencies, and on used equipment they pass on to the program.
2. **Grants** – The committee prioritized the pursuit of grants in order to meet the need for big-budget items, but maintains that the in-house budget should still be increased to maintain compliance. Betsyann Wilson, who authors grants for the college on a consulting basis, strongly recommended that the college employ a grants management specialist whose express function is the administration of grant *funds*. Project directors and coordinators supervise grant activities, but there must be a fiscal expert to ensure compliance with regard to grant budgets.

C. Curriculum

1. **Customizing Curriculum with Regard to Culture** – During its recent audit, the Arizona Department of Health Services (AZDHS) strongly recommended that

Donna Farkas work with the three tribes in the college service area. They emphasized the importance of customizing paramedic and EMT curriculum to reflect unique Native American cultural beliefs regarding illness, injury, dying and death. Farkas agrees and points out that this recommendation comes directly from the program accrediting agency. She feels strongly about recruiting instructors from the tribes, even if it means ultimately expanding didactic hours. The committee agrees.

2. **Toxicology Medic Certification** – Show Low Fire Department is the designated Hazardous Materials Response Team for Navajo County. They have asked Donna Farkas to become an instructor for Toxicology Medic certification. The committee recommends that the college develop a certification for Toxicology Medic, especially in light of the presence of industries in the service area that utilize hazardous materials, and the increasing issue of methamphetamine usage.
3. **State Articulation Committee** – This issue was discussed previously on Page 13 of this document. Dean Peggy Belknap recommends Donna Farkas' increased involvement in meetings of the state articulation committee, and the committee concurs.

While this concludes a review of the EMT Advisory Committee's recommendations, they had several other comments worth noting. Matt Weber, Principal of NAVIT, commented on the positive feedback he has received from the community regarding the EMT program in the past two years. He remarked that while the image of the program suffered in the past, it now has great credibility with the public. NPC Disability Resources Coordinator Laurie Winder concurred, and added that she has also heard a lot of positive feedback. Indeed, the entire group was very pleased to note that in only three years, the program has gone from almost losing its accreditation, to growth and success.

To a member, the committee agrees that the NPC EMT Program is ripe for further growth. It enjoys strong and competent leadership under Coordinator Donna Farkas, and has great potential for expanded enrollment through new and revised curricular offerings, ROPE project activities, and marketing and promotion. All committee members agreed that the emphasis is not only on growth, but also on building long-term relationships with students. The NPC EMT program has gained new respect, and stands to be a force in the training and certification of emergency care providers across northeastern Arizona.