Eastern New Mexico University-Roswell

Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions

Self Study

April 1, 2010

EMS Education Program
P.O. Box 6000
Roswell, NM 88201-6000
505-624-7359
505-624-7100 (Fax)
http://www.roswell.enmu.edu/ems/
TITLE PAGE

1. Program Name: Eastern New Mexico University-Roswell

2. CoAEMSP Program #: 600087 (6-digit number starting with 600…)

3. Name and address of the program sponsor:
   
   Name: Eastern New Mexico University-Roswell
   Address: EMS Education Program
   P.O. Box 60000
   City/State/Zip: Roswell, NM 88202-6000
   Voice: 575-624-7359 FAX: 575-624-7100
   Web site: www.roswell.enmu.edu

4. Name and contact data for person(s) responsible for the preparation of the report:

   Name: Mike Buldra
   Title: EMS Program Director
   Phone #: 575-624-7076
   FAX #: 575-624-7100
   Email: Mike.Buldra@roswell.enmu.edu

   Name: Rodney Ray
   Title: Paramedic Coordinator
   Phone #: 575-624-7265
   FAX #: 575-624-7100
   Email: Rodney.Ray@roswell.enmu.edu
TABLE OF CONTENTS

After sequentially numbering all pages in the self-study report, including appendices, reference the questions in each PART and each Appendix in the Table of Contents with the appropriate page indicated.

Copy on to each CD/jump-flash drive: CoAEMSP Site Visit Information form.

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>4</td>
<td>PART E: Standard V</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>PART A: Standard I</td>
<td>8</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>3</td>
<td>Part F: Supplemental</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>PART B: Standard II</td>
<td>10</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>PART C: Standard III</td>
<td>12</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Appendix A</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Appendix B</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Appendix C</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Appendix D</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Appendix E</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>112</td>
<td>Appendix F</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Appendix G</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Appendix H</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Appendix I</td>
<td>79</td>
</tr>
<tr>
<td>PART D: Standard IV</td>
<td>13</td>
<td>Appendix J</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Appendix K</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Appendix L</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Appendix M</td>
<td>105</td>
</tr>
</tbody>
</table>
GENERAL INFORMATION

1. Chief Executive Officer (to whom all correspondence will be directed)

   Name  John Madden  
   Title  President  
   Address  Eastern New Mexico University-Roswell  
            P.O. Box 6000  
   City/State/Zip  Roswell, NM 88202-6000  
   Voice  575-624-7110  FAX  575-624-7119  
   E-mail  John.Madden@roswell.enmu.edu  

2. Dean or Comparable Administrator

   Name  Jane Batson  
   Title  Dean, Division of Health  
   Address  Eastern New Mexico University-Roswell  
            P.O. Box 6000  
   City/State/Zip  Roswell, NM 88202-6000  
   Voice  575-624-7233  FAX  575-624-7100  
   E-mail  Jane.Batson@roswell.enmu.edu  

3. Program Director:

   Name  Mike Buldra  
   Title  EMS Program Director  
   Address  ENMU-Roswell  
            P.O. Box 6000  
   City/State/Zip  Roswell, NM 88202-6000  
   Voice  575-624-7076  FAX  575-624-7100  
   E-mail  Mike.Buldra@roswell.enmu.edu  
   Is the Program Director employed by the sponsor?  ☒ Full-time  ☐ Part-time
4. **Clinical Coordinator** (if applicable)

Name  Charile Nolen  
Title  Acting Director of Clinical Education  
Address  ENMU-Roswell  
P.O. Box 6000  
City/State/Zip  Roswell, NM 88202-6000  
Voice 575-624-7076  
FAX  575-624-7100  
E-mail  Charlie.Nolen@roswell.enmu.edu  

Is the Clinical Coordinator employed by the sponsor? □ Full-time  ☒ Part-time

5. **Medical Director(s)**

Name  Mathew Foster, MD  
Title  Medical Director (Education Program)  
Address  ENMU-Roswell  
P.O. Box 6000  
City/State/Zip  Roswell, NM 88202-6000  
Voice 575-624-8766  
FAX  575-624-0805  
E-mail  capitan@q.com

**Co-Medical Director** (if applicable)

Name  Thomas Wulf, MD  
Title  Medical Director (EMS System)  
Address  ENMU-Roswell  
P.O. Box 6000  
City/State/Zip  Roswell, 88202-6000  
Voice 575-624-5622  
FAX  575-624-5603  
E-mail  tomwulf@hotmail.com
6. List the other health professions programs offered by or within this institution/consortium.

Nursing, Medical Assisting, Radiography Technician, Respiratory Care Practitioner, Occupational Therapy Assistant, and Dental Assisting

7. Write a brief (no more than 2 pages) description of the history and development of the program from its inception. Include significant events affecting the program

ENMU-R established the Emergency Medical Services (EMS) program in 1986 offering EMT Basic and Intermediate classes. In 1988, the program became the first decentralized Paramedic program outside of Albuquerque in conjunction with the University of New Mexico EMS Academy. In 1991, ENMU-R’s EMS program became independent from the EMS Academy, becoming New Mexico’s second New Mexico EMS Bureau EMS Education Program. Since the EMS program’s beginning, more than 10,000 students have gone through its programs or classes. This includes over 520 First Responder, 1600 EMT Basic, 775 EMT-Intermediate, and 400 Paramedic students who have graduated.

During the twenty years of EMS Education, the Program at ENMU-R has developed many innovative programs to expand EMS education throughout New Mexico. In 1988, the Paramedic course was designed around the needs of the students it serves. Classes were offered on the weekends and clinical sites were developed in many communities in NM. In 1996, ENMU-R was the first to teach a full Paramedic program as a distant program. The program was offered at the Hobbs Fire Department with ENMU-R instructors commuting to teach. Additional classes were run on site at Hobbs, with instructors being cultivated from within the Hobbs Fire Department and being employed by ENMU-Roswell. Another off campus program was held in Portales NM. The distant programs were a success with the communities and the ENMU-R program. In 2001, ENMU-R became the only Education Site License for the University of Maryland-Baltimore County Critical Care Emergency Medical Transport Program® and in 2004 Pedantic Neonatal Critical Care Transport Program®.

ENMU-R began teaching web-based course in 1999 by offering the first EMS Instructor Coordinator course via the web. Since that time, ENMU-R has offered web classes to hundreds of satisfied students throughout the country, including continuing education for military students stationed overseas. Our web course offerings include all levels of refreshers, continuing education classes, and web enhancement to EMS courses for certification (EMT-Intermediate and Paramedic). The ENMU-R campus offers several general education classes and degrees which are offered completely online allowing students many educational opportunities.

In 2002, ENMU-R was awarded a contract to provide sponsorship and clinical experiences for the USAF Combat Rescue Officer/Pararescue School Emergency Medical Technician Program at Det 1, 342 TRS, Kirtland AFB NM. In 2003 ENMU-R and Detachment 1, 342nd Training Squadron, Kirtland Air Force Base, New
Mexico entered in a consortium agreement to provide full CoAEMSP accredited and college credit for all students enrolled in Pararescue Paramedic Program. Through this unique consortium, ENMU-Roswell Emergency Medical Services (EMS) instructors are providing advanced paramedic training to military personnel caring for troops fighting the war on terrorism. This arrangement is the first of its kind between a military entity and an educational institution. The program is over 1000 hours long and provides these students with 60 credit hours. This class is part of the New Mexico EMS Consortium, an agreement between USAF and ENMU-Roswell.

During 2005, under an Educational Service Agreement, ENMU-R successfully conducted a course of instruction for 23 USAF Pararescue Students through EMT-Basic and Paramedic using the USAF Accelerated Curriculum. Of the 23 students who started, 100% successfully passed the NREMT EMT-Basic Exam, 96% completed the course of instruction, and 100% passed NREMT EMT-Paramedic Exam. This course was conducted on the Roswell campus.

In August 2005, ENMU-R began another course of instruction for the Pararescue Students at KAFB. This course is under an Educational Service Agreement (ESA), using the USAF accelerated curriculum. The program is currently in progress and students will be graduating in March 2006. On January 9, 2006, ENMU-R and the USAF entered into a five-year contract to provide all EMS training to the Pararescue/Combat Rescue Officer School.

In June of 2008, the contract was terminated for convenience; subsequently the consortium agreement was terminated.

The EMS program has maintained exceptional passing rates on the National Registry of EMT’s (NREMT) Paramedic exam. Of the 512 Paramedic graduates, 498 have elected to take the National Registry’s Paramedic exam, and 488 have passed (98%). ENMU-R has had equal success on the National Registry of EMT’s EMT-Basic exam with 323 students attempting and 319 being successful (99% passing rate). Graduates from the EMS program have found employment in wide variety of locations, including in the military, hospitals, and EMS and flight services throughout the world.
PART A: Sponsorship (Standard I)

1. Is the sponsor a consortium? ................................................................. \(\square\)Yes \(\square\)No
   (If yes, at least one member must meet Standard I.A requirements. Proceed to question #2 and include a copy of the Consortium Agreement in Appendix L)

Complete the following for the sponsoring institution:

2. Type of Sponsoring Institution (check only one of the following):
   a. \(\square\) U.S. Post-secondary institution (Standard I.A.1)
   b. \(\square\) Foreign post-secondary institution (Standard I.A.2)
   c. \(\square\) Hospital, clinic, or medical center (Standard I.A.3)
      (1) Is there an allied health program sponsored by the institution? \(\square\)Yes \(\square\)No
      (2) If no, is there an office of graduate medical education with at least one residency program for post-graduate physician education? \(\square\)Yes \(\square\)No \(\square\)N/A
      (3) If no to #1 and #2, include a copy of the Articulation Agreement in Appendix L)
   d. \(\square\) Branch of the United States Armed Forces (Standard I.A.4)
   e. \(\square\) Governmental education or medical service (Standard I.A.4)
      (1) The sponsor is under the auspices of which government (check only one): \(\square\)Federal \(\square\)State \(\square\)County \(\square\)City/Town
      (2) Is the sponsor authorized by the State to provide initial educational programs? (If no, then not eligible under Standard I.A.4) \(\square\)Yes \(\square\)No
      (3) Is the sponsor authorized to award college credit? \(\square\)Yes \(\square\)No
      (4) If no, is the sponsor recognized by the State as a post-secondary institution? \(\square\)Yes \(\square\)No \(\square\)N/A
      (5) If no to #3 and #4, include a copy of the Articulation Agreement in Appendix L)

3. Type of award upon program completion: Certificate
   (Note: Choose only one award level. Accreditation is granted only to the award level curriculum that gives the graduate eligibility for entry into the profession.)
4. Sponsoring Institution Accreditation
   a. Name of Institutional Accrediting Agency:  
      The Higher Learning Commission of the North Central Association of Colleges 
      and Schools

   b. Current Accreditation Status:  
      Current
      Date of Last Accreditation Review:  2006-2007
      Date of Next Accreditation Review:  2016-2017

   c. Is the sponsoring institution legally authorized under applicable state laws to provide postsecondary education?  
      ☑Yes  ☐No
PART B: Program Goals (Standard II)

1. Has the program made any changes in the last 3 years based on changes in the needs and expectations of the communities of interest? ☒Yes ☐No

2. If yes, briefly describe the program changes:

- Offering an accelerated Paramedic Program: Based on the request from the Advisory Committee an Accelerated Paramedic Program was developed and offered in addition to the traditional course. This Program had the same content and contact hours, but was offered over six months instead of the traditional 14 month program. This Program was a hybrid of Video Conferencing, Live Instruction, and Internet Based.

- Distant Education Site in Artesia: In response to request from Artesia Fire Department to upgrade to a Paramedic Level Service the Paramedic Program will offer a section in Artesia. Lacking the personnel resources, this section will be a hybrid of Video Conferencing, Live Instruction, and Internet Based.

- Development of an Advance Practitioner to Paramedic Transition to allow RN, RCP, select Military MOS, and I-99 to complete a complete paramedic in an accelerated format.

- Increasing EMS 202, Introduction to Prehospital Care, from two credits to three credits.

- Addition of an Assistant Program Director. Based on the 2005 Accreditation visit the Advisory Committee requested that administration create an Assistant Program Director. A new position was developed and hired for in 2006. Subsequently, the individual left the program in 2008, and the position was not refilled due budget issues.
3. List of the individuals and the communities of interest that they represent on the program advisory committee (must include at least one representative from each group in the drop down list) (for individuals not on the drop down list, use rows 11-20):

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Community of Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. James Salas</td>
<td>Employer</td>
</tr>
<tr>
<td>2. John Bridges</td>
<td>Hospital/Clinic Representative</td>
</tr>
<tr>
<td>3. Justin Powell</td>
<td>Police/Fire Service</td>
</tr>
<tr>
<td>4. Matthew Foster</td>
<td>Physician</td>
</tr>
<tr>
<td>5. Tom Wulf</td>
<td>Physician</td>
</tr>
<tr>
<td>6. Clearance Pearson</td>
<td>Physician</td>
</tr>
<tr>
<td>7. JD Hummingbird</td>
<td>Police/Fire Service</td>
</tr>
<tr>
<td>8. Brian Powell</td>
<td>Graduate</td>
</tr>
<tr>
<td>9. Liz Estrada</td>
<td>Hospital/Clinic Representative</td>
</tr>
<tr>
<td>10. Erine Wheeler</td>
<td>Employer</td>
</tr>
<tr>
<td>11. Rodney Ray</td>
<td>Faculty</td>
</tr>
<tr>
<td>12. Donnie Roberts</td>
<td>Key Govermental Office</td>
</tr>
<tr>
<td>13. Jane Batson</td>
<td>Sponsor Administration</td>
</tr>
<tr>
<td>14. Christy Tucker</td>
<td>Student</td>
</tr>
<tr>
<td>15. Carl Gilmore</td>
<td>Public</td>
</tr>
<tr>
<td>16. Rick Riddle</td>
<td>Police/Fire Service</td>
</tr>
<tr>
<td>17. Sam Watson</td>
<td>Employer</td>
</tr>
<tr>
<td>18. John Watson</td>
<td>Police/Fire Service</td>
</tr>
<tr>
<td>19. Jim Stover</td>
<td>Hospital/Clinic Representative</td>
</tr>
<tr>
<td>20. Kevin Hope</td>
<td>Police/Fire Service</td>
</tr>
</tbody>
</table>

4. Does the advisory committee meet at least annually? ☒ Yes    ☐ No

If No, please explain:
Due to a scheduling oversight, no meeting was scheduled in 2007. There was one meeting in December 2006, and again in January 2008.

5. List the dates of all advisory committee meetings in the last 3 calendar years:
   January 20, 2010
   May 8, 2009
   January 18, 2008
   December 5, 2008
   March 15, 2006
   December 8, 2006

6. Place in Appendix M copies of Advisory Committee minutes for the past 3 calendar years.
PART C: Program Resources (Standard III)

1. Place in Appendix A, the completed Resources Assessment matrix (all columns completed).

2. Place in Appendix B, a programmatic organizational chart of the sponsoring institution/consortium that portrays the administrative relationships under which the program operates. Start with the chief executive officer. Include all program Personnel and faculty, anyone named in the Self Study Report, and any other persons who have direct student contact except support science faculty. Include the names and titles of all individuals shown.

3. Explain any relationship in the programmatic organizational chart, which is other than direct line.

   None

4. Complete in Appendix C on the forms provided, the designated information for the Program Director, Medical Director, Clinical Coordinator (if applicable), and any other paid faculty. Also, include in the Appendix the job descriptions of the Program Director, the Medical Director, and Clinical Coordinator (if applicable).

5. Complete in Appendix D the Program Course Requirements Table to list all courses required in the Paramedic curriculum.

6. How many total active clinical affiliates are used by the program? 8

   As Paramedic Program Director, by checking the box, I verify that an appropriate, authorized clinical affiliate individual has provided and attested to the information presented in the corresponding form in Appendix E.

   Complete in Appendix E a Clinical Affiliate Institutional Data form for each active hospital affiliate. (Use one page for each clinical affiliate. For more than four affiliates, use the supplemental form from the CoAEMSP web site. Insert as many forms as necessary to report on all affiliates.)

7. How many total active field internship affiliates are used by the program? 9

   As Paramedic Program Director, by checking the box, I verify that an appropriate, authorized field internship individual has provided and attested to the information presented in the corresponding form in Appendix F.

   Complete in Appendix F a Field Internship Affiliate Institutional Data form for each active hospital affiliate. (Use one page for each clinical affiliate. For more than four affiliates, use the supplemental forms from the CoAEMSP web site. Insert as many forms as necessary to report on all affiliates.)

8. Complete in Appendix G the Student Clinical Rotation Matrix.
9. Complete in Appendix H the Student Field Internship Rotation Matrix.

10. Do students in the Paramedic program receive all support services available to other students enrolled in the educational institution? 
   a. access to the same health services .................................  Yes  No
   b. receive the same personal counseling ...............................  Yes  No
   c. receive the same academic advising ..................................  Yes  No

PART D:  Student and Graduate Evaluation / Assessment (Standard IV)

1. Are evaluations of students conducted in accordance with the requirements of Standard IV, A, 1? .................................................................  Yes  No

2. Are records of student evaluations maintained in sufficient detail? to document learning progress and achievements ..........................  Yes  No
   Location where they are stored: .............................................. Program Office
   The # of years stored before disposal: ................................. 5, after each site visit

3. Note: Upon receipt of the Self Study Report, CoAEMSP will add the most recently submitted Annual Report on file for purposes of reviewing the Outcomes Assessment results.

PART E:  Fair Practices (Standard V)

1. Does the institution/consortium publish a general? catalogue/bulletin for its educational programs? ........................................  Yes  No
   If yes, year(s) of the latest edition? .................................... 2009-2011

2. Are admissions non-discriminatory, and made in accordance with defined and published practices? .............................................  Yes  No

3. Does the institution/consortium have a student grievance policy? ....  Yes  No

4. a. Does the institution/consortium have policies and procedures to ensure compliance with the ADA? ........................................  Yes  No

   b. Does the Paramedic program disclose technical standards? in compliance with ADA? ..................................................  Yes  No

   c. When are students informed of the program’s technical standards? Recruitment Flyer

5. Does the institution/consortium have a faculty grievance policy? .....  Yes  No
6. a. Are all activities required in the program educational? 
   Yes ☑ No ☐
   If no, briefly describe.
   Must be a New Mexico Licensed EMT-Intermediate or National Registry EMT-
   Basic (for specialized programs).

   b. Are students ever substituted for staff? 
   Yes ☐ No ☑

7. Are grades and credits for courses recorded on the student transcript and permanently maintained? 
   Yes ☑ No ☐
   Location where they are stored: Admission Office
   If No, # of years stored before disposal: Never

8. Is there a formal affiliation agreement or memorandum of understanding with all other entities that participate in the education of the students? 
   Yes ☐ No ☑

9. Place in Appendix I a copy of the most recent college catalogue and any other documents that make known to applicants and students the information specified in Standard V.A.2. Complete the following table listing the location(s) of the disclosures:

<table>
<thead>
<tr>
<th>Disclosures</th>
<th>Source Document(s)</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation status of the sponsor with address and phone number</td>
<td>College Catalog</td>
<td>2</td>
</tr>
<tr>
<td>Accreditation status of the program with address and phone number</td>
<td>Recruitment Brochure and Student Handbook, after 8/2010 College Catalog</td>
<td>Brouchure Pg. 3, Handbook Pg. 5</td>
</tr>
<tr>
<td>Admission policies and practices</td>
<td>Recruitment Brochure and College Catalog</td>
<td>Catalog P. 37-39</td>
</tr>
<tr>
<td>Policies on advanced placement</td>
<td>Recruitment Brochure and College Catalog</td>
<td>Catalog P. 37-39</td>
</tr>
<tr>
<td>Policies on transfer of credits</td>
<td>College Catalog</td>
<td>Pg. 10 and 37-39</td>
</tr>
<tr>
<td>Policies on credits for experiential learning</td>
<td>No Policy</td>
<td></td>
</tr>
<tr>
<td>Number of credits required for program completion</td>
<td>Recruitment Brochure and Student Handbook, and College Catalog</td>
<td>Catalog P. 37-39</td>
</tr>
<tr>
<td>Tuition, fees, and other program costs</td>
<td>College Catalog</td>
<td>Pg 19</td>
</tr>
<tr>
<td>Policies and procedures for student withdrawal</td>
<td>Student Handbook</td>
<td>Pg. 27</td>
</tr>
<tr>
<td>Policies and procedures for refunds of tuition-fees</td>
<td>College Catalog</td>
<td>Pg. 20</td>
</tr>
</tbody>
</table>
10. Place in Appendix J a copy of additional material to be provided to enrolling students that makes known the information specified in Standard V.A.3 and Standards V.B and V.C. Complete the following table listing the location(s) of the disclosures:

<table>
<thead>
<tr>
<th>Disclosures</th>
<th>Source Document(s)</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic calendar</td>
<td>College Catalog</td>
<td>Pg. 128</td>
</tr>
<tr>
<td>Student grievance procedure</td>
<td>Student Handbook</td>
<td>Pg. 30</td>
</tr>
<tr>
<td>Criteria for successful completion of each segment of the program</td>
<td>Syllabi and Student Handbook</td>
<td>Pg. 25 and 26</td>
</tr>
<tr>
<td>Criteria for graduation</td>
<td>Student Handbook</td>
<td>Pg. 25 and 26</td>
</tr>
<tr>
<td>Policies and procedures for performing service work while enrolled in the program</td>
<td>Student and Clinical Handbook</td>
<td>Clinical Pg 13</td>
</tr>
<tr>
<td>Non-discrimination policy for student admissions</td>
<td>College Catalog</td>
<td>Pg 7</td>
</tr>
<tr>
<td>Non-discrimination policy for faculty employment</td>
<td>Policy and Procedure</td>
<td>No Page</td>
</tr>
<tr>
<td>Policies and procedures for processing faculty grievances</td>
<td>Faculty Handbook</td>
<td>Pg. 14</td>
</tr>
<tr>
<td>Policies and procedures to safeguard student health and safety</td>
<td>Student and Clinical Handbook</td>
<td>Pg 19</td>
</tr>
</tbody>
</table>

Link(s) to on-line additional materials, if applicable: http://www.roswell.enmu.edu/policies_and_procedures.php
PART F: Supplementary Information / Materials

1. Program Information

<table>
<thead>
<tr>
<th>Description</th>
<th>Paramedic</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Length of program (in months)</td>
<td>14</td>
</tr>
<tr>
<td>b. Total credit hours for completion</td>
<td>52</td>
</tr>
<tr>
<td>c. Maximum class size (capacity)</td>
<td>24</td>
</tr>
<tr>
<td>d. Actual current enrollment – 1st year students</td>
<td>14</td>
</tr>
<tr>
<td>e. Actual current enrollment – 2nd year students (if applicable)</td>
<td>Pending</td>
</tr>
<tr>
<td>f. Month(s) in which classes are enrolled (e.g., Jan, Sep)</td>
<td>June</td>
</tr>
<tr>
<td>g. Certificate of Completion granted?</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>h. # of paid full-time Paramedic program faculty</td>
<td>1</td>
</tr>
<tr>
<td>i. # of paid part-time Paramedic program faculty</td>
<td>4</td>
</tr>
<tr>
<td>j. # of unpaid Paramedic program faculty</td>
<td>0</td>
</tr>
<tr>
<td>k. Number of satellite campuses (see relevant Policy)</td>
<td>0</td>
</tr>
<tr>
<td>l. Number of program sections (locations) (see relevant Policy)</td>
<td>0</td>
</tr>
<tr>
<td>m. Date of most recently admitted class</td>
<td>June 2009</td>
</tr>
<tr>
<td>n. Date of completion of next class</td>
<td>June 2010</td>
</tr>
<tr>
<td>o. Year program enrolled the first class ever</td>
<td>1988</td>
</tr>
</tbody>
</table>

Program Strengths & Limitations

2. List the program’s areas of strength:
   1. Community of Interest commitment to the Program
   2. The diverse experience of the faculty
   3. The ability for each member within the program to meet the unique needs of the students and customers they serve.
   4. Excellent National Registry Passing Rate
   5. Excellent placement rates
   6. Excellent facilities and equipment
   7. Affordable tuition, the tuition and fees schedule is comparatively low allowing students to attend the Program.
   8. Program flexibility
      a. The Program is extremely flexible in providing workable schedules for students who need full time employment while attending school. Students can use the ladder concept of education, and are afforded several entry and exit options in the Program:
         i. Course completion for direct employment.
         ii. Complete academic requirements followed by EMS requirements and receive an associate degree.
         iii. Complete EMS requirements for a certificate followed by requirements for the associate degree.
      b. The Program is responsive to its community of interest.
9. Health care community commitment to the Program.
   a. Through its commitment and involvement, students are afforded meaningful field and clinical experiences. Local health care providers participate in the educational process and support clinical experiences. Region III provides the Program with liaison support, advertisement, and educational resource support.

10. Developmental/peer support
   a. The New Mexico Joint Organization of Education provides a unique resource for the Program. In addition to the functions mandated by state law (approval of curricula, instructors, and programs) the JOE provides for collaborative efforts in developing a quality educational program.

11. Program faculty
   a. The faculty members, Program Director, Paramedic Coordinator, Clinical Coordinators, and other instructor have extensive Prehospital care experience, educational qualifications, and commitment to the Program. The Program Director is actively involved in EMS legislative and medical control issues in New Mexico. He is also a Master’s prepared educator.
   b. The Medical Director is the Medical Director for all county services (this is through a unique partnership between ENMU-R and the EMS services). He also serves on the State Medical Direction Committee representing EMS Region III.

12. Test validity and reliability
   a. During the past years graduates have done very well on the National Registry exam and post graduation survives to employers. This is evidence to the validity and reliability of our evaluation tools.

3. List the program’s limitations (areas that need improvement):

   Clinical Program
   Utilization of the Medical Directors
   Implementation of High Fidelity Simulation
   Equipment
   Administration Support

4. Describe the processes and/or evaluation systems used to identify the program’s strengths and limitations.

   1. Student evaluations/feedback during the program and on completion
   2. Graduate evaluations/feedback
   3. Employer evaluations/feedback of graduates
   4. Paramedic Advisory Committee recommendations
   5. National Registry outcomes
5. Provide the program’s analysis of the data collected assessing its strengths and limitations.

**Clinical Portion:** Based on faculty and student evaluations, the overall value of the clinical portion is being questioned. Students have expressed frustration with several key aspects of the clinical and field experience. They are frustrated with the timeframes to participate in clinicals, the scheduling process, accesses to the Director of Clinical Education, and the data entry process. Additionally, they also do not see or understand the value of many of the requirements. The faculty validates most of the students’ sentiments.

During the past seven years, the Program has experienced a continuous changeover in the personnel occupying the Director of Clinical Education position (six different persons in seven years). The continual change has disrupted the continuity of this portion of the Program. Furthermore, each individual occupying this role has inserted their own personal vision of the clinical experience. While many of these visions were consistent with the Program’s overall goal and vision, some were not.

Our primary clinical site banned paramedic students from participating in clinicals early last year. It was only after several key hospital personnel persistently negotiated with the hospital’s corporate main office that paramedic students were allowed to return this March. This effected most of the 2009-2010 clinical experience.

The above issues have resulted in a gradual transition in the overall clinical portion. While these changes have not effected the results in graduate or employer surveys, or the NREMT pass rate, it has effected how the faculty and Medical Direction view the clinical portion. In particular, the faculty and Medical Direction see the clinical portion losing its educational value and becoming a scavenger hunt for skills, which is inconsistent with the vision we, collectively, have towards the intent of the clinical portion.

**Utilization of Medical Director(s):** Both Medical Directors are always available for consultation. The faculty values their input on medical issues, as well as educational and student issues. The students appreciate their time with the Medical Directors, both in the classroom, and the clinical setting. The Sr. Medical Director has been involved with the Program for over ten years, and is intimately familiar with the faculty and educational process. He possesses a high degree of confidence in their ability and decision making capability. The Co-Medical Director was formerly a Paramedic, a state training coordinator, and has worked with a majority of the faculty for years. Despite the many positive aspects of the Medical Directors, the role in the Program has become more of an “as needed” basis, rather than a proactive basis. This has occurred due to a variety of reasons, but mostly stem from two busy physicians, a busy program, overall workload, and a degree of complacency (related to the comfort level among us). While this has had no effect on the student outcomes, it is inconsistent with shared vision of this Program. This also leaves the Program potentially open to multiple problems, unless corrected.
Implementation of High Fidelity Simulation:  The Program possesses some of the best simulation equipment and facilities available.  While students enjoy using these aids, most are frustrated with problems of equipment malfunction, or the instructor’s lack of training to fully use the manikins.  The faculty feels overwhelmed with their lack of understanding regarding the complexity of the equipment. They are frustrated with equipment failure and the lack of expedient repair.  Together this causes the faulty to revert back to using only those features they feel comfortable with.  In essence; we have 70K Rescui Annes.

Equipment: Student and Faculty Surveys indicate dissatisfaction with the current ECG Monitor/ Defibrillators.  While all equipment is fully functional, they represent old technology.

Administration support: Advisory Committee and Program surveys indicate a concern of level of support provided by the college administration.  This seems to stem from a meeting between the Advisory Committee and the President.  There is perception that the administration does not understand EMS program and is not support of the program.  There has been negative actions take against the program by the administration or any withdrawal of financial support.

6. Describe the action plans developed to correct deficiencies for all areas in need of improvement listed in question 3 above:

Clinical Aspect: Several issues related to this portion have been corrected (students now allowed to our primary site), and others will not be evident until the next class.  The steps the program has taken to correct this issue include:

1. In July of each year, the Medical Director (MD), Program Director (PD), Paramedic Coordinator (PC), and the Director of Clinical Education (DCE) we meet to review the goals and objectives of the clinical portion (clinical portion = both clinical and field experiences).  This will also include a review of, but not limited to, requirements (number of skills, medical conditions, ages, etc...), agency requirements and the scheduling process.

2. The DCE will dedicate two days for Clinical Orientation, including, but not limited to:
   a. Addressing HIPPA, BSI, and other agency requirements as required
   b. Reviewing the objective and intent for each unit and course requirement
   c. A training session on data entry
   d. Review and practice of documentation
   e. A tour of the primary clinical site(s)
3. Students will be provided with increased frequency of feedback and direct supervision of performance.

4. Reinstatement of the mandatory clinical days (drop due to loss of our primary site).

5. Investigation of other options for data entry and scheduling.

6. Seek funding for a permanent full time DCE.

**Utilization of the Medical Director:** Most of the action steps center around increased proactive actions and scheduling activities that maximize the MD’s time and expertise. These actions will include, but are not limited to:

1. Establishing a regularly scheduled meeting once a month to review Program and students’ activities and issues. Typically, these will be lunch meetings.

2. A quarterly meeting with the Paramedic Committee* to discuss Program issues and direction.

3. A quarterly meeting between the Program faculty and MD with each student to discuss their performance addresses any issues the student has, and obtains the student perception of the program.

4. Continue with case presentation by MD applicable to the students’ current didactic subject matter and clinical rotation.

*The Paramedic Committee is a subcommittee of the EMS Advisory Committee (AC). The AC has been instrumental in many of the advances of the Program, and is one the most valuable assets for the Program. However, it is very large group and many of group members have interests other than the Paramedic Program. To make better use of this group time, and to focus on Paramedic related topics, a subcommittee is being formed to meet this goal. The Paramedic Committee is comprised of the MD, program faculty, and key members of AC.

**Implementation of High Fidelity Simulation:** Action here will be directed at faculty development and a preventative maintenance plan. These steps include, but are not limited to:

1. Sending faculty members to the Laerdal Medical’s Introduction to SimMan® in May 2010.

2. Having monthly meetings which enable faculty to discuss simulation equipment and pretest new scenarios.

3. Sponsoring a one day workshop in early August of 2010 for topics related to advanced simulation.

4. Continuing to seek out other types of faculty development activities.

5. Setting up a preventive maintenance plan with Laerdal Medical.
**Equipment:** Two Lifepac 12s have been requested through the budget process.

**Administration Support:** This is very difficult issue to resolve, since it is a matter of perception. Additionally, the program has little influence over the administrative decision. The Program will encourage both the Advisory Committee and the President to continue the dialog, to allow both sides to come to terms.

7. Insert the completed **Faculty Evaluation SSR Questionnaires** from each paid faculty member (didactic, laboratory, and clinical), the Medical Director(s), and the members of the Advisory Committee in **Appendix K**.

8. **Student Evaluation SSR Questionnaires:** Assign a student proctor to administer the Student Evaluation SSR Questionnaire. All currently enrolled students are to complete the questionnaire. Have the student proctor distribute a questionnaire to each student, then place all completed questionnaires in a pre-addressed, postage paid envelope, immediately seal the envelope, and mail the envelope with the completed questionnaires **directly to the CoAEMSP Executive Office** separately from the Self Study Report.
LIST OF APPENDICES FOR SELF-STUDY REPORT

APPENDIX A = RESOURCES ASSESSMENT – complete all columns of information (either the matrix format or full-page format).

APPENDIX B = Programmatic organizational chart of the sponsoring institution/consortium that portrays the administrative relationships under which the program operates.

APPENDIX C = Curriculum Vitae of the key personnel (program director, medical director, and clinical coordinator (if applicable); any paid faculty. Job descriptions of key personnel.

APPENDIX D = Completed PROGRAM COURSE REQUIREMENTS table

APPENDIX E = Completed CLINICAL AFFILIATE INSTITUTIONAL DATA forms

APPENDIX F = Completed FIELD INTERNSHIP INSTITUTIONAL DATA forms

APPENDIX G = Completed STUDENT CLINICAL ROTATION MATRIX.

APPENDIX H = Completed STUDENT FIELD INTERNSHIP ROTATION MATRIX.

APPENDIX I = Copy of the most recent college catalogue and any other documents related to Standard V.A.2.

APPENDIX J = Additional materials (not provided in Appendix H) related to Standard V.A.3. Reference documents and page numbers in Appendix H materials, as applicable.

APPENDIX K = Copies of Faculty Evaluation Self Study Report Questionnaires

APPENDIX L = A copy of the Consortium Agreement (Standard I.B) or Articulation Agreement (Standard I.A.3 or I.A.4), as applicable

APPENDIX M = Copies of the Advisory Committee minutes for the past 3 calendar years.
APPENDIX A - Resources Assessment
(Matrix Format)

(return to PART C; ToC)
<table>
<thead>
<tr>
<th>#</th>
<th>RESOURCE</th>
<th>PURPOSE (S) (Role(s) of the resource in the program)</th>
<th>MEASUREMENT SYSTEM * (types of measurements)</th>
<th>DATE (S) OF MEASUREMENT</th>
<th>RESULTS and ANALYSIS (Include the # meeting the cut score and the # that fell below the cut score)</th>
<th>ACTION PLAN / FOLLOW UP (What is to be done, Who is responsible, Due Date, Expected result)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FACULTY</td>
<td>Provide instruction, supervision, and timely assessments of student progress in meeting program requirements. Work with advisory committee, administration, clinical affiliates and communities of interest to enhance the program. To further the advancement of EMS.</td>
<td>1. Program Personnel Resource Survey 2. Student Resource Survey Faculty Meetings</td>
<td>On Going, most recent formal review March 2010</td>
<td>All responses 3 or above. All results were above the cut score of 3. However, results from informal discussion with students and faculty are also used. All faculty were viewed very highly. No problems noted</td>
<td>Continue to monitor</td>
</tr>
<tr>
<td>2</td>
<td>MEDICAL DIRECTOR (S)</td>
<td>Fulfill responsibilities specified in accreditation Standard III.B.2.a. To further the advancement of EMS</td>
<td>1. Program Personnel Resource Survey 2. Student Resource Survey - Faculty Meetings</td>
<td>Ongoing, most recent formal review was March 2010</td>
<td>All responses 3 or above. While not expressed in the surveys, all are seeking a proactive scheduling of the MDs with program faculty</td>
<td>Action Plan below</td>
</tr>
<tr>
<td>3</td>
<td>SUPPORT PERSONNEL (clerical, academic, ancillary)</td>
<td>Provide support personnel/services to ensure achievement of program goals and outcomes (e.g. admissions, registrar, advising, tutoring, clerical)</td>
<td>1. Program Personnel Resource Survey 2. Student Resource Survey - Faculty Meetings</td>
<td>Ongoing, most recent formal review was March 2010</td>
<td>All responses 3 or above.</td>
<td>Continue to monitor</td>
</tr>
<tr>
<td>4</td>
<td>CURRICULUM</td>
<td>Provide specialty core and support courses to ensure the achievement of program goals and learning domains. Meet or exceed the content and competency demands of the latest edition of the documents referenced in Standard III.C.</td>
<td>1. Program Personnel Resource Survey 2. Student Resource Survey - Faculty Meetings Discussion with Students</td>
<td>Ongoing, most recent formal review was March 2010</td>
<td>All responses 3 or above. While formal survey did not show any issue. Informal discussion with students and faculty indicated of frustration and under utilization of Simulation.</td>
<td>Action Plan below</td>
</tr>
<tr>
<td>5</td>
<td>FINANCIAL RESOURCES (fiscal support, acquisition/maintenance of equipment/supplies, continuing education)</td>
<td>Provide fiscal support for personnel, acquisition and maintenance of equipment/supplies, and faculty/staff continuing education.</td>
<td>1. Program Personnel Resource Survey 2. Student Resource Survey Faculty Meetings</td>
<td>Ongoing, most recent formal review was March 2010</td>
<td>All responses 3 or above</td>
<td>Continue to monitor</td>
</tr>
<tr>
<td>6</td>
<td>FACILITIES (classroom, lab, offices, ancillary);</td>
<td>Provide adequate classroom, laboratory, and ancillary facilities for students and faculty.</td>
<td>1. Program Personnel Resource Survey 2. Student Resource Survey Faculty Meetings</td>
<td>Ongoing, most recent formal review was March 2010</td>
<td>All responses 3 or above</td>
<td>Continue to monitor</td>
</tr>
<tr>
<td>7</td>
<td>EQUIPMENT/SUPPLIES</td>
<td>Provide a variety of equipment and supplies to prepare students for clinical experiences.</td>
<td>1. Program Personnel Resource Survey 2. Student Resource Survey Faculty Meetings Discussion with Students</td>
<td>Ongoing, most recent formal review was March 2010</td>
<td>Results/Analysis below</td>
<td>Action Plan below</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students and Faculty feel the current Monitors are outdated.</td>
<td>Seek funding for New Equipment</td>
</tr>
</tbody>
</table>

26
<table>
<thead>
<tr>
<th></th>
<th>CLINICAL/FIELD INTERNSHIP RESOURCES (affiliations)</th>
<th>Provide a variety of clinical experiences to achieve the program goals and outcomes.</th>
<th>1. Program Personnel Resource Survey 2. Student Resource Survey Faculty Meetings Discussion with Students</th>
<th>Ongoing, most recent formal review was March 2010</th>
<th>Less the satisfactory results regarding clinicals, more details analysis can be found in Strengths and weakness.</th>
<th>Action Plan below See Action Plan in Program's strengths and weaknesses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>LEARNING RESOURCES (print, electronic reference materials; computer resources)</td>
<td>Provide learning resources to support student learning and faculty instruction.</td>
<td>1. Program Personnel Resource Survey 2. Student Resource Survey Faculty Meetings Discussion with Students</td>
<td>Ongoing, most recent formal review was March 2010</td>
<td>All responses 3 or above Continue to monitor</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>FACULTY/STAFF CONTINUING EDUCATION</td>
<td>Provide time and resources for faculty and staff continuing education to maintain current knowledge and practice.</td>
<td>1. Program Personnel Resource Survey Faculty</td>
<td>Ongoing, most recent formal review was March 2010</td>
<td>All responses 3 or above Continue to monitor</td>
<td></td>
</tr>
</tbody>
</table>
|   | PHYSICIAN INSTRUCTIONAL INVOLVEMENT | Provide physician-student instructional interaction to ensure confident, professional working relationships between students and physicians. | 1. Program Personnel Resource Survey (Section X)  
2. Student Resource Survey (Section IX)  
Faculty Meetings  
Discussion with Students | Ongoing, most recent formal review was March 2010 | All responses 3 or above  
Continue to monitor |
APPENDIX B – Program Organizational Chart

(return to PART C; ToC)
APPENDIX C1 – Curriculum Vitae and Job Description

(return to PART C; ToC)
Program Director Information

Name: Mike Buldra

How long have you been serving in the present position with the program? 20
Are you currently certified as a Paramedic? 

- [X] Yes  
- [ ] No
Have you ever been a Paramedic?

- [X] Yes  
- [ ] No

Educational Experience

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
<th>Dates</th>
<th>Degree</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Arizona</td>
<td>Tucson</td>
<td>1984</td>
<td>Cert</td>
<td>Paramedic</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Tucson</td>
<td>1989</td>
<td>BS</td>
<td>Microbiology</td>
</tr>
</tbody>
</table>

Post-graduate Training

<table>
<thead>
<tr>
<th>Name of program</th>
<th>Location</th>
<th>Dates</th>
<th>Type of program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern New Mexico</td>
<td>Portales, NM</td>
<td>1999</td>
<td>M. Ed.</td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Work Experience

<table>
<thead>
<tr>
<th>Employer/Institution</th>
<th>Job Title</th>
<th>Where</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern New Mexico University-Roswell</td>
<td>EMS Program Director</td>
<td>Roswell, NM</td>
<td>9/89 to present</td>
</tr>
<tr>
<td>Emergicare-AMR</td>
<td>Paramedic</td>
<td>Roswell, NM</td>
<td>6/90 to ??</td>
</tr>
<tr>
<td>Corona De Tucson Fire</td>
<td>FF/CO/Paramedic</td>
<td>Tucson, AZ</td>
<td>11/18 to 9/189</td>
</tr>
</tbody>
</table>

Provider/Instructor Information (check all that apply):

<table>
<thead>
<tr>
<th>Provider/Instructor Information</th>
<th>Ever been certified?</th>
<th>Currently Certified?</th>
</tr>
</thead>
</table>
| Advanced Cardiac Life Support Provider | [X] Yes  
- [ ] No | [X] Yes  
- [ ] No |
| Advanced Cardiac Life Support Instructor | [X] Yes  
- [ ] No | [X] Yes  
- [ ] No |
| Advanced Pediatric Life Support (APLS) Provider | [ ] Yes  
- [X] No | [ ] Yes  
- [X] No |
| Advanced Pediatric Life Support (APLS) Instructor | [ ] Yes  
- [X] No | [ ] Yes  
- [X] No |
| Pediatric Advanced Life Support (PALS) Provider | [X] Yes  
- [ ] No | [X] Yes  
- [ ] No |
| Pediatric Advanced Life Support (PALS) Instructor | [X] Yes  
- [ ] No | [X] Yes  
- [ ] No |
### Duties / Responsibilities (check all that apply):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>40 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average # of work hours/week while class in session</td>
<td></td>
<td></td>
<td><strong>40 Hours</strong></td>
</tr>
<tr>
<td>Didactic Lecture</td>
<td>☑</td>
<td>☐</td>
<td>5% of time</td>
</tr>
<tr>
<td>Laboratory Instructor</td>
<td>☑</td>
<td>☐</td>
<td>5% of time</td>
</tr>
<tr>
<td>Hospital Preceptor</td>
<td>☑</td>
<td>☐</td>
<td>5% of time</td>
</tr>
<tr>
<td>Field Preceptor</td>
<td>☑</td>
<td>☐</td>
<td>5% of time</td>
</tr>
<tr>
<td>Are you involved in the hiring and evaluation of other program personnel?</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Are you involved in developing the program budget?</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Are you involved in modifications of the curriculum?</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Have you been evaluated by your supervisor? Date of most recent evaluation?</td>
<td>☑</td>
<td>☐</td>
<td>2/10</td>
</tr>
<tr>
<td>Are there systems in place to demonstrate the effectiveness of the program?</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Are there adequate controls to assure quality of delegated responsibilities</td>
<td>☑</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

**Are you responsible for:**

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of the educational program?</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>Organization of the educational program?</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>Supervision of the educational program?</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>Continuous quality review and improvement of the educational program?</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>Long range planning and on-going development of the program?</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>Effectiveness of the program?</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>Cooperative involvement of the medical director?</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>

* If response is "no" to any of these 7 questions, describe below* who is responsible and how that responsibility is attained.

* Who is responsible and how is that responsibility attained?
POSITION SUMMARY
The Director of the Emergency Medical Services program has the responsibility to administer a quality educational program. This employee has administrative responsibility for the day-to-day operations of the Emergency Medical Services program. This position reports to the Dean of the Division of Health.

SUPERVISORY RESPONSIBILITIES
Manages employees in the department and is responsible for the overall direction, coordination, and evaluation of this unit. Carries out supervisory responsibilities in accordance with the organization’s policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

ESSENTIAL FUNCTIONS
- Provide leadership in such a manner as to enhance the academic, intellectual and fiscal environment of the Program;
- Supervises all full-time and adjunct faculty and staff in the EMS program;
- Advocate the policies of the University at all academic and public levels and shall be responsible for keeping the faculty informed of decisions, activities and plans made at all campus, university-wide and governmental levels which affect the operation of the Program;
- Coordinates the development and maintenance of a quality educational program (both curriculum and services) that meets the needs of students and employers;
- Develops and seeks approval for policies regarding student admission, progression, graduation, and placement;
- Completes quality assurance activities by overseeing programs, identifying concerns, responding to requests, providing remediation, recognizing excellence, interpreting statistical information, and overseeing medical records management;
- Advises EMS students in coordination with other program faculty;
- Recruits students through program publicity and representation of the program and college;
- Arranges for the physical facilities and clinical resources;
- Administers contracts by overseeing vendors, negotiating contracts, and scheduling preventive maintenance activities;
• Plans strategic initiatives by developing and implementing long term goals, researching and preparing budgets, prioritizing and purchasing equipment and supplies, collaborating with staff and departments, researching and preparing the budget, and researching and evaluating equipment needs, clinical procedures, and standard operating procedures;
• Maintains EMS program records and data;
• Works with regional partners by serving on committees; collaborating with hospitals, area departments, and outside agencies; and ensuring all legal requirements are met;
• Develops and maintains an active community advisory committee that has input into the continual improvement of the program;
• Administers the program in accordance with accreditation standards;
• Coordinates all aspects of the program with the Medical Director.

MARGINAL FUNCTIONS

• Performs other duties as deemed necessary or assigned.

POSITION REQUIREMENTS

Education and/or Experience:
Four to five years related experience and/or training; a Bachelor's degree from a college or university; National Registered and New Mexico Licensed Paramedic, and the ability to become a New Mexico Instructor Coordinator.

Knowledge, Skills and Abilities:
The employee must possess the ability to develop and maintain a quality education program (both curriculum and services); to develop and seek approval for policies regarding student admission, progression, graduation, and placement; to maintain program records and data; to administer program in accordance with accreditation standards; to coordinate program with regulatory agencies; and to teach. The employee must have the knowledge necessary for budget development and administration.

Working Conditions:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to fumes or airborne particles. The noise level in the work environment is usually moderate.
Physical Requirements:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel and talk or hear. The employee frequently is required to stand, sit, and reach with hands and arms. The employee is occasionally required to walk; stoop, kneel, crouch, or crawl; and taste or smell. The employee must frequently lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

The specific statements shown in each section of this description are not intended to be all inclusive. They represent typical elements and criteria considered necessary to successfully perform the job.
Medical Director/Co-Medical Director Information

Name: Matthew D. Foster, M.D.

☒ Medical Director  ☐ Co-Medical Director

Board Certification Specialty: Family Practice as of Date: 1986

How long have you been serving in the present position with the program? 8 years

Have you been a medical director of an ambulance service? ☒Yes  ☐No

If yes, how long? 8 years

Have you ever been a paramedic? ☐Yes  ☒No

Educational Experience

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
<th>Dates</th>
<th>Degree</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern NM University</td>
<td>Portales, NM</td>
<td>8/73-5/78</td>
<td>BS</td>
<td>Biology, Chemistry</td>
</tr>
<tr>
<td>Purdue University</td>
<td>West Lafayette, Indiana</td>
<td>5/97-7/99</td>
<td>MS</td>
<td>Business Management</td>
</tr>
<tr>
<td>University of NM</td>
<td>Albuquerque, NM</td>
<td>8/78-5/82</td>
<td>MD</td>
<td>Medicine</td>
</tr>
</tbody>
</table>

Post-graduate Training

<table>
<thead>
<tr>
<th>Name of program</th>
<th>Location</th>
<th>Dates</th>
<th>Type of program</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Francis Family Practice</td>
<td>Wichita, KS</td>
<td>6/82-6/85</td>
<td>Family Practice Residency</td>
</tr>
</tbody>
</table>

Work Experience

<table>
<thead>
<tr>
<th>Name of job</th>
<th>Where</th>
<th>Dates</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER Physician</td>
<td>Portales, NM</td>
<td>04-present</td>
<td>Roosevelt General Hospital</td>
</tr>
<tr>
<td>ER Physician</td>
<td>Roswell, NM</td>
<td>93-04</td>
<td>Eastern NM Medical Center</td>
</tr>
<tr>
<td>Private Family Practice</td>
<td>Roswell, NM</td>
<td>86-93</td>
<td>Private Practice</td>
</tr>
</tbody>
</table>

Provider/Instructor Information (check all that apply):

<table>
<thead>
<tr>
<th>Provider/Instructor Information</th>
<th>Ever been certified?</th>
<th>Currently Certified?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Cardiac Life Support Provider</td>
<td>☒Yes  ☐No</td>
<td>☒Yes  ☐No</td>
</tr>
<tr>
<td>Advanced Cardiac Life Support Instructor</td>
<td>☐Yes  ☒No</td>
<td>☐Yes  ☒No</td>
</tr>
<tr>
<td>Advanced Trauma Life Support Provider</td>
<td>☒Yes  ☐No</td>
<td>☒Yes  ☐No</td>
</tr>
<tr>
<td>Advanced Trauma Life Support Instructor</td>
<td>☐Yes  ☒No</td>
<td>☐Yes  ☒No</td>
</tr>
<tr>
<td>Advanced Pediatric Life Support (APLS) Provider</td>
<td>☐Yes  ☒No</td>
<td>☐Yes  ☒No</td>
</tr>
<tr>
<td>Advanced Pediatric Life Support (APLS) Instructor</td>
<td>☐Yes  ☒No</td>
<td>☐Yes  ☒No</td>
</tr>
<tr>
<td>Duties / Responsibilities (check all that apply):</td>
<td>Avg #</td>
<td>Avg # hrs</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td>Lecture to paramedic students?</td>
<td>☑ Yes</td>
<td>☑ No 2</td>
</tr>
<tr>
<td>Participate in lab (practical) exercises?</td>
<td>☑ No</td>
<td></td>
</tr>
<tr>
<td>Review written exams for content and appropriateness?</td>
<td>☑ No</td>
<td></td>
</tr>
<tr>
<td>Review practical testing?</td>
<td>☑ Yes</td>
<td>☑ No 4</td>
</tr>
<tr>
<td>Review clinical performance?</td>
<td>☑ Yes</td>
<td>☑ No 4</td>
</tr>
<tr>
<td>Review field experience?</td>
<td>☑ Yes</td>
<td>☑ No 4</td>
</tr>
<tr>
<td>Participate in practical testing?</td>
<td>☑ Yes</td>
<td>☑ No 8</td>
</tr>
<tr>
<td>Participate in oral testing?</td>
<td>☑ Yes</td>
<td>☑ No 8</td>
</tr>
<tr>
<td>Adequate controls to assure quality of delegated responsibilities</td>
<td>☑ Yes</td>
<td>☑ No</td>
</tr>
</tbody>
</table>

* Who is responsible and how is that responsibility attained?
Job Description

Senior Medical Director

IMMEDIATE SUPERVISOR

EMS Program Director

GENERAL DUTIES

The Ultimate Medical Authority with responsibility to ENMU-Roswell Emergency Medical Services Education program and the Chaves County EMS System. The Senior Medical Director has the responsibility to insure a quality educational program and EMS System.

SPECIFIC RESPONSIBILITIES

With direct responsibility to the Program Director, the Senior Medical Director will:

University

1. Approve the program goals and objectives
2. Approve standards for admission, progression, and course completion.
3. Approve the curriculum, including content, sequence, and evaluation tools.
4. Participate in evaluating faculty performance, including technical quality and adequacy of clinical supervision.
5. Participate in the selection of faculty.
6. Participate in the formative and summative evaluation of students.
7. Attests to the competency of the students.
8. Acts as liaison with the medical, health, and lay communities.
9. Provide Medical Direction of the Faculty during performance of University duties.
10. Attend the New Mexico Joint Organization of Education and Medical Direction Meetings as scheduled.

County Medical Director (Duties may be delegated)

1. Serve as designated EMS Medical Director for CCMDC pursuant to Public Regulator Commission (PRC) Regulation 18 NN4AC 4.2 "Ambulance Medical Rescue Services" and Department of Health (DOH) Regulation 7 N'N4AC 27.3 "Medical Direction for Emergency Medical Services." Approve the level of pre-hospital care, which may be rendered locally by EMS personnel within the system, regardless of the EMS provider's level of state certification or licensure.
2. Assist with developing written treatment and standing orders for the service. Protocols will be reviewed at least annually.
3. Provide case reviews continuing education class.
4. Assist with developing a written procedure on the method by which medical control of an individual EMS provider may be withdrawn or withheld because of noncompliance with service procedures, other relevant laws and regulations, and accepted medical standards. This procedure shall be consistent with DOH Regulation 7 NMAC 27.3 and internal personnel policy of the EMS service.

5. Have authority to require specific action be taken by the EMS service to correct deficiencies noted in the continuous quality improvement (CQI) process or violations of pertinent laws and regulations relating to emergency medical services, equipment, personnel, policy or procedure.

6. Participate in monthly meetings, or as scheduled, with the, EMS Program Director, and/or Chief of the respective department.

7. Attend or have attended a NM EMS Medical Director Course within twelve months. National equivalency training in EMS Medical Direction is acceptable.


Qualifications:
1. Licensed New Mexico Physician with preference for board certification in Emergency Medicine.
2. Be experienced in and possess current knowledge of emergency care of patients who are acutely ill or traumatized. Current instructor rating in advanced trauma life support, advanced cardiac life support, and/or pediatric advanced life support is preferred.
3. Experience in a rural environment with volunteer EMS responders is preferred.
Medical Director/Co-Medical Director Information

Name: Tom Wulf
☐ Medical Director ☐ Co-Medical Director

Board Certification Specialty: Family as of Date: 2006
How long have you been serving in the present position with the program? 5 Years
Have you been a medical director of an ambulance service? ☑ Yes ☐ No
If yes, how long? 5 Years
Have you ever been a paramedic? ☑ Yes ☐ No

Educational Experience

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
<th>Dates</th>
<th>Degree</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Illinois University</td>
<td>Carbondale, Il</td>
<td>1993</td>
<td>BS</td>
<td>Education</td>
</tr>
</tbody>
</table>

Post-graduate Training

<table>
<thead>
<tr>
<th>Name of program</th>
<th>Location</th>
<th>Dates</th>
<th>Type of program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central America Health Science University</td>
<td>Belize</td>
<td>2003</td>
<td>MD</td>
</tr>
</tbody>
</table>

Work Experience

<table>
<thead>
<tr>
<th>Name of job</th>
<th>Where</th>
<th>Dates</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant DIrector</td>
<td>Roswell</td>
<td>2003-Present</td>
<td>Family Medicine Center-ENMMC</td>
</tr>
<tr>
<td>Emergency Physican</td>
<td>Roswell</td>
<td>2005-Present</td>
<td>ENMMC</td>
</tr>
<tr>
<td>Co-Medical Director</td>
<td>Roswell</td>
<td>2005-Present</td>
<td>ENMU-Roswell</td>
</tr>
</tbody>
</table>

Provider/Instructor Information (check all that apply):

<table>
<thead>
<tr>
<th>Provider/Instructor Information</th>
<th>Ever been certified?</th>
<th>Currently Certified?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Cardiac Life Support Provider</td>
<td>☑ Yes □ No</td>
<td>☑ Yes □ No</td>
</tr>
<tr>
<td>Advanced Cardiac Life Support Instructor</td>
<td>☑ Yes □ No</td>
<td>□ Yes ☑ No</td>
</tr>
<tr>
<td>Advanced Trauma Life Support Provider</td>
<td>☑ Yes □ No</td>
<td>□ Yes ☑ No</td>
</tr>
<tr>
<td>Advanced Trauma Life Support Instructor</td>
<td>□ Yes ☑ No</td>
<td>□ Yes ☑ No</td>
</tr>
<tr>
<td>Advanced Pediatric Life Support (APLS) Provider</td>
<td>☑ Yes ☑ No</td>
<td>☑ Yes ☑ No</td>
</tr>
<tr>
<td>Advanced Pediatric Life Support (APLS) Instructor</td>
<td>□ Yes ☑ No</td>
<td>□ Yes ☑ No</td>
</tr>
<tr>
<td>Pediatric Advanced Life Support (PALS) Provider</td>
<td>□ Yes ☑ No</td>
<td>□ Yes ☑ No</td>
</tr>
<tr>
<td>Pediatric Advanced Life Support (PALS) Instructor</td>
<td>□ Yes ☑ No</td>
<td>□ Yes ☑ No</td>
</tr>
<tr>
<td>Role</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Pediatric Education for Prehospital Professionals Provider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediatric Education for Prehospital Professionals Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Trauma Life Support Provider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Trauma Life Support Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Hospital Trauma Life Support Provider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Hospital Trauma Life Support Instructor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Duties / Responsibilities** (check all that apply): Avg # Avg # hrs

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>Avg #</th>
<th>Avg # hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture to paramedic students?</td>
<td>Yes</td>
<td>No</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Participate in lab (practical) exercises?</td>
<td>Yes</td>
<td>No</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Review written exams for content and appropriateness?</td>
<td>Yes</td>
<td>No</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Review practical testing?</td>
<td>Yes</td>
<td>No</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Review clinical performance?</td>
<td>Yes</td>
<td>No</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Review field experience?</td>
<td>Yes</td>
<td>No</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Participate in practical testing?</td>
<td>Yes</td>
<td>No</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Participate in oral testing?</td>
<td>Yes</td>
<td>No</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Adequate controls to assure quality of delegated responsibilities</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Are you responsible for/to:**

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and approve the educational content of the curriculum to certify its appropriateness and medical accuracy?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Review and approve the quality of medical instruction?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Review and approve the supervision of students?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Review and approve the evaluation of students?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Review and approve each student’s progress and assist in development or corrective measures for students that do not show adequate progress?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Assure the competence of each graduate of the program in the cognitive, psychomotor, and affective domains?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Work cooperatively with the Program Director?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

*Who is responsible and how is that responsibility attained?*

*If response is “no” to any of these 7 questions, describe below* who is responsible and how that responsibility is attained.
Co-Medical Director-Roswell

IMMEDIATE SUPERVISOR
Senior Medical Director

GENERAL DUTIES
The Co-Medical Director-Roswell is responsibility for Chaves County EMS System, in conjunction with the Senior Medical Director. The Co-Medical Director-Roswell has the responsibility to insure a quality EMS System.

SPECIFIC RESPONSIBILITIES
With direct responsibility to the Program Director, the Senior Medical Director will:

County Medical Director, in conjunction with the Sr. Medical Director
1. Serve as designated EMS Medical Director for CCMDC pursuant to Public Regulator Commission (PRC) Regulation 18 NN4AC 4.2 "Ambulance Medical Rescue Services" and Department of Health (DOH) Regulation 7 NN4AC 27.3 "Medical Direction for Emergency Medical Services." Approve the level of prehospital care, which may be rendered locally by EMS personnel within the system, regardless of the EMS provider's level of state certification or licensure.
2. Assist with developing written treatment and standing orders for the service. Protocols will be reviewed at least annually.
3. Provide case reviews continuing education class.
4. Assist with developing a written procedure on the method by which medical control of an individual EMS provider may be withdrawn or withheld because of noncompliance with service procedures, other relevant laws and regulations, and accepted medical standards. This procedure shall be consistent with DOH Regulation 7 NMAC 27.3 and internal personnel policy of the EMS service.
5. Have authority to require specific action be taken by the EMS service to correct deficiencies noted in the continuous quality improvement (CQI) process or violations of pertinent laws and regulations relating to emergency medical services, equipment, personnel, policy or procedure.
6. Participate in monthly meetings, or as scheduled, with the, EMS Program Director, and/or Chief of the respective department.
7. Attend or have attended a NM EMS Medical Director Course within twelve months. National equivalency training in EMS Medical Direction is acceptable.

Qualifications:
1. Licensed New Mexico Physician with preference for board certification in Emergency Medicine.
2. Be experienced in and possess current knowledge of emergency care of patients who are acutely ill or traumatized. Current instructor rating in advanced trauma life support, advanced cardiac life support, and/or pediatric advanced life support is preferred.
3. Experience in a rural environment with volunteer EMS responders is preferred.
Other Paid Faculty Information

Name: Rodney N. Ray

Paramedic Coordinator
How long have you been serving in the present position with the program? 13 Years
Are you currently certified as a paramedic? Yes No
Have you ever been a paramedic? Yes No

Provider/Instructor Information (check all that apply):

<table>
<thead>
<tr>
<th>Provider/Instructor Information</th>
<th>Ever been certified?</th>
<th>Currently Certified?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Cardiac Life Support Provider</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>Advanced Cardiac Life Support Instructor</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>Advanced Trauma Life Support Provider</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>Advanced Trauma Life Support Instructor</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>Advanced Pediatric Life Support (APLS) Provider</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>Advanced Pediatric Life Support (APLS) Instructor</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>Pediatric Advanced Life Support (PALS) Provider</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>Pediatric Advanced Life Support (PALS) Instructor</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>Pediatric Education for Prehospital Professionals Provider</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>Pediatric Education for Prehospital Professionals Instructor</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>International Trauma Life Support Provider</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>International Trauma Life Support Instructor</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>Pre-Hospital Trauma Life Support Provider</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
<tr>
<td>Pre-Hospital Trauma Life Support Instructor</td>
<td>Yes No</td>
<td>Yes No</td>
</tr>
</tbody>
</table>

Duties / Responsibilities (check all that apply):

<table>
<thead>
<tr>
<th>Duties / Responsibilities</th>
<th>Average # of work hours/week while class in session</th>
<th>40+ Hours</th>
<th>Didactic Lecture</th>
<th>Yes No</th>
<th>75 % of time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Hospital Trauma Life Support Provider</td>
<td>Yes No</td>
<td>Yes No</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-Hospital Trauma Life Support Instructor</td>
<td>Yes No</td>
<td>No</td>
<td>25 % of time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hospital Preceptor</td>
<td>Yes No</td>
<td>No</td>
<td>% of time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Preceptor</td>
<td>Yes No</td>
<td>No</td>
<td>% of time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have you been evaluated by your supervisor? Date of most recent evaluation?</td>
<td>Yes No</td>
<td>Feb 2010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PARAMEDIC COORDINATOR, EMERGENCY MEDICAL SERVICES

IMMEDIATE SUPERVISOR

Program Director

GENERAL DUTIES

Administrative and academic responsibility for the day-to-day operations of the Emergency Medical Services Paramedic program. The Paramedic lead has the responsibility to insure a quality educational program.

SPECIFIC RESPONSIBILITIES

With direct responsibility to the Assistant Program Director, the Paramedic Lead will:

1. Coordinate the delivery of the curriculum for their paramedic students.
2. Performs direct teaching and demonstration of EMS skills and/or facilitates hands-on learning, in a classroom, a laboratory, or a field setting, as appropriate to the position.
3. Maintain professional skills (Paramedic License, and BLS, ACLS, PALS, and PHTLS Instructor) and subject expertise through continual study and research in discipline and through involvement in professional organizations.
4. Evaluate cognitive, motor, and affective student competencies in the classroom, including maintain records consistent with accreditation standards.
5. Provide immediate feedback to students regarding progression of cognitive, motor, and affective skills.
6. Appraise the Assistant Program Director and Medical Director of student's performance.
7. Request needed equipment from the main campus, monitor inventories on hand, and maintain records necessary for accreditation.
8. Coordinates paramedic labs.
9. Provide students with academic and career advisement and assistance in transferability as appropriate.
10. Supervise assistant instructors.
11. Assist in recruitment activities.
12. Establish a positive image of ENMU-R and the EMS program
13. Any other duties as assigned by the Program Director.
POSITION REQUIREMENTS

Education and/or Experience:
Three to four years related experience and/or training; a Bachelor’s degree from a
college or university (or an equivalent combination of education and experience);
current New Mexico Paramedic License and Instructor Coordinator Registration (or
ability to obtain within six months of employment); current American Heart Association
Advanced Cardiac Life Support and Pediatric Advance Life Support Instructor, National
Association of EMTs, Prehospital Trauma Life Support Instructor. Applicant must be
able to obtain appropriate security clearance. Applicant must maintain a current New
Mexico Drivers License.

Knowledge, Skills and Abilities:
The employee must possess the ability to maintain a quality education program (both
curriculum and services); to maintain program records and data; to teach; to assess
student performance and progress and to provide appropriate feedback; to practice at
an EMT level appropriate to the level of instruction being provided, from Basic to
Paramedic; to prepare and administer tests to students; to develop learning objectives,
lesson plans, and other educational material; to understand the operation and
maintenance requirements of a range of sophisticated emergency medical equipment;
to work both independently and in a team environment; to monitor and/or maintain
quality control standards; to coordinate quality assurance programs in area of specialty.
The employee must possess excellent verbal and written communication skills and
strong organizational and interpersonal skills are needed to be effective in this position

Working Conditions:
The work environment characteristics described here are representative of those an
employee encounters while performing the essential functions of this job. Reasonable
accommodations may be made to enable individuals with disabilities to perform the
essential functions.

While performing the duties of this job, the employee is occasionally exposed to fumes
or airborne particles. The noise level in the work environment is usually moderate.

Physical Requirements:
The physical demands described here are representative of those that must be met by
an employee to perform successfully the essential functions of this job. Reasonable
accommodations may be made to enable individuals with disabilities to perform the
essential functions.
Other Paid Faculty Information

Name: Charles Nolen

How long have you been serving in the present position with the program? 8 months
Are you currently certified as a paramedic? ☒Yes ☐No
Have you ever been a paramedic? ☒Yes ☐No

Provider/Instructor Information (check all that apply):

<table>
<thead>
<tr>
<th>Provider/Instructor Information</th>
<th>Ever been certified?</th>
<th>Currently Certified?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Cardiac Life Support Provider</td>
<td>☒Yes ☐No</td>
<td>☒Yes ☐No</td>
</tr>
<tr>
<td>Advanced Cardiac Life Support Instructor</td>
<td>☒Yes ☐No</td>
<td>☒Yes ☐No</td>
</tr>
<tr>
<td>Advanced Trauma Life Support Provider</td>
<td>☐Yes ☒No</td>
<td>☐Yes ☒No</td>
</tr>
<tr>
<td>Advanced Trauma Life Support Instructor</td>
<td>☐Yes ☒No</td>
<td>☐Yes ☒No</td>
</tr>
<tr>
<td>Advanced Pediatric Life Support (APLS) Provider</td>
<td>☐Yes ☒No</td>
<td>☐Yes ☒No</td>
</tr>
<tr>
<td>Advanced Pediatric Life Support (APLS) Instructor</td>
<td>☐Yes ☒No</td>
<td>☐Yes ☒No</td>
</tr>
<tr>
<td>Pediatric Advanced Life Support (PALS) Provider</td>
<td>☒Yes ☐No</td>
<td>☒Yes ☐No</td>
</tr>
<tr>
<td>Pediatric Advanced Life Support (PALS) Instructor</td>
<td>☒Yes ☐No</td>
<td>☒Yes ☐No</td>
</tr>
<tr>
<td>Pediatric Education for Prehospital Professionals Provider</td>
<td>☐Yes ☒No</td>
<td>☐Yes ☒No</td>
</tr>
<tr>
<td>Pediatric Education for Prehospital Professionals Instructor</td>
<td>☐Yes ☒No</td>
<td>☐Yes ☒No</td>
</tr>
<tr>
<td>International Trauma Life Support Provider</td>
<td>☐Yes ☒No</td>
<td>☐Yes ☒No</td>
</tr>
<tr>
<td>International Trauma Life Support Instructor</td>
<td>☐Yes ☒No</td>
<td>☐Yes ☒No</td>
</tr>
<tr>
<td>Pre-Hospital Trauma Life Support Provider</td>
<td>☒Yes ☐No</td>
<td>☒Yes ☐No</td>
</tr>
<tr>
<td>Pre-Hospital Trauma Life Support Instructor</td>
<td>☐Yes ☒No</td>
<td>☐Yes ☒No</td>
</tr>
</tbody>
</table>

Duties / Responsibilities (check all that apply):

<table>
<thead>
<tr>
<th>Duties / Responsibilities</th>
<th>Average # of work hours/week while class in session</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactic Lecture</td>
<td>☒Yes ☐No</td>
<td>4 % of time</td>
</tr>
<tr>
<td>Laboratory Instructor</td>
<td>☒Yes ☐No</td>
<td>20 % of time</td>
</tr>
<tr>
<td>Hospital Preceptor</td>
<td>☒Yes ☐No</td>
<td>75 % of time</td>
</tr>
<tr>
<td>Field Preceptor</td>
<td>☒Yes ☐No</td>
<td>1 % of time</td>
</tr>
<tr>
<td>Have you been evaluated by your supervisor? Date of most recent evaluation?</td>
<td>☐Yes ☒No</td>
<td></td>
</tr>
</tbody>
</table>
**Eastern New Mexico University – Roswell**

**Director of Clinical Education/EMS Program**  
**Position Number:** __ __ __ __ __  
**Division of Health**  
**Instruction**

**POSITION SUMMARY**

The Director of Clinical Education has the responsibility to administer a quality clinical education program. This employee has administrative responsibility for the day-to-day operations of the Emergency Medical Services Clinical program. This position reports to the EMS Program Director.

**SUPERVISORY RESPONSIBILITIES**

The Director of Clinical Education (DCE) has oversight and advisory responsibilities to all clinical faculty. In coordination with the EMS program Director, the DCE’s responsibilities include planning, assigning, and directing work; appraising performance, addressing complaints, and resolving problems related to the EMS Clinical Program.

**ESSENTIAL FUNCTIONS**

1. Coordinates the development and maintenance of a quality clinical education program that meets the needs of the students and employers.
2. Develops and seeks approval for policies regarding clinical procedures and program clinical requirements.
3. Advises EMS clinical students in coordination with other program clinical faculty.
4. Arranges for and maintains all clinical agency agreements.
5. Maintains EMS Clinical Program records and data.
6. Administers the clinical program in accordance with accreditation standards.
7. Coordinates clinical aspects of the program with the program Medical Director and Program Director.
8. Teaches courses as needed to fulfill ENMU-R faculty requirements.
9. Supervise or delegate clinical supervision of students in the clinical area with provision for direct supervision of students involved in invasive procedures.
10. Acts as a liaison between the program and clinical/internship staff.
11. Develop and maintain a preceptor training program for clinical and internship sites.
12. Assist in recruitment activities.
13. Establish a positive image of ENMU-R and the EMS program.

**MARGINAL FUNCTIONS**

- Performs other duties as deemed necessary or assigned
- Attends meetings as Program Representative as required.
- Serves on institutional committees as assigned or elected.
POSITION REQUIREMENTS

Education and/or Experience:
Three to four years related experience and/or training; a Bachelor’s degree from a
college or university (or an equivalent combination of education and experience);
current New Mexico Paramedic License and Instructor Coordinator Registration (or
ability to obtain within six months of employment); current American Heart Association
Advanced Cardiac Life Support and Pediatric Advance Life Support Instructor, National
Association of EMTs, Prehospital Trauma Life Support Instructor. Applicant must be
able to obtain appropriate security clearance. Applicant must maintain a current New
Mexico Drivers License.

Knowledge, Skills and Abilities:
The employee must possess the ability to maintain a quality education program (both
curriculum and services); to maintain program records and data; to teach; to assess
student performance and progress and to provide appropriate feedback; to practice at
an EMT level appropriate to the level of instruction being provided, from Basic to
Paramedic; to prepare and administer tests to students; to develop learning objectives,
lesson plans, and other educational material; to understand the operation and
maintenance requirements of a range of sophisticated emergency medical equipment;
to work both independently and in a team environment; to monitor and/or maintain
quality control standards; to coordinate quality assurance programs in area of specialty.
The employee must possess excellent verbal and written communication skills and
strong organizational and interpersonal skills are needed to be effective in this position.

Working Conditions:
The work environment characteristics described here are representative of those an
employee encounters while performing the essential functions of this job. Reasonable
accommodations may be made to enable individuals with disabilities to perform the
essential functions.

While performing the duties of this job, the employee is occasionally exposed to fumes
or airborne particles. The noise level in the work environment is usually moderate.

Physical Requirements:
The physical demands described here are representative of those that must be met by
an employee to perform successfully the essential functions of this job. Reasonable
accommodations may be made to enable individuals with disabilities to perform the
essential functions.
Other Paid Faculty Information
Name: Jesse N. Davis
How long have you been serving in the present position with the program? 3 years
Are you currently certified as a paramedic?  Yes  No
Have you ever been a paramedic?  Yes  No

Provider/Instructor Information (check all that apply):

<table>
<thead>
<tr>
<th>Provider/Instructor Information</th>
<th>Ever been certified?</th>
<th>Currently Certified?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Cardiac Life Support Provider</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Advanced Cardiac Life Support Instructor</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Advanced Trauma Life Support Provider</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Advanced Trauma Life Support Instructor</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Advanced Pediatric Life Support (APLS) Provider</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Advanced Pediatric Life Support (APLS) Instructor</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Pediatric Advanced Life Support (PALS) Provider</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Pediatric Advanced Life Support (PALS) Instructor</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Pediatric Education for Prehospital Professionals Provider</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Pediatric Education for Prehospital Professionals Instructor</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td>International Trauma Life Support Provider</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td>International Trauma Life Support Instructor</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Pre-Hospital Trauma Life Support Provider</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Pre-Hospital Trauma Life Support Instructor</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

Duties / Responsibilities (check all that apply):

<table>
<thead>
<tr>
<th>Duties / Responsibilities</th>
<th>4 Hours</th>
<th>60 % of time</th>
<th>% of time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average # of work hours/week while class in session</td>
<td>4 Hours</td>
<td>40 % of time</td>
<td>60 % of time</td>
</tr>
<tr>
<td>Didactic Lecture</td>
<td>Yes  No</td>
<td>Yes  No</td>
<td></td>
</tr>
<tr>
<td>Laboratory Instructor</td>
<td>Yes  No</td>
<td>Yes  No</td>
<td></td>
</tr>
<tr>
<td>Hospital Preceptor</td>
<td>Yes  No</td>
<td>Yes  No</td>
<td></td>
</tr>
<tr>
<td>Field Preceptor</td>
<td>Yes  No</td>
<td>Yes  No</td>
<td></td>
</tr>
<tr>
<td>Have you been evaluated by your supervisor? Date of most recent evaluation?</td>
<td>Yes  No</td>
<td>Yes  No</td>
<td></td>
</tr>
<tr>
<td>Date of most recent evaluation?</td>
<td>1/2010</td>
<td>1/2010</td>
<td>1/2010</td>
</tr>
</tbody>
</table>
**Eastern New Mexico University-Roswell**

**Instructor/EMS Program**  
**Division of Health**  
**Position Number:** _ _ _ _ _ _ _ _  
**Instruction**  
**Exempt**

**POSITION SUMMARY**

The EMS Instructor is to perform under general supervision, is to supervise and instruct students in assigned areas; to establish and maintain an orderly, safe, and well-disciplined classroom-learning environment; and to perform other job related duties as assigned. The EMS Instructor has the academic and certain delegate administrative responsibility to insure a quality education program that meets the program, students, and employers. This position reports to the Director of EMS Education.

**SUPERVISORY RESPONSIBILITIES**

Involves supervisory role such as directing of part-time interment instructors within the program.

**ESSENTIAL FUNCTIONS**

- Assist with development course objectives and curriculum.
- Performs direct teaching and demonstration of EMS skills and/or facilitates hands-on learning, in a classroom, a laboratory, or a field setting, as appropriate to the position.
- Maintain professional skills (Paramedic License, and BLS, ACLS, PALS, and PHTLS Instructor) and subject expertise through continual study and research in discipline and through involvement in professional organizations.
- Evaluate cognitive, motor, and affective student competencies in the classroom, including maintain records consistent with accreditation standards.
- Provide immediate feedback to students regarding progression of cognitive, motor, and affective skills.
- Appraise the Medical Director, and/or Program Director of students’ performance.
- Monitor inventories and report concerns.
- Assist in maintaining records and prepare reports for accrediting agencies, including entering of students grades.
- Coordinates labs to insure effective education experience
- Utilizes conventional computer software applications, i.e., word-processing, database, spreadsheets, emails, presentations, etc;
- Assist in recruitment activities.
- Establish a positive image of ENMU-R and the EMS program
- May serve as Course, Clinical, Lab, or Curriculum Coordinator as needed;
- Serves on appropriate committees.

**Marginal Functions:**

- Perform other duties as assigned.
- Teach other didactic course as needed.
POSITION REQUIREMENTS

Education and/or Experience:
Three to four years related experience and/or training; a Bachelor’s degree from a college or university (or an equivalent combination of education and experience); current New Mexico Paramedic License and Instructor Coordinator Registration (or ability to obtain within six months of employment); current American Heart Association Advanced Cardiac Life Support and Pediatric Advance Life Support Instructor, National Association of EMTs, Prehospital Trauma Life Support Instructor. Applicant must be able to obtain appropriate security clearance. Applicant must maintain a current New Mexico Drivers License.

Knowledge, Skills and Abilities:
The employee must possess the ability to maintain a quality education program (both curriculum and services); to maintain program records and data; to teach; to assess student performance and progress and to provide appropriate feedback; to practice at an EMT level appropriate to the level of instruction being provided, from Basic to Paramedic; to prepare and administer tests to students; to develop learning objectives, lesson plans, and other educational material; to understand the operation and maintenance requirements of a range of sophisticated emergency medical equipment; to work both independently and in a team environment; to monitor and/or maintain quality control standards; to coordinate quality assurance programs in area of specialty. The employee must possess excellent verbal and written communication skills and strong organizational and interpersonal skills are needed to be effective in this position.

Working Conditions:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to fumes or airborne particles. The noise level in the work environment is usually moderate.

Physical Requirements:
The physical demands described here are representative of those that must be met by an employee to perform successfully the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel and talk or hear. The employee frequently is required to stand, sit, and reach with hands and arms. The employee is occasionally required to walk; stoop, kneel, crouch, or crawl; and taste or smell. The employee must frequently lift and move up to 50 pounds and lift up 80 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

The specific statements shown in each section of this description are not intended to be all-inclusive. They represent typical elements and criteria considered necessary to perform successfully the job.
APPENDIX D – Program Course Requirements Table

(return to [PART C; ToC])

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Calculus</td>
</tr>
<tr>
<td>Science</td>
<td>Physics</td>
</tr>
<tr>
<td>English</td>
<td>Literature</td>
</tr>
</tbody>
</table>

---

Note: More courses listed in the table below.
List all the courses that are required for completion of the Paramedic program in the sequence in which the students would typically enroll in them.

<table>
<thead>
<tr>
<th>Overall length of program in months</th>
<th>14</th>
<th>Or in years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of credits is (i.e. academic term):</td>
<td>☑️ semester</td>
<td>☐ quarter</td>
</tr>
</tbody>
</table>

Length of academic term in weeks = 16
Length of summer term in weeks (if different) = 8

Clinical Hours: are hospital hours performed during the course/program.
Field Internship Hours: are ambulance hours performed after completing the didactic, lab and clinical/hospital portions of the course/program.

<table>
<thead>
<tr>
<th>Sequence by Sem/Quarter #</th>
<th>Course Number</th>
<th>Course Title</th>
<th># Credits</th>
<th># Lecture Hours</th>
<th># Lab Hours</th>
<th># Clinical Hours</th>
<th># Field Internship Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any</td>
<td>202</td>
<td>Introduction to PHC</td>
<td>3</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>204/204L</td>
<td>Prehospital Airway Management</td>
<td>3</td>
<td>30</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>208/208L</td>
<td>Prehospital Pharmacology</td>
<td>4</td>
<td>45</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>205/205L</td>
<td>Patient Assessment</td>
<td>3</td>
<td>30</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>214/214L</td>
<td>PH Medical Support I</td>
<td>6</td>
<td>90</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>222/222L</td>
<td>EMS Operations</td>
<td>4</td>
<td>45</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>210</td>
<td>EMS Colliquium</td>
<td>1</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>211L</td>
<td>Paramedic Clinical Practicum I</td>
<td>3</td>
<td>0</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>212L</td>
<td>Paramedic Vehicular Practicum I</td>
<td>1</td>
<td>0</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>206/206L</td>
<td>PH Trauma Life Support</td>
<td>4</td>
<td>45</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>224/224L</td>
<td>PH Medical Support II</td>
<td>6</td>
<td>90</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>232/232L</td>
<td>Special Considerations</td>
<td>4</td>
<td>45</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>240</td>
<td>EMS Colliquium II</td>
<td>1</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>241L</td>
<td>Paramedic Clinical Practicum II</td>
<td>3</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>242L</td>
<td>Paramedic Vehicular Practicum II</td>
<td>1</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2</td>
<td>250</td>
<td>EMS Colliquium III</td>
<td>1</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2</td>
<td>231L</td>
<td>Internship</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2</td>
<td>251L</td>
<td>Paramedic Clinical Practicum III</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Totals ===> 54 454 360 350 300
APPENDIX E – Clinical Affiliate Institutional Data Form

(return to PART C; ToC)
<table>
<thead>
<tr>
<th>Rotation</th>
<th>Annual Visits/Shifts</th>
<th>Students Per Shift</th>
<th>Average # Shifts for a Student</th>
<th>Hours per Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Dept.</td>
<td>18,000</td>
<td>1</td>
<td>0</td>
<td>10-12</td>
</tr>
<tr>
<td>Operating Room</td>
<td>188,000</td>
<td>1</td>
<td>1</td>
<td>6-8</td>
</tr>
<tr>
<td>CCU/ICU</td>
<td>1,500</td>
<td>1</td>
<td>0</td>
<td>10-12</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>750</td>
<td>1</td>
<td>0</td>
<td>10-12</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obstetrics</td>
<td>900</td>
<td>1</td>
<td>o</td>
<td>10-12</td>
</tr>
<tr>
<td>Other (specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Continuing Accreditation Self Study Report (CSSR)  
CLINICAL AFFILIATION MATRIX

Name: Eastern New Mexico Medical Center  
Address: 405 West Country Club Rd  
          Roswell NM 88201  
Chief Administrative Officer: Elizabeth Estrada  
Telephone #: 575-622-8170  

Distance from the location of the program: [8] miles [10] minutes travel  
Is there a signed, current agreement with this affiliate? [x] Yes [ ] No  
Who supervises the students? [x] affiliate personnel [x] program personnel  
Are there written policies as to what students may do in each area? [x] Yes [ ] No  
Are the preceptors formally trained? [x] Yes [ ] No  

For how many hours? 3 Preceptors Receive Training From Facility

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Annual Visits/Shifts</th>
<th>Students Per Shift</th>
<th>Average # Shifts for a Student</th>
<th>Hours per Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Dept.</td>
<td>25,000</td>
<td>2</td>
<td>6</td>
<td>10-12</td>
</tr>
<tr>
<td>Operating Room</td>
<td>3800</td>
<td>1</td>
<td>2</td>
<td>6-8</td>
</tr>
<tr>
<td>CCU/ICU</td>
<td>1800</td>
<td>1</td>
<td>2</td>
<td>10-12</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>2000</td>
<td>1</td>
<td>1</td>
<td>10-12</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>2800</td>
<td>1</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Obstetrics</td>
<td>1200</td>
<td>1</td>
<td>2</td>
<td>10-12</td>
</tr>
<tr>
<td>Other (specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Continuing Accreditation Self Study Report (CSSR)

### CLINICAL AFFILIATION MATRIX

<table>
<thead>
<tr>
<th>Name: Espanola Medical Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address: 1010 Spruce Dr</td>
</tr>
<tr>
<td>Espanola, NM 87532</td>
</tr>
<tr>
<td>Chief Administrative Officer: Brenda Romero</td>
</tr>
<tr>
<td>Telephone #: 505-753-7276</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distance from the location of the program:</th>
<th>[250] miles</th>
<th>[300] minutes travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a signed, current agreement with this affiliate?</td>
<td>[x] Yes</td>
<td>[ ] No</td>
</tr>
<tr>
<td>Who supervises the students?</td>
<td>[x] affiliate personnel</td>
<td>[ ] program personnel</td>
</tr>
<tr>
<td>Are there written policies as to what students may do in each area?</td>
<td>[x] Yes</td>
<td>[ ] No</td>
</tr>
<tr>
<td>Are the preceptors formally trained?</td>
<td>[x] Yes</td>
<td>[ ] No</td>
</tr>
</tbody>
</table>

For how many hours? 6-8

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Annual Visits/Shifts</th>
<th>Students Per Shift</th>
<th>Average # Shifts for a Student</th>
<th>Hours per Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Dept.</td>
<td>13,000</td>
<td>1</td>
<td>0</td>
<td>10-12</td>
</tr>
<tr>
<td>Operating Room</td>
<td>1000</td>
<td>1</td>
<td>0</td>
<td>6-8</td>
</tr>
<tr>
<td>CCU/ICU</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Obstetrics</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Other (specify): NICU</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
Continuing Accreditation Self Study Report (CSSR)  
AFFILIATE #: [ ]  
CLINICAL AFFILIATION MATRIX

Name: Nor Lea Hospital  
Address: 1600 North main  
Loving, New Mexico 88260  
Chief Administrative Officer: David Shaw  
Telephone #: 575-396-6611

Distance from the location of the program: [ 90 ] miles [ 120 ] minutes travel  
Is there a signed, current agreement with this affiliate? [ x ] Yes [ ] No  
Who supervises the students? [ x ] affiliate personnel [ ] program personnel  
Are there written policies as to what students may do in each area? [ ] Yes [x ] No  
Are the preceptors formally trained? [ ] Yes [ x ] No  
For how many hours? Medical Director

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Annual Visits/Shifts</th>
<th>Students Per Shift</th>
<th>Average # Shifts for a Student</th>
<th>Hours per Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Dept.</td>
<td>9,800</td>
<td>1</td>
<td>1</td>
<td>10-12</td>
</tr>
<tr>
<td>Operating Room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCU/ICU</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediatrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obstetrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Continuing Accreditation Self Study Report (CSSR)

**CLINICAL AFFILIATION MATRIX**

<table>
<thead>
<tr>
<th>Name: Presbyterian Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address: 1100 Central Ave</td>
</tr>
<tr>
<td>Albuquerque, NM 87106</td>
</tr>
<tr>
<td>Chief Administrative Officer: Kathy Davis</td>
</tr>
<tr>
<td>Telephone #: 505-841-1819</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distance from the location of the program:</th>
<th>[200] miles</th>
<th>[240] minutes travel</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is there a signed, current agreement with this affiliate?</th>
<th>[x] Yes</th>
<th>[ ] No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who supervises the students?</td>
<td>[x] affiliate personnel</td>
<td>[ ] program personnel</td>
</tr>
<tr>
<td>Are there written policies as to what students may do in each area?</td>
<td>[x] Yes</td>
<td>[ ] No</td>
</tr>
<tr>
<td>Are the preceptors formally trained?</td>
<td>[x] Yes</td>
<td>[ ] No</td>
</tr>
</tbody>
</table>

**For how many hours?** 6-8

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Annual Visits/Shifts</th>
<th>Students Per Shift</th>
<th>Average # Shifts for a Student</th>
<th>Hours per Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Dept.</td>
<td>&gt;75,000</td>
<td>2</td>
<td>0</td>
<td>10-12</td>
</tr>
<tr>
<td>Operating Room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCU/ICU</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Pediatrics</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Psychiatry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obstetrics</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Other (specify): NICU</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
Name: Roosevelt Regional
Address: 42121 Hwy 70
        Portales, New Mexico 88130
Chief Administrative Officer: John Bridges
Telephone #: 575-359-1800

Distance from the location of the program: [90] miles [120] minutes travel
Is there a signed, current agreement with this affiliate? [x] Yes [ ] No
Who supervises the students? [ ] affiliate personnel [x] program personnel
Are there written policies as to what students may do in each area? [ ] Yes [x] No
Are the preceptors formally trained? [x] Yes [ ] No

For how many hours? Medical Director

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Annual Visits/Shifts</th>
<th>Students Per Shift</th>
<th>Average # Shifts for a Student</th>
<th>Hours per Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Dept.</td>
<td>5900</td>
<td>1</td>
<td>1</td>
<td>10-12</td>
</tr>
<tr>
<td>Operating Room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCU/ICU</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediatrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obstetrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Continuing Accreditation Self Study Report (CSSR)

**CLINICAL AFFILIATION MATRIX**

| Name: Roswell Regional Medical Center |
| Address: 117 East 19th St Roswell NM 88201 |
| Chief Administrative Officer: Rod Schumacher |
| Telephone #: 575-627-7000 |

**Distance from the location of the program:** [ 9 ] miles [ 10 ] minutes travel

| Is there a signed, current agreement with this affiliate? | [ x ] Yes [ ] No |
| Who supervises the students? | [ x ] affiliate personnel [ x ] program personnel |
| Are there written policies as to what students may do in each area? | [ ] Yes [ x ] No |
| Are the preceptors formally trained? | [ ] Yes [ x ] No |

For how many hours? Preceptors Receive Training From Facility

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Annual Visits/Shifts</th>
<th>Students Per Shift</th>
<th>Average # Shifts for a Student</th>
<th>Hours per Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Dept.</td>
<td>7,200</td>
<td>1</td>
<td>6</td>
<td>10-12</td>
</tr>
<tr>
<td>Operating Room</td>
<td>2100</td>
<td>1</td>
<td>1</td>
<td>6-8</td>
</tr>
<tr>
<td>CCU/ICU</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediatrics</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatry</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obstetrics</td>
<td>3,800</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Other (specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Continuing Accreditation Self Study Report (CSSR)  
CLINICAL AFFILIATION MATRIX

Name: University Medical Center  
Address: 602 Indiana Avenue  
          Lubbock, Tx 79415  
Chief Administrative Officer: Betty Cornell  
Telephone #: 806-775-8200

Distance from the location of the program: [ ] miles [120] minutes travel

Is there a signed, current agreement with this affiliate? [x] Yes [ ] No

Who supervises the students? [x] affiliate personnel [ ] program personnel

Are there written policies as to what students may do in each area? [x] Yes [ ] No

Are the preceptors formally trained? [x] Yes [ ] No

For how many hours? 6-8

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Annual Visits/Shifts</th>
<th>Students Per Shift</th>
<th>Average # Shifts for a Student</th>
<th>Hours per Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Dept.</td>
<td>&gt;70,000</td>
<td>2</td>
<td>1</td>
<td>10-12</td>
</tr>
<tr>
<td>Operating Room</td>
<td>15,000</td>
<td>1</td>
<td>1</td>
<td>6-8</td>
</tr>
<tr>
<td>CCU/ICU</td>
<td>9,000</td>
<td>2</td>
<td>1</td>
<td>10-12</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>5,000</td>
<td>1</td>
<td>1</td>
<td>10-12</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Obstetrics</td>
<td>4500</td>
<td>2</td>
<td>0</td>
<td>10-12</td>
</tr>
<tr>
<td>Other (specify): NICU</td>
<td>2700</td>
<td>1</td>
<td>1</td>
<td>10-12</td>
</tr>
</tbody>
</table>
**Continuing Accreditation Self Study Report (CSSR)**

**AFFILIATE #: [ ]**

**CLINICAL AFFILIATION MATRIX**

<table>
<thead>
<tr>
<th>Name:</th>
<th>University of New Mexico Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>2211 Lomas</td>
</tr>
<tr>
<td></td>
<td>Albuquerque, NM 87106</td>
</tr>
<tr>
<td>Chief Administrative Officer:</td>
<td>Sheena Ferguson, VP Nursing</td>
</tr>
<tr>
<td>Telephone #:</td>
<td>505-272-2111</td>
</tr>
</tbody>
</table>

Distance from the location of the program: 200 miles, 240 minutes travel

| Is there a signed, current agreement with this affiliate? | [x] Yes [ ] No |
| Who supervises the students? | [x] affiliate personnel [ ] program personnel |
| Are there written policies as to what students may do in each area? | [x] Yes [ ] No |
| Are the preceptors formally trained? | [x] Yes [ ] No |
| For how many hours? | 6-8 |

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Annual Visits/Shifts</th>
<th>Students Per Shift</th>
<th>Average # Shifts for a Student</th>
<th>Hours per Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Dept.</td>
<td>&gt;75,000</td>
<td>2</td>
<td>0</td>
<td>10-12</td>
</tr>
<tr>
<td>Operating Room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCU/ICU</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediatrics</td>
<td>&gt;55,000</td>
<td>1</td>
<td>0</td>
<td>10-12</td>
</tr>
<tr>
<td>Psychiatry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obstetrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify): NICU</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F – Field Internship Institutional Data Form

(return to PART C; ToC)
**FIELD INTERNSHIP AFFILIATION MATRIX**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Albuquerque Ambulance Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>4012 12th St, Albuquerque NM 87102</td>
</tr>
<tr>
<td>Chief Administrative Officer:</td>
<td>Drue Bralove</td>
</tr>
<tr>
<td>Telephone #:</td>
<td>505-449-5743</td>
</tr>
</tbody>
</table>

**Distance from the location of the program:** 200 miles 310 minutes travel

Is there a signed, current agreement with this affiliate? [X] Yes [ ] No

Who supervises the students? [X] field agency personnel [ ] program personnel

Are there written policies as to what students may do in each area? [ ] Yes [X] No

Are the preceptors formally trained? [X] Yes [ ] No

Or how many hours? 6

Is there on-line medical direction for this affiliate? [X] Yes [ ] No

Does this affiliate provide Advanced Life Support? [X] Yes [ ] No

Is there a quality improvement program that reviews runs? [X] Yes [ ] No

<table>
<thead>
<tr>
<th># of runs per year</th>
<th>94,000</th>
</tr>
</thead>
<tbody>
<tr>
<td># of active EMS units (excluding backups)</td>
<td>34</td>
</tr>
<tr>
<td># trauma calls per year</td>
<td>Approx</td>
</tr>
<tr>
<td># critical trauma calls per year</td>
<td>Approx</td>
</tr>
<tr>
<td># pediatric call per year</td>
<td>Not collected</td>
</tr>
<tr>
<td># cardiac arrests per year</td>
<td>&gt;450</td>
</tr>
<tr>
<td># cardiac calls (less cardiac arrest) per year</td>
<td>Not collected</td>
</tr>
<tr>
<td># Shifts per student</td>
<td>No limit</td>
</tr>
<tr>
<td>average # runs per shift for a student</td>
<td>10-18</td>
</tr>
<tr>
<td># hours per shift</td>
<td>10-24</td>
</tr>
</tbody>
</table>
Name: Albuquerque Fire Department

Address: 4012 12th St
     Albuquerque NM 87102

Chief Administrative Officer: Chief James Breen

Telephone #: 505-764-6347

Distance from the location of the program: [200] miles [310] minutes travel

Is there a signed, current agreement with this affiliate? [x] Yes [ ] No

Who supervises the students? [x] field agency personnel [ ] program personnel

Are there written policies as to what students may do in each area? [x] Yes [ ] No

Are the preceptors formally trained? [x] Yes [ ] No

Or how many hours? 6

Is there on-line medical direction for this affiliate? [x] Yes [ ] No

Does this affiliate provide Advanced Life Support? [x] Yes [ ] No

Is there a quality improvement program that reviews runs? [x] Yes [ ] No

# of runs per year 94,000
# of active EMS units (excluding backups) 34
# trauma calls per year Approx 9,500
# critical trauma calls per year Approx 3,800
# pediatric call per year Not collected
# cardiac arrests per year >450
# cardiac calls (less cardiac arrest) per year Not collected
# Shifts per student No limit
average # runs per shift for a student 10-18
# hours per shift 10-24
### Continuing Accreditation Self Study Report (CSSR)

**FIELD INTERNSHIP AFFILIATION MATRIX**

| **Name:** Carlsbad Fire Department |
| **Address:** 409 South Halegueno Carlsbad NM 88220 |
| **Chief Administrative Officer:** Mike Reynolds |
| **Telephone #:** 575-885-3125 |

| **Distance from the location of the program:** | 70 miles | 70 minutes travel |
| **Is there a signed, current agreement with this affiliate?** | [ ] Yes | [ ] No |
| **Who supervises the students?** | [ ] field agency personnel | [ ] program personnel |
| **Are there written policies as to what students may do in each area?** | [ ] Yes | [ ] No |
| **Are the preceptors formally trained?** | [ ] Yes | [ ] No |

| **Or how many hours?** |
| **Is there on-line medical direction for this affiliate?** | [ ] Yes | [ ] No |
| **Does this affiliate provide Advanced Life Support?** | [ ] Yes | [ ] No |
| **Is there a quality improvement program that reviews runs?** | [ ] Yes | [ ] No |

<p>| <strong># of runs per year</strong> | 4,000 |
| <strong># of active EMS units (excluding backups)</strong> | 4 |
| <strong># trauma calls per year</strong> | Uncollected |
| <strong># critical trauma calls per year</strong> | Uncollected |
| <strong># pediatric call per year</strong> | Uncollected |
| <strong># cardiac arrests per year</strong> | Uncollected |
| <strong># cardiac calls (less cardiac arrest) per year</strong> | Uncollected |
| <strong># Shifts per student</strong> | 10-16 |
| <strong>average # runs per shift for a student</strong> | 0-8 |
| <strong># hours per shift</strong> | 24-48 |</p>
<table>
<thead>
<tr>
<th>Field Internship Affiliation Matrix</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong> Espanola Valley EMS</td>
<td></td>
</tr>
<tr>
<td><strong>Address:</strong> 1010 Spruce St</td>
<td></td>
</tr>
<tr>
<td>Espanola NM 87532</td>
<td></td>
</tr>
<tr>
<td><strong>Chief Administrative Officer:</strong></td>
<td>Dennis Martinez</td>
</tr>
<tr>
<td><strong>Telephone #:</strong> 505-753-7111</td>
<td></td>
</tr>
<tr>
<td><strong>Distance from the location of the program:</strong></td>
<td>250 miles [ ] 30 minutes travel</td>
</tr>
<tr>
<td><strong>Is there a signed, current agreement with this affiliate?</strong></td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td><strong>Who supervises the students?</strong></td>
<td>[ ] field agency personnel [ ] program personnel</td>
</tr>
<tr>
<td><strong>Are there written policies as to what students may do in each area?</strong></td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td><strong>Are the preceptors formally trained?</strong></td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td><strong>Or how many hours?</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Is there on-line medical direction for this affiliate?</strong></td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td><strong>Does this affiliate provide Advanced Life Support?</strong></td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td><strong>Is there a quality improvement program that reviews runs?</strong></td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td><strong># of runs per year</strong></td>
<td>4,800</td>
</tr>
<tr>
<td><strong># of active EMS units (excluding backups)</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong># trauma calls per year</strong></td>
<td></td>
</tr>
<tr>
<td><strong># critical trauma calls per year</strong></td>
<td></td>
</tr>
<tr>
<td><strong># pediatric call per year</strong></td>
<td></td>
</tr>
<tr>
<td><strong># cardiac arrests per year</strong></td>
<td></td>
</tr>
<tr>
<td><strong># cardiac calls (less cardiac arrest) per year</strong></td>
<td></td>
</tr>
<tr>
<td><strong># Shifts per student</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>average # runs per shift for a student</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong># hours per shift</strong></td>
<td>24-48</td>
</tr>
</tbody>
</table>
**FIELD INTERNSHIP AFFILIATION MATRIX**

Name: Hobbs Fire Department  
Address: 301 East White  
Hobbs NM 88240  
Chief Administrative Officer: Commander Ernie Wheeler  
Telephone #: 575-393-7919

Distance from the location of the program: [120] miles [150] minutes travel

Is there a signed, current agreement with this affiliate? [x] Yes [ ] No

Who supervises the students? [x] field agency personnel [ ] program personnel

Are there written policies as to what students may do in each area? [ ] Yes [x] No

Are the preceptors formally trained? [x] Yes [ ] No

Or how many hours? 6

Is there on-line medical direction for this affiliate? [x] Yes [ ] No

Does this affiliate provide Advanced Life Support? [x] Yes [ ] No

Is there a quality improvement program that reviews runs? [x] Yes [ ] No

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td># of runs per year</td>
<td>5,200</td>
</tr>
<tr>
<td># of active EMS units (excluding backups)</td>
<td>6</td>
</tr>
<tr>
<td># trauma calls per year</td>
<td>1800</td>
</tr>
<tr>
<td># critical trauma calls per year</td>
<td>400</td>
</tr>
<tr>
<td># pediatric call per year</td>
<td>150</td>
</tr>
<tr>
<td># cardiac arrests per year</td>
<td>250</td>
</tr>
<tr>
<td># cardiac calls (less cardiac arrest) per year</td>
<td>700</td>
</tr>
<tr>
<td># Shifts per student</td>
<td>0-10</td>
</tr>
<tr>
<td>average # runs per shift for a student</td>
<td>4</td>
</tr>
<tr>
<td># hours per shift</td>
<td>24</td>
</tr>
</tbody>
</table>
### Field Internship Affiliation Matrix

**Name:** Lovington Fire Department  
**Address:** 213 S. Love  
Lovington NM 88260  
**Chief Administrative Officer:** Chief James Williams  
**Telephone #:** 575-369-2359

<table>
<thead>
<tr>
<th>Field Internship Affiliation Matrix</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distance from the location of the program:</strong></td>
<td>[ 100 ] miles [ 120] minutes travel</td>
</tr>
<tr>
<td><strong>Is there a signed, current agreement with this affiliate?</strong></td>
<td>[ x] Yes [ ] No</td>
</tr>
<tr>
<td><strong>Who supervises the students?</strong></td>
<td>[ x] field agency personnel [ ] program personnel</td>
</tr>
<tr>
<td><strong>Are there written policies as to what students may do in each area?</strong></td>
<td>[ ] Yes [ x] No</td>
</tr>
<tr>
<td><strong>Are the preceptors formally trained?</strong></td>
<td>[ x] Yes [ ] No</td>
</tr>
<tr>
<td>Or how many hours?</td>
<td>6</td>
</tr>
<tr>
<td><strong>Is there on-line medical direction for this affiliate?</strong></td>
<td>[ x] Yes [ ] No</td>
</tr>
<tr>
<td><strong>Does this affiliate provide Advanced Life Support?</strong></td>
<td>[ x] Yes [ ] No</td>
</tr>
<tr>
<td><strong>Is there a quality improvement program that reviews runs?</strong></td>
<td>[ x] Yes [ ] No</td>
</tr>
<tr>
<td># of runs per year</td>
<td>1,402</td>
</tr>
<tr>
<td># of active EMS units (excluding backups)</td>
<td>4</td>
</tr>
<tr>
<td># trauma calls per year</td>
<td>120</td>
</tr>
<tr>
<td># critical trauma calls per year</td>
<td>120</td>
</tr>
<tr>
<td># pediatric call per year</td>
<td>85</td>
</tr>
<tr>
<td># cardiac arrests per year</td>
<td>100</td>
</tr>
<tr>
<td># cardiac calls (less cardiac arrest) per year</td>
<td>400</td>
</tr>
<tr>
<td># Shifts per student</td>
<td>10</td>
</tr>
<tr>
<td>average # runs per shift for a student</td>
<td>4</td>
</tr>
<tr>
<td># hours per shift</td>
<td>24</td>
</tr>
</tbody>
</table>
Name: Roswell Fire Department
Address: 200 South Richardson Avenue
         Roswell, NM 88203-5730
Chief Administrative Officer: Brian Powell
Telephone #: 575-624-6800

Distance from the location of the program: [9] miles [10] minutes travel
Is there a signed, current agreement with this affiliate? [x] Yes [ ] No
Who supervises the students? [x] field agency personnel [ ] program personnel
Are there written policies as to what students may do in each area? [ ] Yes [x] No
Are the preceptors formally trained? [x] Yes [ ] No
Or how many hours? 6
Is there on-line medical direction for this affiliate? [x] Yes [ ] No
Does this affiliate provide Advanced Life Support? [x] Yes [ ] No
Is there a quality improvement program that reviews runs? [x] Yes [ ] No

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of runs per year</td>
<td>7,500</td>
</tr>
<tr>
<td># of active EMS units (excluding backups)</td>
<td>3</td>
</tr>
<tr>
<td># trauma calls per year</td>
<td>300</td>
</tr>
<tr>
<td># critical trauma calls per year</td>
<td>300</td>
</tr>
<tr>
<td># pediatric call per year</td>
<td>400</td>
</tr>
<tr>
<td># cardiac arrests per year</td>
<td>250</td>
</tr>
<tr>
<td># cardiac calls (less cardiac arrest) per year</td>
<td>700</td>
</tr>
<tr>
<td># Shifts per student</td>
<td>10</td>
</tr>
<tr>
<td>average # runs per shift for a student</td>
<td>8-12</td>
</tr>
<tr>
<td># hours per shift</td>
<td>12-24</td>
</tr>
<tr>
<td><strong>Name:</strong> Superior Ambulance</td>
<td><strong>Address:</strong> 111 W Walnut St, Roswell, NM 88203</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>Chief Administrative Officer:</strong> Sam Watson</td>
<td><strong>Telephone #:</strong> 575-622-0756</td>
</tr>
</tbody>
</table>

**Distance from the location of the program:** 9 miles 10 minutes travel

**Is there a signed, current agreement with this affiliate?** [x] Yes [ ] No

**Who supervises the students?** [x] field agency personnel [ ] program personnel

**Are there written policies as to what students may do in each area?** [ ] Yes [x] No

**Are the preceptors formally trained?** [x] Yes [ ] No

**Or how many hours?** 6

**Is there on-line medical direction for this affiliate?** [x] Yes [ ] No

**Does this affiliate provide Advanced Life Support?** [x] Yes [ ] No

**Is there a quality improvement program that reviews runs?** [x] Yes [ ] No

<table>
<thead>
<tr>
<th><strong># of runs per year</strong></th>
<th>7,500</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># of active EMS units (excluding backups)</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong># trauma calls per year</strong></td>
<td>300</td>
</tr>
<tr>
<td><strong># critical trauma calls per year</strong></td>
<td>300</td>
</tr>
<tr>
<td><strong># pediatric call per year</strong></td>
<td>400</td>
</tr>
<tr>
<td><strong># cardiac arrests per year</strong></td>
<td>250</td>
</tr>
<tr>
<td><strong># cardiac calls (less cardiac arrest) per year</strong></td>
<td>700</td>
</tr>
<tr>
<td><strong># Shifts per student</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>average # runs per shift for a student</strong></td>
<td>8-12</td>
</tr>
<tr>
<td><strong># hours per shift</strong></td>
<td>12-24</td>
</tr>
</tbody>
</table>
APPENDIX G – Student Clinical Rotation Matrix

(return to PART C; ToC)
Complete the columns of this matrix. Report the numbers for students who have graduated from the Paramedic program.

<table>
<thead>
<tr>
<th>Procedure – Paramedic</th>
<th># Required Per Student by Program</th>
<th>Average # Per Student</th>
<th>Range Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safely Administer Medications</td>
<td>25</td>
<td>122</td>
<td>51-213</td>
</tr>
<tr>
<td>Live Intubations</td>
<td>5</td>
<td>11</td>
<td>5-13</td>
</tr>
<tr>
<td>Safely Gain Venous Access</td>
<td>25</td>
<td>90</td>
<td>40-149</td>
</tr>
<tr>
<td>Ventilate a Patient</td>
<td>5</td>
<td>9</td>
<td>5-15</td>
</tr>
<tr>
<td>Assessment of Newborn</td>
<td>5</td>
<td>8</td>
<td>5-10</td>
</tr>
<tr>
<td>Assessment of Infant</td>
<td>5</td>
<td>7</td>
<td>5-12</td>
</tr>
<tr>
<td>Assessment of Toddler</td>
<td>5</td>
<td>5</td>
<td>6-10</td>
</tr>
<tr>
<td>Assessment of Preschooler</td>
<td>5</td>
<td>6</td>
<td>5-12</td>
</tr>
<tr>
<td>Assessment of School Agers</td>
<td>5</td>
<td>8</td>
<td>5-15</td>
</tr>
<tr>
<td>Assessment of Adolescents</td>
<td>5</td>
<td>7</td>
<td>5-12</td>
</tr>
<tr>
<td>Assessment of Adults</td>
<td>50</td>
<td>96</td>
<td>50-120</td>
</tr>
<tr>
<td>Assessment of Geriatrics</td>
<td>30</td>
<td>32</td>
<td>31-44</td>
</tr>
<tr>
<td>Assessment of Obstetric Patients</td>
<td>10</td>
<td>10</td>
<td>8-14</td>
</tr>
<tr>
<td>Assessment of Trauma Patients</td>
<td>40</td>
<td>46</td>
<td>39-61</td>
</tr>
<tr>
<td>Assessment of Medical Patients</td>
<td>40</td>
<td>52</td>
<td>40-128</td>
</tr>
<tr>
<td>Assessment of Psychiatric Patients</td>
<td>20</td>
<td>24</td>
<td>19-29</td>
</tr>
<tr>
<td>Assess and Plan RX of Cardiac Symptoms</td>
<td>30</td>
<td>38</td>
<td>28-38</td>
</tr>
<tr>
<td>Assess and Plan RX of Respiratory</td>
<td>30</td>
<td>31</td>
<td>31-60</td>
</tr>
<tr>
<td>Assess and Plan RX of Syncope</td>
<td>10</td>
<td>11</td>
<td>9-23</td>
</tr>
<tr>
<td>Assess and Plan RX of Abdominal Complaint</td>
<td>20</td>
<td>24</td>
<td>20-46</td>
</tr>
<tr>
<td>Assess and Plan RX of Altered Mental Status</td>
<td>20</td>
<td>22</td>
<td>18-24</td>
</tr>
</tbody>
</table>

Comments:
APPENDIX H – Student Field Internship Rotation Matrix

(return to PART C; ToC)
Complete the columns of this matrix based on Field Internship ONLY. Report the numbers for students who have graduated from the Paramedic program.

<table>
<thead>
<tr>
<th>Procedure – Paramedic</th>
<th># Required Per Student by Program</th>
<th>Average # Per Student</th>
<th>Range Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safely Administer Medications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Live Intubations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safely Gain Venous Access</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ventilate a Patient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Newborn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Infant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Toddler</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Preschooler</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of School Agers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Adolescents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Adults</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Geriatrics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Obstetric Patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Trauma Patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Medical Patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Psychiatric Patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess and Plan RX of Chest Pain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess and Plan RX of Respiratory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess and Plan RX of Syncope</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess and Plan RX of Abdominal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess and Plan RX of Altered Mental Status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Leads - ALS</td>
<td>50</td>
<td>59</td>
<td>48-98</td>
</tr>
</tbody>
</table>

Comments: Program does not track patient type and skills during internship only ALS Lead, where the student provide total management of the patient with minimal intervention by the preceptor. Only Category 1 and 2 patients are counted,
APPENDIX I – College Catalogue and Documents

(return to PART E; ToC)

A separate file for this Appendix has been placed on the CD/drive named: Appendix I (Standard V.A.2.)

In the Folder you will find:

Recruitment Brochure
Student Handbook
Clinical Handbook
Syllabi
College Catalog
APPENDIX J – Additional College Materials

(return to PART E; ToC)

☒ A separate file for this Appendix has been placed on the CD/drive named: Appendix J (Standard V.A.3.)

All files are in Appendix I, except for policy for Non-discrimination of faculty and students
1. **Purpose.** Individuals who participate in Eastern New Mexico University- Roswell (ENMU-Roswell) programs and services have defined rights as well as responsibilities. Occasionally problems develop between a student and a member of the ENMU-Roswell staff that need to be resolved fairly through a well-defined process.

2. **Overview.** The following section on Student's Rights and Responsibilities serves to define the rights and responsibilities of a student as well as a process for resolving problems that develop between a staff member and a student. Most of the time, a problem is the result of a simple misunderstanding of what is expected from the other person. Direct communication between the student and the staff member will usually resolve these matters. The following regulations incorporate a definition of a student's rights and responsibilities and both formal and informal means of the due process and conflict resolution.

3. **Student's Rights.** Each student has the following defined rights:

   A. Right of access to scheduled class meetings and appropriate instructional and support services.

   B. Right to a syllabus describing course objectives; evaluation procedures; major course requirements such as term papers, book reviews, field trips and reports; and rules of attendance, grading, and conduct.

   C. Right to have instruction that begins promptly; is presented in a clear and concise manner; and provides relevant, structured activities consistent with the contact hour requirement of the course.

   D. Right to be treated in a humane, ethical, fair and unbiased manner, both in the classroom and in all communication and contact with the instructor.

The concerned student should request an individual conference with the staff member involved to clarify and remedy the specific violation. The student is to start where the problem originated.

If the matter is not resolved, the student may pick up a Conflict Resolution Form (in the deans' offices) and request a conference with the appropriate supervisor.

4. **Student's Responsibilities.** Each student has the following defined responsibilities:

   A. Responsible for selecting a program of study that is consistent with his/her interests, skills and abilities.

   B. Responsible for selecting courses that are consistent with his/her program objective and readiness level.

   C. Responsible for enrolling for a schedule of courses in accordance with the time and effort allocated to academic requirements.

   D. Responsible for being punctual and attending classes.

   E. Responsible for being attentive and for appropriately participating in class activities.

   F. Responsible for completing all class assignments as directed by the instructor.

   G. Responsible for consulting with the instructor as soon as possible if problems arise.
H. Responsible for complying with official announcements.

I. Responsible for seeking appropriate support services, to improve his/her level of academic achievement and to enhance the quality of college life.

J. Responsible for behaving in a humane, ethical and unbiased manner both in the classroom and in all communication and contact with the instructor, other staff members and other students.

5. Appeal Procedures. A substantial violation of a student's rights may be appealed in accordance with the following procedure:

A. Disciplinary Appeal:

1. The concerned student should request an individual conference with the staff member involved to clarify and remedy the specific violation.

2. If the matter is not resolved, the student may request a conference with the appropriate supervisor.

3. If the matter is a disciplinary problem and is not resolved to the satisfaction of both parties, the student may request a hearing with the University Disciplinary Committee. The University Disciplinary Committee is an Ad-Hoc Committee consisting of two faculty members, two student representatives and a professional from the Student Development Office. The student must present a written appeal to the University Disciplinary Committee that sets forth the reasons for the appeal. The student will be afforded an opportunity to state the appeal informally, or present information in support of the appeal, including mitigating circumstances.

4. If the matter is not resolved to the satisfaction of both parties, the student or staff member may request a conference with the Dean of Student Services.

B. Academic Appeal:

5. If the matter is an academic problem and is not resolved to the satisfaction of both parties, the student may request a hearing with the Academic Standards Committee. The Academic Standards Committee is composed of three people from academic faculty and two from the vocational faculty. The Director of Admissions & Records serves on this committee as a non-voting member and recorder. The student must present a written appeal to the Academic Standards Committee that sets forth the reasons for the appeal. The student will be afforded an opportunity to state the appeal informally, or present information in support of the appeal, including mitigating circumstances.

6. If the matter is not resolved to the satisfaction of both parties, the student or the instructor may request a conference with the Dean of Instruction.

Steps 1, 2, 3, and 5 will normally involve the identification of the rights allegedly violated, specific circumstances and the presentation of evidence.

Steps 2, 3, 4, 5, and 6 may involve a joint meeting with the instructor and student.
40.2 AFFIRMATIVE ACTION

1. Purpose. Eastern New Mexico University-Roswell (ENMU-Roswell) is committed to the use of affirmative action procedures to ensure that pools of applicants/candidates for positions at the campus are representative of the universe of qualified individuals.

Affirmative action is oriented to ascertain that equal employment opportunities are provided to all qualified applicants regardless of race, sex, religion, age, color, or disability. Disabled veterans and Vietnam era veterans are also afforded equal employment opportunity through these affirmative action procedures.

2. Affirmative Action Officer. The Director of Human Resources is responsible for the ENMU-Roswell affirmative action (AA) program.

3. Positions to Which Affirmative Action Applies. The ENMU-Roswell affirmative action procedures apply to all institutional positions.

4. Affirmative Action Statement. The purpose of all policies and procedures at ENMU-Roswell is to maintain an institution of highest quality. The affirmative action procedures described here is intended to uphold that purpose by providing equal employment opportunity for all applicants regardless of race, color, creed, religion, national origin, sex, handicap, age, except where sex is a bona fide occupational qualification and to comply with the Executive Order 11246. The affirmative action plan is also intended to increase the number and improve the relative position of minority group members and women at all employment levels of the institution.

The Provost is ultimately responsible for the implementation of ENMU-Roswell's affirmative action plan. The responsibility has been delegated to the Director of Human Resources/AA, deans, division chairs, directors, and unit supervisors. The Director of Human Resources/AA provides for coordination between faculty and support service programs and serves as official liaison officer with outside compliance agencies. In addition, he/she monitors all programs on to assure that the affirmative action plan procedures are carried out.

5. General Application. After approval to staff a new position or to fill a vacancy has been granted, the following procedures relating to affirmative action are to be followed.

A. Pre-Announcement Procedures

1. An "Affirmative Action Assurance" form is to be initiated for the position. This form is to be used to track the affirmative action measures used for the position.

2. Prior to advertisement of the position vacancy, Section A is completed. Full information relative to how the search and selection is to be made is to be provided. All methods of announcement of the position vacancy are to be identified.

3. Approval by the Provost and Affirmative Action Officer is required before the selection process can be continued. Approval will be indicated by the Provost's and Affirmative Action Officer's signature in Section A of the Assurance Form. If approval is not granted, additional planning will be required to ensure that the selection methods will be in compliance with affirmative action needs.
B. Initiation of the Search

1. Position announcements are to indicate that ENMU-Roswell is an equal opportunity employer. The announcements are to specify a deadline date for applications or nominations and minimum acceptable qualifications required for the position. The announcements are to specify the submission required by applicants and nominators so that the qualifications of the candidates can be determined.

2. As nominations and applications are received, a Voluntary Information Survey is sent to each candidate so that accurate information regarding minority status can be collected. The collection of this information is to be administered in the manner described in the following section.

3. When the deadline for applications and nominations has passed, information gathered from the Voluntary Information Form will be tabulated indicating the makeup of the applicant pool.

The review, approval, and signature of the Affirmative Action Officer will need to be obtained for Section B of the Assurance Form before the process continues. If the pool of candidates does not reflect the conditions of the market, the effort to attract candidates will be expanded in a manner to ensure that applications will be representative of the market conditions.

4. The Assurance Form is then routed to the Office of the Provost for approval to continue the selection process. If the pool of candidates does not reflect the conditions of the market, the effort to attract candidates will be extended in a manner to ensure that applications will be representative of market conditions. In the absence of the Provost, the Dean with administrative responsibility for the organizational unit conducting the search may give approval. Approval will be indicated by a signature in Section B of the Assurance Form.

C. Screening and Selection Process

1. Suitable screening efforts will be undertaken to identify those candidates with qualifications most suitable to the position. The qualifications and requirements established prior to the search and included in the announcements are those against which the qualifications of the candidates should be compared.

2. Interviews are to be conducted with those individuals most suitable for the position.

3. A tentative selection is to be made of the candidate most suitable for the position. Prior to an offer being made to the candidate, Section C of the Assurance Form must be completed and provided to the Provost and the Affirmative Action Officer for their approval and signature.

4. The Office of Human Resources will provide the Provost with a tabulation of candidates required in Section C.

5. The credentials and other application or nomination materials collected for each of the finalists are to be provided to the Provost along with the Assurance Form.

6. If the final selection is in compliance with the intent of the affirmative action procedures of ENMU-Roswell, the Provost will approve the final selection. Approval will be indicated by signature in Section C.

7. If approval is not given, additional work will be required to select the final applicant.
8. After approval is received for the final selection, the offer of employment can be made to the candidate selected.

D. Post-Selection Procedures

1. All credentials and other materials gathered during the search process from the candidates should be collected and forwarded to the Office of Human Resources within five (5) days of the completion of the search.

2. All copies of the Assurance Form are to be included in the materials forwarded to the Office of Human Resources.

3. The Office of Human Resources will maintain the records of the search to facilitate compliance with annual Equal Employment Opportunity reporting requirements.
APPENDIX K – Faculty Evaluation SSR Questionnaires

(return to STRENGTHS; ToC)
APPENDIX K# – Faculty Evaluation SSR Questionnaires

Committee on Accreditation of Educational Programs for EMS Professions

Faculty Evaluation SSR Questionnaire
Advisory Committee Evaluation SSR Questionnaire
For Self Study Report

Instructions: Have each paid faculty member (didactic, laboratory, and clinical/field internship), the Medical Director(s), the Clinical Coordinator(s), if applicable, and members of the Advisory Committee, complete this questionnaire as a part of the Self Study process. Give each completed form a unique file name, and save to the SSR CD/flash drive.

Name of Sponsor: Eastern New Mexico University

Level of Training: Paramedic

Your responsibility with the program is (check one)

☑ Program Director
☐ Clinical Coordinator, if applicable
☐ Medical Director
☐ Full-time Faculty member
☐ Part-time Laboratory instructor: ☐ Paid ☐ Unpaid
☐ Part-time Didactic instructor: ☐ Paid ☐ Unpaid
☐ Part-time Clinical instructor ☐ Paid ☐ Unpaid
☐ Advisory Committee member

Please rate each of the following items by circling the appropriate rating according to the following scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Generally Agree</th>
<th>Neutral</th>
<th>Generally Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Administrative support is sufficient to meet program goals.

A. College Administration (Dean, Division Chair) ☐ ☐ ☑ ☐ ☐ ☐
B. Financial Resources ☐ ☑ ☐ ☐ ☐ ☐
C. Teaching Loads ☐ ☑ ☐ ☑ ☑ ☑
D. Communities of Interest (e.g. employers) ☑ ☐ ☐ ☑ ☑ ☑

Program resources meet the stated purpose for the program.

A. Clerical Support ☐ ☑ ☐ ☐ ☐ ☐
B. Support Staff ☐ ☑ ☐ ☐ ☐ ☐
C. Classroom Facilities ☑ ☑ ☐ ☐ ☐ ☐
D. Laboratory Facilities ☑ ☑ ☐ ☐ ☐ ☐
E. Laboratory Equipment and Supplies ☑ ☐ ☐ ☑ ☑ ☑
F. Instructional Reference Materials ☑ ☐ ☐ ☑ ☑ ☑
| G. Overall Hospital/Field Internship Resources |  |  |  |  |  |  |
| H. Computer Resources |  |  |  |  |  |  |

Faculty teach effectively. (Do not rate your own position)  

| A. Program Director |  |  |  |  |  |  |
| B. Clinical Coordinator, if applicable |  |  |  |  |  |  |
| C. Medical Director |  |  |  |  |  |  |
| D. Hospital/Field Internship Faculty |  |  |  |  |  |  |
| E. Other Paramedic Faculty |  |  |  |  |  |  |
| F. Science Faculty |  |  |  |  |  |  |

Curriculum is sufficient to meet program goals.  

| A. Depth and scope of program |  |  |  |  |  |  |
| B. Course Sequencing |  |  |  |  |  |  |
| C. General Education and Science Courses |  |  |  |  |  |  |
| D. Paramedic Theory and Skill Development |  |  |  |  |  |  |
| E. Emergency Department |  |  |  |  |  |  |
| F. Operating Room |  |  |  |  |  |  |
| G. ICU/CCU |  |  |  |  |  |  |
| H. Pediatrics |  |  |  |  |  |  |
| I. Psychiatry |  |  |  |  |  |  |
| J. Obstetrics |  |  |  |  |  |  |
| K. Trauma |  |  |  |  |  |  |
| L. Field Experience |  |  |  |  |  |  |

Clinical/Field Coordination is sufficient to meet program goals.  

| A. Communication by program with clinical/field internship sites/preceptors |  |  |  |  |  |  |
| B. Hospital/Field Internship evaluation Instruments |  |  |  |  |  |  |
| C. Parallel experiences among students |  |  |  |  |  |  |
| D. Supervision of students |  |  |  |  |  |  |
| E. Consistency of evaluation of students |  |  |  |  |  |  |

What do you consider to be the major strengths of the program?

- Paramedic Coordinator and other instructors
- Support by the community of interest
- Facilities and equipment (which the program has only scratch the surface of its potential)
- The potential of our clinical resources
- The dedication and perseverance of the EMS Program Faculty and Staff

What areas do you believe need improvement?

- Clinicals
- Application of technology, in particular simulation
- Further movement away from lecture based instruction
- Medical Involvement
- Current Technology Equipment
Committee on Accreditation of Educational Programs for EMS Professions

Faculty Evaluation SSR Questionnaire
Advisory Committee Evaluation SSR Questionnaire
For Self Study Report

Instructions: Have each paid faculty member (didactic, laboratory, and clinical/field internship), the Medical Director(s), the Clinical Coordinator(s), if applicable, and members of the Advisory Committee, complete this questionnaire as a part of the Self Study process. Give each completed form a unique file name, and save to the SSR CD/flash drive.

Name of Sponsor: ENMU-Roswell

Level of Training: Paramedic

Your responsibility with the program is (check one)

☐ Program Director
☐ Clinical Coordinator, if applicable
☒ Medical Director
☐ Full-time Faculty member
☐ Part-time Laboratory instructor: ☐ Paid ☐ Unpaid
☐ Part-time Didactic instructor: ☐ Paid ☐ Unpaid
☐ Part-time Clinical instructor ☐ Paid ☐ Unpaid
☐ Advisory Committee member

Please rate each of the following items by circling the appropriate rating according to the following scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Generally Agree</th>
<th>Neutral</th>
<th>Generally Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Administrative support is sufficient to meet program goals.

A. College Administration (Dean, Division Chair) [ ] [ ] [ ] [ ] [X] [ ]
B. Financial Resources [ ] [ ] [ ] [ ] [X] [ ]
C. Teaching Loads [ ] [ ] [ ] [ ] [X] [ ]
D. Communities of Interest (e.g. employers) [ ] [ ] [ ] [ ] [X] [ ]

Program resources meet the stated purpose for the program.

A. Clerical Support [ ] [ ] [ ] [ ] [X] [ ]
B. Support Staff [ ] [ ] [ ] [ ] [X] [ ]
C. Classroom Facilities [ ] [X] [ ] [ ] [ ] [ ]
D. Laboratory Facilities [ ] [X] [ ] [ ] [ ] [ ]
E. Laboratory Equipment and Supplies [ ] [X] [ ] [ ] [ ] [ ]
F. Instructional Reference Materials [ ] [X] [ ] [ ] [ ] [ ]
G. Overall Hospital/Field Internship Resources

H. Computer Resources

<table>
<thead>
<tr>
<th>Faculty teach effectively. (Do not rate your own position)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Program Director</td>
</tr>
<tr>
<td>B. Clinical Coordinator, if applicable</td>
</tr>
<tr>
<td>C. Medical Director</td>
</tr>
<tr>
<td>D. Hospital/Field Internship Faculty</td>
</tr>
<tr>
<td>E. Other Paramedic Faculty</td>
</tr>
<tr>
<td>F. Science Faculty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum is sufficient to meet program goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Depth and scope of program</td>
</tr>
<tr>
<td>B. Course Sequencing</td>
</tr>
<tr>
<td>C. General Education and Science Courses</td>
</tr>
<tr>
<td>D. Paramedic Theory and Skill Development</td>
</tr>
<tr>
<td>E. Emergency Department</td>
</tr>
<tr>
<td>F. Operating Room</td>
</tr>
<tr>
<td>G. ICU/CCU</td>
</tr>
<tr>
<td>H. Pediatrics</td>
</tr>
<tr>
<td>I. Psychiatry</td>
</tr>
<tr>
<td>J. Obstetrics</td>
</tr>
<tr>
<td>K. Trauma</td>
</tr>
<tr>
<td>L. Field Experience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical/Field Coordination is sufficient to meet program goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Communication by program with clinical/field internship sites/preceptors</td>
</tr>
<tr>
<td>B. Hospital/Field Internship evaluation Instruments</td>
</tr>
<tr>
<td>C. Parallel experiences among students</td>
</tr>
<tr>
<td>D. Supervision of students</td>
</tr>
<tr>
<td>E. Consistency of evaluation of students</td>
</tr>
</tbody>
</table>

What do you consider to be the major strengths of the program?

Strong faculty; Strong program director; Strong clinical preceptors; local EMS community support.

What areas do you believe need improvement?

Administration support; Provost clearly does not understand the program, its unique needs, and most importantly, its impact on EMS services throughout the Region.

Thank you for completing this questionnaire.
Committee on Accreditation of Educational Programs for EMS Professions

Faculty Evaluation SSR Questionnaire
Advisory Committee Evaluation SSR Questionnaire
For Self Study Report

Instructions: Have each paid faculty member (didactic, laboratory, and clinical/field internship), the Medical Director(s), the Clinical Coordinator(s), if applicable, and members of the Advisory Committee, complete this questionnaire as a part of the Self Study process. Give each completed form a unique file name, and save to the SSR CD/flash drive.

Name of Sponsor: Eastern New Mexico University-Roswell

Level of Training: Paramedic

Your responsibility with the program is (check one)

☐ Program Director
☐ Clinical Coordinator, if applicable
☐ Co-Medical Director
☐ Full-time Faculty member
☐ Part-time Laboratory instructor: ☐ Paid ☐ Unpaid
☐ Part-time Didactic instructor: ☐ Paid ☐ Unpaid
☐ Part-time Clinical instructor ☐ Paid ☐ Unpaid
☐ Advisory Committee member

Please rate each of the following items by circling the appropriate rating according to the following scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Generally Agree</th>
<th>Neutral</th>
<th>Generally Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Administrative support is sufficient to meet program goals.

A. College Administration (Dean, Division Chair)
B. Financial Resources
C. Teaching Loads
D. Communities of Interest (e.g. employers)

Program resources meet the stated purpose for the program.

A. Clerical Support
B. Support Staff
C. Classroom Facilities
D. Laboratory Facilities
E. Laboratory Equipment and Supplies
F. Instructional Reference Materials
G. Overall Hospital/Field Internship Resources
H. Computer Resources

Faculty teach effectively. (Do not rate your own position)  5  4  3  2  1  N/A
A. Program Director
B. Clinical Coordinator, if applicable
C. Medical Director
D. Hospital/Field Internship Faculty
E. Other Paramedic Faculty
F. Science Faculty

Curriculum is sufficient to meet program goals.  5  4  3  2  1  N/A
A. Depth and scope of program
B. Course Sequencing
C. General Education and Science Courses
D. Paramedic Theory and Skill Development
E. Emergency Department
F. Operating Room
G. ICU/CCU
H. Pediatrics
I. Psychiatry
J. Obstetrics
K. Trauma
L. Field Experience

Clinical/Field Coordination is sufficient to meet program goals.  5  4  3  2  1  N/A
A. Communication by program with clinical/field internship sites/preceptors
B. Hospital/Field Internship evaluation Instruments
C. Parallel experiences among students
D. Supervision of students
E. Consistency of evaluation of students

What do you consider to be the major strengths of the program?

What areas do you believe need improvement?

Thank you for completing this questionnaire.
APPENDIX K# – Faculty Evaluation SSR Questionnaires

Committee on Accreditation of Educational Programs for EMS Professions

Faculty Evaluation SSR Questionnaire
Advisory Committee Evaluation SSR Questionnaire

For Self Study Report

Instructions: Have each paid faculty member (didactic, laboratory, and clinical/field internship), the Medical Director(s), the Clinical Coordinator(s), if applicable, and members of the Advisory Committee, complete this questionnaire as a part of the Self Study process. Give each completed form a unique file name, and save to the SSR CD/flash drive.

Name of Sponsor:

Level of Training: Paramedic

Your responsibility with the program is (check one)

☐ Program Director
☐ Clinical Coordinator, if applicable
☐ Medical Director
☒ Full-time Faculty member (Paramedic Coordinator)
☐ Part-time Laboratory instructor: ☐ Paid ☐ Unpaid
☐ Part-time Didactic instructor: ☐ Paid ☐ Unpaid
☐ Part-time Clinical instructor ☐ Paid ☐ Unpaid
☐ Advisory Committee member

Please rate each of the following items by circling the appropriate rating according to the following scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Generally Agree</th>
<th>Neutral</th>
<th>Generally Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Administrative support is sufficient to meet program goals.

A. College Administration (Dean, Division Chair)
   ☐ ☐ ☒ ☐ ☐ ☐
B. Financial Resources
   ☐ ☒ ☐ ☐ ☐ ☐
C. Teaching Loads
   ☐ ☒ ☐ ☐ ☐ ☐
D. Communities of Interest (e.g. employers)
   ☒ ☐ ☐ ☐ ☐ ☐

Program resources meet the stated purpose for the program.

A. Clerical Support
   ☐ ☒ ☐ ☐ ☐ ☐
B. Support Staff
   ☐ ☒ ☐ ☐ ☐ ☐
C. Classroom Facilities
   ☒ ☐ ☐ ☐ ☐ ☐
D. Laboratory Facilities
   ☒ ☐ ☐ ☐ ☐ ☐
E. Laboratory Equipment and Supplies
F. Instructional Reference Materials
G. Overall Hospital/Field Internship Resources
H. Computer Resources

Faculty teach effectively. (Do not rate your own position)
A. Program Director
B. Clinical Coordinator, if applicable
C. Medical Director
D. Hospital/Field Internship Faculty
E. Other Paramedic Faculty
F. Science Faculty

Curriculum is sufficient to meet program goals.
A. Depth and scope of program
B. Course Sequencing
C. General Education and Science Courses
D. Paramedic Theory and Skill Development
E. Emergency Department
F. Operating Room
G. ICU/CCU
H. Pediatrics
I. Psychiatry
J. Obstetrics
K. Trauma
L. Field Experience

Clinical/Field Coordination is sufficient to meet program goals.
A. Communication by program with clinical/field internship sites/preceptors
B. Hospital/Field Internship evaluation Instruments
C. Parallel experiences among students
D. Supervision of students
E. Consistency of evaluation of students

What do you consider to be the major strengths of the program?
I feel that we have a very good Program - good Program Director, good instructors and good resources.

What areas do you believe need improvement?
I feel we need more involvement from medical direction, more coordination in the clinical area and more support from University administration. Need to upgrade some equipment (old LP12)

Thank you for completing this questionnaire.
APPENDIX K#— Faculty Evaluation SSR Questionnaires

Committee on Accreditation of Educational Programs for EMS Professions
Faculty Evaluation SSR Questionnaire
Advisory Committee Evaluation SSR Questionnaire
For Self Study Report

Instructions: Have each paid faculty member (didactic, laboratory, and clinical/field internship), the Medical Director(s), the Clinical Coordinator(s), if applicable, and members of the Advisory Committee, complete this questionnaire as a part of the Self Study process. Give each completed form a unique file name, and save to the SSR CD/flash drive.

Name of Sponsor: ENMU-Roswell
Level of Training: Paramedic

Your responsibility with the program is (check one)

☐ Program Director
☒ Clinical Coordinator, if applicable
☐ Medical Director
☐ Full-time Faculty member
☒ Part-time Laboratory instructor: ☐ Paid ☐ Unpaid
☐ Part-time Didactic instructor: ☐ Paid ☐ Unpaid
☒ Part-time Clinical instructor ☐ Paid ☐ Unpaid
☐ Advisory Committee member

Please rate each of the following items by circling the appropriate rating according to the following scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Generally Agree</th>
<th>Neutral</th>
<th>Generally Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Administrative support is sufficient to meet program goals.

A. College Administration (Dean, Division Chair) 5 4 3 2 1 N/A
B. Financial Resources
C. Teaching Loads
D. Communities of Interest (e.g. employers)

Program resources meet the stated purpose for the program.

A. Clerical Support
B. Support Staff
C. Classroom Facilities
D. Laboratory Facilities
E. Laboratory Equipment and Supplies
F. Instructional Reference Materials

95
Faculty teach effectively. (Do not rate your own position) 5 4 3 2 1 N/A
A. Program Director
B. Clinical Coordinator, if applicable
C. Medical Director
D. Hospital/Field Internship Faculty
E. Other Paramedic Faculty
F. Science Faculty

Curriculum is sufficient to meet program goals. 5 4 3 2 1 N/A
A. Depth and scope of program
B. Course Sequencing
C. General Education and Science Courses
D. Paramedic Theory and Skill Development
E. Emergency Department
F. Operating Room
G. ICU/CCU
H. Pediatrics
I. Psychiatry
J. Obstetrics
K. Trauma
L. Field Experience

Clinical/Field Coordination is sufficient to meet program goals. 5 4 3 2 1 N/A
A. Communication by program with clinical/field internship sites/preceptors
B. Hospital/Field Internship evaluation Instruments
C. Parallel experiences among students
D. Supervision of students
E. Consistency of evaluation of students

What do you consider to be the major strengths of the program?

Rodney has years of educating paraamedic students and has the ability to teach a class that everyone in the room can learn from. Our program director is an excellent resource for us to go to if we need any guidance or direction.

What areas do you believe need improvement?

I think that the clinical portion is an area needing more work. It has been an area needing attention for awhile, but it is a full time position to keep it functioning to the level in which we have come to expect from this program. The college has not filled this position with a full-time faculty for the past couple of years and it has really hurt this portion of our program. Our program director has worked diligently trying to get this position back to full-time but has had no support from the administration on this issue.
APPENDIX K#—— Faculty Evaluation SSR Questionnaires

Committee on Accreditation of Educational Programs for EMS Professions
Faculty Evaluation SSR Questionnaire
Advisory Committee Evaluation SSR Questionnaire
For Self Study Report

Instructions: Have each paid faculty member (didactic, laboratory, and clinical/field internship), the Medical Director(s), the Clinical Coordinator(s), if applicable, and members of the Advisory Committee, complete this questionnaire as a part of the Self Study process. Give each completed form a unique file name, and save to the SSR CD/flash drive.

Name of Sponsor: ENMU-Roswell
Level of Training: Paramedic

Your responsibility with the program is (check one)

☐ Program Director
☐ Clinical Coordinator, if applicable
☐ Medical Director
☒ Full-time Faculty member
☐ Part-time Laboratory instructor: ☐ Paid ☐ Unpaid
☐ Part-time Didactic instructor: ☐ Paid ☐ Unpaid
☐ Part-time Clinical instructor ☐ Paid ☐ Unpaid
☐ Advisory Committee member

Please rate each of the following items by circling the appropriate rating according to the following scale:

Strongly Agree  Generally Agree  Neutral  Generally Disagree  Strongly Disagree  Not Applicable
5  4  3  2  1  N/A

Administrative support is sufficient to meet program goals.
A. College Administration (Dean, Division Chair)
   ☐ ☐ ☐ ☒ ☐ ☐
B. Financial Resources
   ☐ ☐ ☒ ☐ ☐ ☐
C. Teaching Loads
   ☐ ☐ ☒ ☐ ☐ ☐
D. Communities of Interest (e.g. employers)
   ☐ ☐ ☒ ☐ ☐ ☐

Program resources meet the stated purpose for the program.
A. Clerical Support
   ☐ ☒ ☐ ☐ ☐ ☐
B. Support Staff
   ☒ ☒ ☒ ☐ ☐ ☐
C. Classroom Facilities
   ☒ ☒ ☒ ☐ ☐ ☐
D. Laboratory Facilities
   ☒ ☒ ☒ ☐ ☐ ☐
E. Laboratory Equipment and Supplies
   ☒ ☐ ☐ ☐ ☐ ☐
F. Instructional Reference Materials
   ☒ ☐ ☐ ☐ ☐ ☐
G. Overall Hospital/Field Internship Resources
H. Computer Resources

Faculty teach effectively. (Do not rate your own position) 5 4 3 2 1 N/A
A. Program Director
B. Clinical Coordinator, if applicable
C. Medical Director
D. Hospital/Field Internship Faculty
E. Other Paramedic Faculty
F. Science Faculty

Curriculum is sufficient to meet program goals. 5 4 3 2 1 N/A
A. Depth and scope of program
B. Course Sequencing
C. General Education and Science Courses
D. Paramedic Theory and Skill Development
E. Emergency Department
F. Operating Room
G. ICU/CCU
H. Pediatrics
I. Psychiatry
J. Obstetrics
K. Trauma
L. Field Experience

Clinical/Field Coordination is sufficient to meet program goals. 5 4 3 2 1 N/A
A. Communication by program with clinical/field internship sites/preceptors
B. Hospital/Field Internship evaluation Instruments
C. Parallel experiences among students
D. Supervision of students
E. Consistency of evaluation of students

What do you consider to be the major strengths of the program?

Dedicated faculty members with vast experience.

What areas do you believe need improvement?

Support from University Adminstration

Thank you for completing this questionnaire.
Total number of Faculty Evaluation SSR Questionnaire files saved to CD/flash drive: 6

Total number of Advisory Committee SSR Questionnaire files saved to CD/flash drive: 1

(Summary)

List the names of the individuals’ questionnaires saved to CD/flash drive:

- Mike Buldra, Program Director
- Matt Foster, MD, Medical Director
- Tom Wulf, MD, Co-Medical Director
- Rodney Ray, Paramedic Coordinator
- Charlie Nolen, Director of Clinical Education
- Jesse Davis, Instructor
PROGRAM RESOURCE SURVEY COMPLETED BY PROGRAM PERSONNEL

Name of program sponsor (school): Eastern New Mexico University-Roswell

Paramedic Program (17 out or 24 Completed)

The purpose of this survey instrument is to evaluate our program resources. The data will aid the program in ongoing planning, appropriate change, and development of action plans to address deficiencies. Unless specified, all sections should be completed by program faculty, Medical Director(s), and Advisory Committee members.

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Check the rating that indicates the extent of your agree with each statement. Please do not skip any rating. If you do not know about a particular area, please check N/A.

5 = Strongly Agree    4 = Generally Agree    3 = Neutral (acceptable)
2 = Generally Disagree    1 = Strongly Disagree    N/A = Not Applicable

I. PROGRAM FACULTY (Completed by Medical Directors & Advisory Committee Members)
   A. Faculty keep the Advisory Committee informed of program status.                         4.00
   B. Faculty respond to changes in the needs and expectations of the communities of interest         3.83
   C. Faculty foster positive relations with hospitals and field internships.   3.83
   D. Faculty encourage student participation in professional activities.   3.83

Comments:

II. MEDICAL DIRECTOR(S) (Completed by Program Faculty and Advisory Committee)
   A. Medical Director(s) review(s) and approve educational content of the curriculum for appropriateness and medical accuracy.    4.50
   B. Medical Director(s) review(s) and approve the quality of medical instruction, supervision and evaluation of students in all program areas.    4.5
   C. Medical Director(s) review(s) and approves the progress of each student throughout the program and assist with corrective measures.    4.33
   E. Medical Director(s) assure(s) the competence of each graduate in the cognitive, psychomotor, and affective learning domains.    4.50
   F. Medical Director(s) have cooperative involvement with the program director 4.67
   G. Medical Director(s) assure the quality of delegated responsibilities 4.50

Comments:

III. SUPPORT PERSONAL
   A. The clerical support is adequate to meet the needs of the program 3.5
   B. The admissions personnel are adequate to meet the needs of the program 3.5
   C. The financial aid personnel are adequate to meet the needs of the program. 3.67
   D. The academic advisors are adequate to meet the needs of the program 3.33
   E. The tutors/tutoring are adequate to meet the needs of the program 3.17

Comments: Survey #6: Through individual very hard work

100
IV. CURRICULUM

A. The curriculum covers the necessary didactic content for the entry-level Paramedic
  4.67
B. The curriculum includes necessary clinical experience for the entry-level Paramedic.
  4.50
C. The curriculum covers the necessary content for success on the National Registry of EMT'S exam and/or state exam
  4.83
D. The curriculum is an appropriate sequence of classroom, laboratory, clinical and field internship activities.
  4.83
E. The curriculum provides for students to successfully complete each of the competencies by patient age, pathologies, complaint, gender, intervention.
  4.67
F. The field internship provides the student with an opportunity to serve as team leader in a variety of pre-hospital advanced life support emergency medical situations.
  4.83

Comments:

V. FINANCIAL RESOURCES

A. INSTITUTIONAL BUDGET

  The institutional budget provides the paramedic program with sufficient financial resources to meet the goals and outcomes
  2.95

B. PROGRAM BUDGET (To be completed by all program personnel)

  1. Provides sufficient functioning and up-to-date equipment to achieve classroom and laboratory competencies
     3.67
  2. Provides sufficient supplies to achieve classroom and laboratory competencies
     3.83
  3. Provides for a sufficient number of faculty for didactic(classroom) instruction.
     4.00
  4. Provides for a sufficient number of faculty for laboratory instruction
     4.00
  5. Provides for a sufficient number of faculty for clinical instruction
     3.33
  6. Provides for a sufficient number of faculty for field internship instruction
     3.17
  7. Provides for adequate faculty/staff continuing education/professional development
     3.67

Comments:

Survey 1: There seems to be a general lack of support for this program, no respect for the advisory committee

VI. FACILITIES AND EQUIPMENT/SUPPLIES

A. CLASSROOMS

  1. Are adequate in size
     4.83
  2. Have adequate lighting
     4.83
  3. Contain adequate seating
     4.83
  4. Have adequate ventilation (e.g. A/C, heat)
     4.83
  5. Have adequate instructional equipment (e.g., boards, projectors)
     4.83
B. LABORATORY
1. Is adequate in size……………………………………… 4.83
2. Has adequate lighting……………………………………… 4.83
3. Contains adequate seating………………………………… 4.00
4. Has adequate ventilation (A/C, heat)…………………………….. 4.00
5. Activities prepare the student to perform effectively in the hospital/field internship setting 4.00
6. Is accessible to students outside regularly scheduled class times……… 3.83
7. Is equipped with the amount of equipment necessary for student performance of required laboratory exercises….. 3.83
8. Is equipped with the variety of equipment necessary for student performance of required laboratory exercises….. 3.83
9. Is equipped with the amount of supplies necessary for student performance of required laboratory exercises……… 3.83
10. Is equipped with the variety of supplies necessary for student performance of required laboratory exercise…………... 3.83

C. Ancillary Facilities
1. Provide adequate quiet study area. 3.83
2. Provide adequate secure storage for student personal items. 3.83

Comments:

VII. CLINICAL RESOURCES

A. CLINICAL ROTATIONS
1. Facilities
   a. The hospital/field internship facilities offer an adequate number of procedures for the student to meet clinical objectives. 3.50
   b. The hospital/field internship facilities offer an adequate variety of procedures for the student to meet clinical objectives. 3.50
   c. The hospital/field internship facilities provides a variety of current equipment.
2. Experiences
   a. Each hospital/field internship rotation is of sufficient length to enable the student to complete clinical objectives. 3.67
B. CLINICAL INSTRUCTION
1. Students are adequately oriented to assigned hospital/field internship areas and procedures. 3.83
2. Hospital/field internship instructors are sufficiently knowledgeable to provide student instruction. 4.00
3. Hospital/field internship instructors direct the students in completing the assigned objectives. 4.00
4. Hospital/field internship instructors are consistent in their evaluation of student performance. 3.83
5. Hospital/field internship instructors are readily available to assist students when needed. 3.67
6. There are sufficient numbers of instructors for the number of assigned students. 3.83

Comments: Survey #6: In process
Survey #10: It is a shame that ENMMC is being so difficult to work with

VIII. LEARNING RESOURCES (program and hospital/affiliate)
A. Reference texts are adequate to support assignments. 3.00
B. Journals are adequate to support assignments 4.00
C. Computer resources are adequate to support the curriculum 4.00
D. Internet access is adequate to support assignments 4.00
E. Databases are adequate to support assignments. 4.00

Comments:

IX. FACULTY/STAFF CONTINUING EDUCATION
A. Faculty are given time to participate in continuing education/professional development. 3.17
B. Faculty are given funding to participate in continuing education/professional development. 3.17

Comments:

X. PHYSICIAN INTERACTION
A. Physician/student interaction facilitates the development of effective communication skills between physicians and students. 3.22
B. Physician Contact is sufficient to provide the student with a physician perspective of patient care. 3.12
C. Overall student exposure to physicians in the program is adequate. 2.54

Comments:
Survey #11: I would like to see more interaction with MDs in the program, other than their ED rotation
Please rate the OVERALL quality of the resources supporting the program.

☐ Exceptional  ☐ Excellent  ☐ Adequate  ☐ Needing Improvement  ☐ Inadequate

Average was 3.73

Which resources are the strongest contributors to the program?

Survey #2: Instructor, EMS faculty
Survey #3: The staffs dedication to EMS!!!
Survey #4: The instructors are great!
Survey #5: Instructors
Survey #15: Rodney Ray
Survey #17: The whole program!!!!!

Which resources need improvement?

Survey #2: It is very unclear on the Administration’s position regarding the program. Jane Batson supports the program, but does anyone else.
Survey #3: Would like to know if the president supports the program. Our last meeting it seems he wants close it down.
Survey #4: Staff & faculty are great. The people that put out the pay-or the system-needs to be fixed It’s ridiculous to wait 8-12 weeks to get paid
Survey #5: This program is the only program for 200 miles, and it seems the Dr. Madden wants to decrease its service to community.
Survey #7: This program works so hard to provide excellent customer service, but the rest of the campus undermines the program.
Survey #10: The negative comments from the president and college board are disruptive the educational process of the students.
Survey #11: I would like to have the students understand technology we have on our trucks. Outdated Monitors.

THANK YOU !

Date: January 20, 2010
APPENDIX M – Advisory Committee Minutes

(return to PART B: ToC)
NM EMS CONSORTIUM MEETING
January 20, 2010
12:00 PM to 2:00 PM
Eastern New Mexico University-Roswell
Health Science Center (HSC) 162

MEMBERS PRESENT
Carl Gilmore  Taos Valley Ski
Chad Hamill  Roswell Fire Department
Brian Powell  Roswell Fire Department
Justin Powell  Dexter Fire Department
John Watson  Hobbs Fire Department
James Salas  Roswell Fire Department
Donnie Roberts  EMS Region III
Blaine Bradly  Superior Ambulance
Liz Estrada  Eastern New Mexico Medical Center

FACULTY/STAFF PRESENT
Tom Wulf  Program Medical Director
Jane Batson  Dean of the Division of Health
Mike Buldra  Program Director
ChrisAnne Bell  Administrative Assistant
Jan Bell  Entry Level Coordinator
Jesse Davis  Basic Coordinator
Peggy Harelson  Assistant AHA Training Center Coordinator
Stacie Nason  Instructor
Rodney Ray  Paramedic Coordinator
Kathy Wells  Intermediate Coordinator

CALL TO ORDER, CoAEMSP SURVEY And INTRODUCTIONS
The meeting was call to order by Carl Gilmore at 12:10, followed by introductions of the members of the committee and instructions to please fill out the CoAEMSPS survey before leaving. Carl invited everyone to get lunch before we start the meeting

MINUTES
The minutes were reviewed by the members.

Motion: Chad Hamill made a motion to accept the minutes as are, second by Justin Powell, no discussion, all members in favor, approved as submitted.

NEW AGENDA ITEMS
New trauma shears were introduced and passed around for opinions on them.
Mike stated he would give anyone who wants a quick tour of the new addition to the Health Science center.

Add on NMSU Carlsbad discussion.

**ADMINISTRATION ISSUES AND POTENTIAL IMPACT ON SERVICE DELIVERY**

Anyone who worked in the fall knows the issues we had with processing pay. It can take up to 8 weeks to get paid and Mike is concerned that the commitment to show up for work and the quality of delivery will be affected. Mike has a plan in place but until it is implemented there is no way of knowing if it is working and just want everyone to know that he does not want this issue to impact our quality. If an issue does arise please e-mail us so that we are aware of it and can address it in a timely manner.

**2010 PARAMEDIC CLASS**

Artesia was approved to go to full time ACLS and are anticipating sending 6 paramedic students to P-school starting in June. Their problem being sending 6 here to school leaves them done on 1 left for coverage. After much discussion on different scenarios what has been decided that we will hold the upcoming Paramedic class ITV, with lectures on Thursday predominantly and Fridays will be for labs. We have instructors from Carlsbad Fire that have agreed to help with the labs on Fridays and Artesia is aware that there are some days that all students will have to come to Roswell for Colloquium testing and National Registry testing.

**UPDATE ON CHS CONTRACT**

We do have a fully executed contract with Carlsbad Medical Center and ENMMC. We are still working with Lea Regional but this should be an easier process since the others are in place. Thanks went out to Liz and Janette for actually listening and seeing the need for these clinical sites.

We are having some trouble with UMC Lubbock whose policy states that students cannot administer medication because they get as much experience by observing the administration as they do by giving it. That is the policy; the practice is that the students are still giving meds. We are two different contacts that are working on getting the policy legitimate so that we are covered.

**EMS REGION III CONFERENCE**

Region III is not able to put on the pre-conference this year for financial reasons. Because ENMU-Roswell in the past has done most of the classes at the pre-conference we have offered to put the whole pre-conference on. Region III will be acting as our
fiscal agent as far as registration, funds and consultation. Classes will be offered by several different organizations and people.

**ACCREDITATION SITE VISIT**

Last visit was in March 2005. This year’s visit is schedule for July 22nd and 23rd. These dates will allow us to have both the junior and senior class on campus at the same time enabling the accreditation team to talk to both sets of students. July 22nd we will have a short Advisory board meeting with lunch so that the key figures that the site visitors will want to talk to will be here as well as the students.

**COAEMSP ANNUAL REPORT**

Report is attached.

**QUICK UPDATES FORM COORDINATORS**

Paramedic -- Rodney Ray  
See attached

ILS – Kathy Wells  
See attached

BLS-Jesse Davis  
See attached

Entry Level Courses – Jan Bell  
See attached

Outreach Critical Care – Ken Davis  
See attached

Enrollment Statistics – Mike Buldra  
See attached

JOE Annual Report – Mike Buldra  
See attached

**AHA UPDATES – Peggy Harelson**  
See attached

**OTHER ITEMS – Mike Buldra**

NMSU-Carlsbad is now about of our program as of the beginning of this semester. They are also planning on moving under our AHA site also. We are trying a credit sharing plan instead of a certificate fee which is a win-win for both institutions.
Carl Gilmore and Donnie Roberts talked about the information about the bill that is going through the legislative process this time and the fact that this money will come from the same funding source as the fire department but will not take money away from them for EMS.

**NEXT MEETING – Mike Buldra**
As stated early our next will be in April or May depending on the legislative session or July 22nd.

**ADJOURNMENT**

*Motion:* A motion was made by Chad Hamill and second by Justin Powell to adjourn the meeting. No discussion, all members in favor, motion passed.
Eastern New Mexico University-Roswell, EMS Advisory Committee
Emergency Meeting
June 20, 2009
Health Science Center
12:00 pm to 2:30 pm

Members Present
J. D Hummingbird-Artesia Fire Department
Rick Burke-Artesia Fire Department
Cass Mason- Hagerman DPS
James R Williams-Lovington Fire Department
Liz Estrada-Carlsbad Medical Center
Chris Mann-Roswell Fire Department
Justin Powell-Dexter Fire/EMS Department
John Bridges-Portales Fire Department
Donnie Roberts-EMS Region III
Richard Riddle-Carlsbad Fire Department
James Salas-Roswell Fire Department
Karen Burns-Clovis Fire Department
Renee Cox-Midway Fire Department

Faculty and Staff
Mike Buldra, Program Director
Matthew Foster, MD, Medical Director
Kathy Well, EMS Instructor
Stacie Nason, EMS Instructor
Jesse Davis, EMS Instructor
Rodney Ray, EMS Instructor
Jan Bell, EMS Instructor
ChrisAnne Bell, Support Staff
Peggy Harelson, Support Staff
Jane Batson, Dean, Division of Health

Guests
Dr. Steve Gamble, President of ENMU System
Dr. John Madden, President ENMU-Roswell
Dr. De Rogers, Vice-President of Academic Affairs
Note: Due to the nature of the meeting, regular minutes were not taken. Instead this is a transcript of the discussion.

James: Alright everybody we’re going to start this. Welcome thank you for showing up on short notice. I want to start with introductions.

Alright are there any other agenda items, has everybody received a copy of the agenda? The clarifications on overload and adjunct pay

Mike: As if it was for me to find out what department has working orders for the fall and after what am I working with adjunct load and full time load, full load, we talked about in a meeting one class overload will be nondescriptive, one class can be as much as 7 credit hours. (got interrupted)

Dr Gamble: About the only thing I probably could contribute to this meeting is a context of the budget environment. And I’m just going to be honest. A lot of this stuff maybe I would want to see up here in the paper but I just need to spell it out for you for whatever you work, and it might impact your thoughts on some of this, it may not but I’m just going to lay it out as best I can. Like every other school or university in the state the ENMUR the budget is not in good shape, it defiantly isn’t. Our Portales budget, I’ll start with that one, we’ve had to make six hundred thousand in reoccurring cuts in our budget, and we are at broke mode, I mean we are growing at that institution we took about 1.5 million dollars in cuts from the legislature reoccurring dollar cuts not one time cut in other words that money’s gone forever as a result of the last legislature session. To balance our budget we’ve cut six hundred thousand dollars. We’re about 70% salaries in our budget 70% of what we are budgeted are salaries I doubt it is much different here in Roswell I imagine it is approximately the same. Roswell is worst off in its sum, comparing it to Portales because of enrolment problems that it’s had. I think the cuts here were probably around nine hundred thousand dollars total from the legislature again in Portals they were 1.5 million but on top of that though Roswell had a lot of other things that factored into their decreases, one of which is the enrollment. The enrollment here is declined 5% over 7 year when that happens there’s a negative macenisim that kicks in that requires Roswell to repay basically approximately I guess it’s probably a hundred thousand a year for four years or more to pay back all the 5% decrease, maybe it’s as much as two hundred thousand reoccurring dollars on top of this. There was also a misclassification of some space in the institution that they had three years to pay back and I think that’s probably about a hundred and thirty thousand dollars for three years they just paid that back for three years. So we take a look at the total budget and what has to be cut. There’s pain involved, now the pain we’ll be talking about here today is to give you verification just know that that’s the context for this the only direction that I’ve given to the president in Roswell or Ruidoso is whatever you cut protect the mission protect the quality of your programs. Those are the two, the only guidelines that they really have and of course had I not said that I think that’s what they would do. With my military background I tend to be very mission driven and we’ve got a mission here at this institution that provides the best quality education we can to students that come to us
that’s what we try to protect. Before I but out I guess, let me just ask just based on the budget situation if you had any kind of questions or comments I’ll be as direct as I can. Again it’s not catastrophic but it’s certainly not good. If you have anything please tell me and I will take my best shot.

*A question was asked about the space that was mislabeled and Dr. Gamble explained.*

James: Well in light of that the EMS program hasn’t shown an increase a decrease or a maintain enrollment?

Madden: That’s an interesting question. It’s been all over the place, over the last few years shown an increase and a decrease. They had a project here I don’t know the years off the top of my head I wasn’t here, the figures all call Kirtland. When the project was here the air force base at that time enrollment in the program spiked so if you compare it to that time frame they’ve been coming way down but if we compare it to a year to year post that program is typically steady.

James: Wasn’t the funding for that program basically coming from the different revenues stream?

Madden: Yes and No. Yes it was coming from a different revenue stream ah but that situation is still not resolved and has put us under water as a project.

James: Well I know that kind of like what Doctor Gamble said you know protect the mission and quality I know all of us I mean the majority of us here are fire EMS and we have depended on Eastern for both quality education and also the Distance and their willingness to actually go out and provide the classes that our home locations and it changes in overload and adjunct pay are going to be detrimental to the citizens of New Mexico. A lot of the citizens here they don’t have a primary care physician they depend on ERs and they also heavily depend on EMS for their primary care needs. They call us when they have the flu they call 911, and we are often first line and sometimes often their only health care that they have come in contact with.

Madden: What do you perceive the changes are?

James: Well the limiting adjuncts for teaching courses. I am from Lovington it would be extremely difficult if the only place that I could get EMT education is to send my folks over here to Roswell for full courses and basically that’s the way it looks like. In the past we used adjunct faculty through Eastern because we like the program and also it’s easier for us to bring in adjunct faculty who live in Lea County to teach those courses here but the change is basically adjunct faculty would be unable to teach an EMT basic course.

Madden: Why is that?

James: This is how it was explained to us with the way the changes are their number of contact hours and whatnot an adjunct faculty would not be able to teach that class.
Madden: What classes could not be taught?


Mike: The cap that has been put on adjunct that we are trying to revise the policy to accommodate that. With the changes that have been made it basically only leaves a full time person can teach a full certification course.

Madden: If it’s an issue in credit vs. the class-work is that the issue.

Mike: The credit vs. the actual number that contact hours or the credit hours. For example, the EMT-basic is 9.5 credit hours and 13 contact hours. Basically this is why we need clarification because I couldn’t do that because an adjunct instructor is completely over the 10 hour contact cap, until we able to modify the policy in order to accommodate this situation.

Madden: I understand what the issue is, but there is actually are no changes. What has happened over the last ex number of years is that this particular program has been out of compliance with our own policy. We are just enforcing what is in the book since forever. There is a problem; I’ll have to agree with Mike, there’s a problem with the way we count things. What your program is called in my world is called, “Clock Hour Program.” Do you use that fairly well here? You get paid by hours you teach which are in excess of that of a lecturer teaches. Is that making sense to people? We are going to attempt to make those revisions by fall but that’s in the hands of the faculty and the curriculum process. I have to agree with Mike, that whatever overload are taught by full time faculty or whatever classes are taught by part-time faculty and added up, need to be course driven not credit driven. I can agree with that. I can’t promise you that they will have a process together, but I can agree with that. There hasn’t been a change except for your program coming into compliance with the current university rules. I happen to agree with Mike that those universities rules need to be altered, but I can’t promise that today. I have asked our Vice President to look into it and I have quite frankly I have not heard back yet.

James: Coming back to what where I started with this, I mean it would be really interesting to see what programs or what different areas of this campus have seen the shortest declining of enrollment. I personally don’t feel that EMS has seen a very significant decline in enrollment and I know and understand that sharing the load with these cost cutting measures, but I don’t think its fair that everybody should take. I think you should beef up the programs that you know are solidified and they’ve been consistent whereas you may have to eliminate other programs. And I know they’ll be screaming and kicking, because they don’t want there program to disappear but I mean the EMS program it serves pretty much the entire state of NEW MEXICO. We depend on it. And any cuts in this particular program it would be an injustice to the citizens, not necessarily to the fire departments. We’re would feel the fallout of it we’d have to go to others places to the education that we need just to maintain what were doing out in the field.
Madden: I don’t see why we would consider that a cut. Because that is what people could teach per class. And I can probably work on that over the summer but I don’t want commit to that because there is a lot of processes before it gets to me. And I have no idea how other programs, personnel, faculty feel about something or not. And this issue is not only for this program but for others I am supportive because the issue of tying this class load hours as opposed to clock hours punishes all programs not just this one. This is a problem for other people as well. So that I know I will have to work on. The separate one issue though with the EMS that has to do with the compensation, I don’t know if it has been shared with you. We get funded by the state of New Mexico based on what we teach. Certain disciplines get a certain amount of money other than but get more of amount of money. What happens with E.M.S is we need I think it’s a class average size of 11 if I remember correctly. And I thought that might be an issue for all of us. We need to start. We need to start thinking about combining their training somehow. I don’t know if that means with more than one fire department to meet this critical number of 11 which is the break even number.

James: Well in my experience we have always done that. We’ve brought in folk from Hobbs and a lot of different services do that we open it up so that we can meet that min. enrollment.

Ken: I need to say a few things to clarify what he just said. Because I don’t think that maybe some people get that, that eleven number is kind of ambiguous, I think. Because different classes count for different amount of credit hours you know I teach a class that’s six credit hours and I have five students in there at six credit hours generated 30 credit hours. If you have the same amount with a much lower credit hour for each class that could be very different. So look at to say you have to have eleven students really in it is sound way of doing that, it makes no economic sense. If you do this from an economic sense point of view, you have to do an actual budget on the class and say it costs this many dollars to offer this class and we produced this many dollars in return. So making a blanket policy that’s there is eleven credit hours is just absolutely ridiculous.

Madden: That is an average you need to hit. There will be some above it and some below it actually it has nothing to with the number credit hours generated it has do to with the amount of personnel you need to teach the class. One of the things we need to talk about today is what we pay the teaching assistants. I will get to that next. But the more people you have involved in that class, obviously the more the personnel cost of that class goes up.

Jan: You can have a class with only 6 in it. I teach Youth Challenge and I run anywhere from 20-25 students a class for the semester. I teach two classes a year for the big CPR class, it can have anywhere from 90-140 kids in it. So yes you got to have additional instructor. Put that does not mean they are less qualified or doing anything different than what the lead instructor is doing. You know the only time the extra instructors are brought in is when you’re actually doing the hands on, where you can have one lecturer that lectures the whole 140 but when you break into groups and you’re doing skills you
need that one on one instructor in A. H.A. classes due to the standards of 8 students and one instructor. You know we can get by, if we are doing shots with youth challenge they’re allowed to do basic levels and I want a ratio and it is a lot of ratio of 4 students to one instructor because you got kids using needles you know so it’s going to differ like she said from class to class. The situation is going to differ.

Madden: I absolutely agree, the issue is the average with what their department average out it needs to average out at 11. I don’t care how you get there. And how you get there in fact I’m not going to get into micromanagement but you do need to get there somehow. My concern was that they’ll all put me by location their going to use location but if you’re already doing the combining I don’t see why that’s an issue at all, why you can’t achieve them.

Jan: If we change what we’re doing now or lose what we’re doing now that’s the issue. New Mexico as a state is the majorities are volunteers a lot of the people live here are volunteers, are volunteer EMS personnel. And I go back to the volunteer because it is my roots because that is where I started. Classes in the mountains in Timberon which is probably 60 miles by road to the nearest hospital and they’re in a very remote area and I know Ken flown in there on a helicopter but those are the kind of areas that we service. And we rely on our adjunct and the people that can teach off campus to take care of those people like James said it’s hard to get students to come to us. Because of the nature of EMS in New Mexico the majority are volunteers.

Rick: I don’t know about the basic or the intermediate so I’ll speak about the paramedic program I came out of the last decentralized program out at the University 20 years ago 23 years ago. That was an absolute nightmare. The whole program over by ah UNM at the time not trusting instructors and I was glad to see this program start many things we saw in that is the two ALS services in this part of the state 20 years ago there was two, Carlsbad and Roswell as a private service and that was it. When this program came and you saw ALS come to this part of the state Hobbs Fire, Lovington Fire, Roswell Fire. So you’ve created ALS services in this part of the state. If you somehow do something that impacts the paramedic program this could go from a 14 month program to an almost a 6 semester program without having coverage over the summer. It’s impossible for a fire department to do that. And if you don’t have the adjunct instructor that can cover through the summer the program manager who can cover through the summer at a reasonable wage to accept that responsibility and liability that paramedic program goes away you’re going to kill ALS in this part of the state. And that’s not being, I’m not exaggerating. At one time we had 20 paramedics in Carlsbad we are now down to 7 the city has committed that they would send 3 students a year out here to this program. Not if it’s going to take 3 years to get them there. The city can’t afford that cost and also they think there’s not an understanding that if there was a break I think it’s the last (mumble), but that is so much faster and strictly a semester driven class I don’t think people understand taking a paramedic goes through a spring semester doing nothing through the summer and wanting to come back and pick that up. The program is not designed that way no where in the country is it designed that way, their continuous. It doesn’t have semester breaks. We don’t have interim breaks; once you start doing it you do it until you’re done. That
would potentially kill a paramedic program if we don’t figure out a way to maintain that continuity, as far as us sending people to Lovingston or to Hobbs that was not the intent because we’ve always seen Eastern as this is the rock for ALS for paramedic training, not going to another department.

Madden: Why do you think there is a change with that issue?

Rick: It was something that was brought up at the last meeting, but I’m really concerned about the paramedic program.

James: Rick that is later in the agenda.

Madden: would you like to talk about this issue?

James: Well I’d like to get thru the overload and adjunct issue first.

Madden: Yea. The overload and adjunct pay. I’m sorry is this a pay issue or a load issue?

James: Load issue.

Madden: A load issue. I have to agree with Mike I can promise it will be set through our process. I can’t tell you when it will be done, I can’t promise you that. But the reality of it, one of the main reasons supportive of this has nothing or little to do with all of you. It has to do with other program are having the same problem you are. You teach on what I call a clock hour program, but our rules are on a class lecture program that’s not what you guys do. All of our programs suffer like aviation, automotive, nursing; all of our programs suffer from the same problem. It’s a bigger problem with EMS and we intend to address it. Will it be addressed by fall when we get our policies changed in the fall? I can’t promise you that, I don’t know. I promise y’all I’ll send it through, but you will have to readjust. I also have to, this has not come up yet but there has to be this parallel language between full-time overload and part-time teaching maximum. Because that doesn’t exist either they’re different. Believe it or not the full-time people here that teach overloads cannot take as many classes as you all can. That makes no sense to me. Now the pay issue is something that I want to talk about. Um… I’m not concerned on what the adjuncts get paid but what about the assistant teacher, getting back to your issue. I don’t understand how your system works when there is more than one professional in that particular class. So there is a lead teacher, and there are other people, I’m not going to give them a name. I don’t understand the pay structure for these other people. That’s what you mean about adjunct pay. I don’t understand why they get paid what they get paid. I’m lost though; the lead teacher gets paid the credit hour wages again that’s $620 a credit hours. What do the other get people get paid?

Jan: Hourly. They just get paid hourly. They get paid the time that they serve in the classroom.
Madden: Right, that’s my understanding from what I’ve learned and it’s $30 an hour. Why?

Mike: Originally what we had was a sliding scale. The E.M.T basic for skills field practice would be paid x dollars for if their E.M.T-I or x dollars if they are paramedic would be paid a higher rate which was standard. Paul Merryman said in 2005 that I couldn’t have multiple level pay so than I had to find one pay level, to match for everyone. So that is when we started the $30.00 an hour.

Madden: Is there an objection with the group to going back to some type of a sliding scale?

Jan: Yes, because even if they are different types of, like Chris is a paramedic and Renee is an Intermediate they both come to help with classes but they’re doing the exact same thing.

Madden: Well that’s the part I don’t understand about your world so when they are the lead if lead teachers there. Everybody understand that? The person that maintains teaches class. The assistants I call them right now. Are there certain criteria in terms of what they have in experiences and expertise they need to have?

Jan: If they are helping with the E.M.T basic class they have to be at least an E.M.T basic, if they are helping with an intermediate they have to at least be an intermediate, to help with paramedics they have to at least be a paramedic. But a paramedic can help with the lower classes also but he’s in there, they are doing the exactly the same thing as if …you’re doing a basic class in other words if you can have a basic and intermediate or paramedic, assist an instructor. In the intermediate you can only have intermediate paramedic and paramedic can only have paramedic but they’re still doing the exact same thing doesn’t matter what you know they’re basic they’re still teaching and helping with basic skills.

Madden: Okay, then I have several questions: Why would you have a paramedic assisting in a basic class?

Jan: Because we all started basic.

James: Well sometimes it may be the only individual that is available.

Renee: Everybody’s busy at some point or another it’s not always just drop what you’re doing and say hey you know Kathy’s having this class and need some help oh I’d love to but you know we had a meeting yesterday we have a meeting today.

Jan: You get on the phone and call somebody else and say hey can you help me with my classes? I mean instructors these days these nights can you come help?

Madden: Don’t you know what your schedule is in advance?
Jan: Yes.

Jesse: Truthfully an ideal scenario would be that all instruction whether it be for basic or intermediate or paramedic is done by a paramedic. Any instructor, I mean ideally that would be the ideal circumstance but sometimes that’s not always available. Sometimes we do have to rely on having an intermediate come help us in a basic class, or have a basic come help us. But ideally what the goal would be would be to have a paramedic at all level of instruction.

Madden: What’s driving the 11 number I used earlier, as an average, is this cost of this assistance, because we have ratios we need to maintain. Those ratios at $30 an hour of teaching assistants gets to be very cost prohibited. Is there room to go back to the sliding scale issue that excited once at the institution?

Jan: I think we will lose our instructors if you do.

Kathy: And sometimes you’re leading instructor in one class may be an assistant in another. You’re leading a program on this side may cause the lead a person in another class to say hey my class needs help, can you come help?

Madden: Well that’s my point, why aren’t they making that call 24 hours ahead of time?

Jan: Because life’s happening.

Madden: What do you mean by life’s happening? I don’t understand that.

Jan: If you’ve got in the class and they have death, they get sick. You have to get somebody to replace them. If they can’t come in and you may have to do them spur of the moment.

Jesse: I think to answer your question we do all set our schedules up in advance. This is done prior to the semester we set our schedules out and we have people sign up. So it is done in advance and these people have signed up for what days they are going to help us in class it’s not a drop of a hat of calling 12 hours in advance or right before class. But what I think they are getting at is sometime thing happen and you have to rely on having someone that needs to come in spur of the moment. It is done in advance, it is set. I have 70 hours worth of lab in the EMT basic class I have to have an assisting instructor if I have more than 8 students in there to come help. So I need to have someone in there when I’m doing scenarios and skills.

Rodney: And we have an instructor pool of adjunct instructors and that’s pretty much who we use because we know we can depend on them and they fill all the requirements and they just can’t be just an adjunct instructor. They have to meet all the qualifications.
Jan: We know that they have the knowledge base and the ability to work with the students to teach them what they need to learn. And like Ken said probably at a budget we do the schedules in advance we know what it’s going to take for our instructors and we have a budget to watch exactly what is budgeted toward that class.

Ken: It shouldn’t be based on student load credit hours or anything else actual dollar spent actual dollars produced. That’s all it needs to be based on. I know we are not a traditional business but when you run and look at our budget you have to run it like a business, a private business.

Justin: Most of the EMS factors in this institution teaches are overseeing, are taught off campus is that correct? I mean the majority of it.

Mike: 70% of our courses are nontraditional.

Justin: And when I put in a course request or anybody and you have to put how many students are going to be there they are going to send you back I don’t know. You send back this is exactly what it is going to cost everybody. This is the breakdown so we know right then that maybe I’ve got 12 people maybe I only got 8 I’m barely flying by, or whatever your average 11 you want to keep that it doesn’t matter. I already know I’m either going to need 1 or 2 I do know what day, so let me think you already have your budget made, for every class even off campus. You already know how much you’re getting the college already told you what it’s going to cost you. Everything is done. So you got x amount of dollars you can spend on adjuncts during your labs or not. I agree with what they said before, you gotta pay everybody the same or you’re not going to have anybody working for you. You’re required to have somebody there. But every time we teach a class off campus you already know what it’s going to cost we do know that the schedules are built well everybody here uses each other because we know how everybody works. And it’s not different if I go in Jesse’s class he knows that I’m going to do the same thing I did in Jan’s class or whoever because they all know how high our standards are. This college has extremely high standards for EMS. So I know we have all these off campus classes. We make a ton of work we make millions, but I mean the money that I can’t, I’ll go back to what James that I can’t understand this programs support itself. I mean goes way beyond in my opinion.

Someone: that is my questions. Is the EMS program as a whole a far as revenue they bring in are they profitable?

Madden: I’m going to answer that question with one word. And then I’m going to explain it. No. But it is not possible but I have yet to experience any program in any of the health sciences classes that is. So no it’s not.

Jan: Why are we not?
Madden: Why are you not, you are expenses exceed your revenue by a significant amount, and please don’t take that as a criticism, because I say that about a number of programs at ENMU-R, the nature of your profession and the delivery method that you are given is almost doomed to begin with in terms of making money the goal of the institution in health program automotive program aviation program and other programs is to please help us break even because the bottom line is your benefits to the institution in turns of profit in the year the profit is your students your students will eventually come to the institution and seek a degree. Now they are going to be in our history class our English class our math class. That’s where our profit comes in. Your particular profession and many other professions in health our certificate oriented, license oriented if you will. If that is the only goal of that student that comes here and receives their license or certificate, or piece of paper that allows them to work, is that profit for us? NO. Absolutely not.

Jan: Not to the college but if we were standing on our own and doing the certificate program in what we are doing, we support what we are doing. But as far as feeding off into the others (got interrupted)

Madden: But what about your other obligations. I understand where you’re going. Every program has an obligation to support overhead for lack of better term. It’s not just about, when a student comes to a college or university they have the support of the entire college or university you can’t just say we’ll support our sliver of it. You may cover your personal cost here; I am not sure about that I will have to look at it. You have a building you’re in you have lights on you have all this stuff in the room, you have the ambulances out here, all this stuff costs, but in terms of the program in specific is it profitable No. But then there’s not a program in this building that is profitable but that is not a criticism of the health program it is almost impossible for you to do so.

Ken: I’ve over doubled, what you spend to have me working here I over doubled it in revenue. Over 100% and it’s very obvious that as far as students and instructors that we’ve already outgrown this building. We outgrew this building when we moved in.

Madden: There is two issues here, that’s why I think that the 11 is such a controversial number for us. You’re talking size and I’m talking efficiency, we are talking two different things. The program can grow and grow and grow, it could be twice the size it is now but its what you generate per class if you will that’s makes a difference in turns with your question with profitability.

Rodney: Back to Ken’s statement, it has nothing to do with growth it has everything to do with how much he spends and how much he brings in. He brings in way more then he spends.

Ken: I tracked the number in what I do and I know I’m making money. And you know I don’t track everybody else’s and that’s not my job that’s other people that are hired paid to do that. I can tell you that antitotally I know that Jessie makes money, I know Rodney
makes money. Do I track the number exactly? No, but I can tell you they do. I want to see a budget, it’s a public institution.

Madden: Well someone put on the table (interrupted) What’s you name sir? Jessie, well budgeting by class is absolutely the way to do it. I agree with you completely because then you know the viability of that particular class But what you can have happen, as a group is you can tell, Lovington I’m sorry you only got 6 people we are going to cancel you a day before. It’d all have to balance out, and that’s the difficulty. (Multiple people talking at once) You mentioned earlier that if its some place in the mountains, but you cant tell those people no. They need the services but you need to balance that out with something else.

Jan: Which I think we have already done you know I mean. I coordinated a lot of first responder’s classes, Jessie coordinates basics and so on, but we tell them this is your minimum you have to meet to put this class on. There are classes that have paid because they are being paid for by the volunteer fire department, they have paid for a full ten students when ten was the minimum and only had four people in the class. But yet they put the money forward to cover those ten because the expenses for the class on.

Madden: Tuition for us is a lower priority for us than student credit hours. Do they expect us to collect the tuition on theses extra six students that didn’t show up?

But then we turn and do a class of 24-25.

Yeah that’s my point I didn’t mean to insult you guys.

At this point the average is 11. I know that there will be classes with five. That’s a given, I know that I have classes with 20 that’s a given as well so the average. And this what we are talking about a break even number not talking a profitability number we are talking about a break even number.

Rodney: We’re at thirteen and a half?

Mike: We are. The fall this semester was 13.6. I think that we are doing good. One thing if I came to back, I’ve done the cost analysis program and found that our surplus deficit that we were pretty much in about a 30-35% surplus over our cost.

Madden: I don’t know what you’re putting against your expenses. I don’t think.

Mike: Were we are with the actual cost, is with the budget department. But I would like to find out for myself.

Madden: Sure we can do that. On this issue, before we move away from this issue I’m hearing that the sliding scale is not something that you’re interested in going back to?

Consensus is No. because lose of qualified people.
Stacie: We only have a couple of assistants and you are only talking about $30.00 per hour but it is not always about dollars and cents it’s about quality. And we could go cheaper than that, but would you like that kind of paramedic on the street that was in with 15 students doing labs because we did not have an assistant or have a quality assistant. Way back when this all started we were asked to be very careful in using assistants. We have already cut back; we use each other for no pay, we send people home. This is not just a wily nily think, No, we have to have this for a quality EMT

Madden: Two questions, one is that why aren’t all your assistants paramedics?

Jan: There are not enough paramedics in the state of New Mexico.

Stacie: That’d be great if they were.

Madden: That’s why I keep hearing from people that’s what you want.

Someone: That’d be the ideal service.

Madden: That way you would not need a sliding scale at all.

Kathy: Our classes are day classes most paramedic work days so they are not available. Jesse and I are both teaching so we cannot use each other. We do not have the luxury to have paramedic to help us out.

Jan: I have two really good instructors sitting right there besides me that I use every cycle that work really good with Youth Challenge kids. They have the knowledge base their experienced. I trust that they are going to teach the student what they need to learn and they are both intermediate with no intention to go to the paramedic level. I would totally lose them if we went all paramedic and we’ve got a lot of instructors out there like that.

Stacie: But I agree it would be a great thing but when you look at service virtually every service and allied service is very rarely at full staff at paramedics, very rarely. I mean to try and find paramedics that aren’t out there. To build a spot that we have, like he said perfectly qualified people that have been doing it for years do to would be.

Jan: And that goes right back to New Mexico being mostly volunteers. A volunteer is not going to put out the money and time to be a paramedic when the already full fill the need in the community.

Renee: I do not do it for the money. We are here to serve the public, where as the paramedic service the community but they have a full time job.

James: Doctor Madden, something else you guys need to look at is that being a fire chief these guys work for me that are paramedics you know yes a lot of them are adjunct here
with the college but their priority is working for me. They may be signed up to be an adjunct with this class, what happens if there primary job they have to call the instructors and say hey I cant come in and that’s why we have to rely on the lesser trained personnel, I have nothing against the lesser trained. I’m just an E.M.T basic and have been for 24 years but we have to rely on those of us that are available to be there to help assist those classes. Its not just at the paramedic level, it’s all the way across the board.

Madden: That’s another thing that’s on my list to talk to ya’ll about. I might be skipping around here and but we need your help with more part time personnel and your telling me that there is a shortage that’s the problem with.

James: And there is there’s plenty of em’. But again not everybody can teach, I can guarantee you. There are employees that I have that I wouldn’t trust teaching anything. I’ll be perfectly honest with you, people lives are at stake when were training them. I wouldn’t have somebody that’s a mediocre pump operator teaching a bunch of recruits how to run a fire pump when I’ve got people going into a burning building that their lives depend on it. The same thing with being a paramedic I don’t want a mediocre paramedic instructor teaching somebody how to be a paramedic when they may be working on me or one of my family members.

Madden: We compete with you in terms of overtime pay or when everyone calls.

James: Absolutely. Absolutely you compete with all of us I can speak with all of us services here. You know that’s the thing.

Madden: How does our. I’m going to be very rude now, I apologize. How does our wage instructor compare to yours?

Jan: It doesn’t. Not even close.

Madden: You guys make more than $30 an hour.

Fire Chief: If you are talking about being called back on overtime. You figured I’m salary now so don’t get overtime. But most of the guys you know some of the adjuncts do so you go the option to teach at the college for four hours for thirty bucks for that night like $120 versus you know Chief Salas calls and says I’ll give you 24 hours time and a half. Jesse is going to get that call and says hey I’m not going to be there tonight. $120 isn’t nothing like $500 for that night.

Kathy: Some Paramedics take vacation to come help with classes. We cannot do it without them. Thanks goodness that Chief Salas that allows them do that. And then we still have to do interdepartmental.

Rodney: That’s right, you see a lot of PANS for interdepartmental because Kathy will say, Hey they did not show up can you come help? Well I can tell you that after work 8 hour I don’t want to come in and help Kathy, but I go do it because there is no one else.
Ken: I don’t see how limiting overload would help our cost at all. I mean.

Madden: Not the cost no, I am not going to make that promise outside of our faculty process here. But I am in agreement with Mike on this issue of classes, overload classes weather they before adjunct or full time. They need to be class driven not credit hour driven. And yours is not the only program in this situation. I just don’t know if the process can get done by fall because of our academic processes. One last question before I go close the door on the next one. I’m curious how the adjunct feel about the fact that there is no sliding scale. So I’m a basic E.M.T and you’re a paramedic and we’re helping and getting the same amount of pay. Is that okay with everybody?

We’re doing the same job.
Justin: We are in the same class doing the same thing. Now granted I may be just in a basic class but me and Chris are doing the same thing.

Chris: I have an advantage above them though, because I can help Jesse, Kathy, and Rodney. Where he can only help Jesse and Kathy, so they do not have the same opportunity to work as much as me.

Dr. Madden my name is John Bridges with the fire department in Portales. I think really for the majority of us we’re just concerned that the potential cuts are going to affect the courses that out there for us. In rural New Mexico were we all are experiencing budget cuts and you know the classes in come to us you know are an extreme benefit. Not to mention the E.M.T basic, E.M.T intermediate paramedic first responder that the courses are required to maintain a license or such as refreshers. And a lot of the other specialty courses involved at the university and having adjunct instructors out there several comments made by people around about the quality of the instructors and the years of experience is what makes the outcome of those classes you know most successful. And you know you don’t want every Tom, Dick and Harry teaching a class because then some of those factors there involved. You know JOE uh which is established through the E.M.S act has some minimum instructor standards; the university itself has instructor standards. You know so each of the instructors is facilitated and used have to meet certain requirements to be part of that process. It all involves money, I think for all of us. I think a big concern is that the crucial cuts they we may be miss interoperating or interpreting correctly how they are going to affect us in the long run with our services being primary you as was mentioned by Chief Williams as far as primary care. You know so many that is the primary care. You know Jan’s comments about sixty miles one way to a hospital rural America you know thirty, forty five minutes one way response plus a turn around back the quality of those providers that are out there are prepared for first line care.

Madden: In first bullet item of overload and adjunct pay a period that’s been cut that we perceive in that particular item are bringing the program in compliance with how its policy and how much someone teaching can overload. That’s the issue, whether or not we can make adjustments for that part of the policy.
John: Yes that seems to be the issue on that particular topic.

Jan: The big issue that if we do the adjustments there’s a very good possibility that lose students to the other training entities in the state of New Mexico. They will bring in instructors in that can teach the classes if were cut and not allowed to teach the classes we’re taking to the rural areas.

Madden: You know what would help me a great deal. It would have to be on you sign-up maybe I could(mumble) On this one if you could find out what the top bulldoze instructions are you either let me know or I will can and investigate their policies yourself or try to call on those particular institutions that you’re concerned about. I don’t know who they are.

Jan: UNM, University of New Mexico, the E.M.S academy. E.M.S academy is part of U.N.M

Madden: Okay.

Jan: When I started that’s who I started with. When I started in New Mexico I went through instructor’s school with Mike Buldra 21 years ago in Albuquerque when he brought the program in. At that time UNM was the only training instruction in the state of New Mexico and it was really hard to get classes this far down in the state because they’re based in Albuquerque and they concentrate on the northern part of the state but if they could take classes from us down here there ready for it. There ready to get us out of here.

James: Let go move on to the program directors status.

Mike: What if I just look at, the degree has variable costs in the program is all the same instructions. It depends what’s being added here because my interpretation is not keeping quality but maxing quantity in order to pay for the costs. One way we can reduce cost to a program is to reduce course offering.

Madden: I don’t think that’s a good way to think about it. Yes and NO. If you decrease the size of the EMS program and let’s say for every class I’m just making numbers up every class in the EMS classes we teach we lose a dollar, just to make up a number, so there are now about 100 EMS classes with 50 EMS classes in the future. So we would all could lose 50 dollars. I don’t think that’s a good way to think of it. I think a better way to think about it is the efficiency. The more efficient you can get in your delivery the, you can shrink or grow, it doesn’t matter anymore. Because your delivery is in a efficient matter. I would like to grow personally. But the reality is the efficiency of the delivery not the total number of students served that’s. How you deliver it not how many are total that is the key. It’s better for us, at this institution instead of losing a dollar for every class we teach in EMS we lose 50 cents for the institution. It’s a better model for us than
looking at total numbers, which become almost irrelevant. Does that makes sense to everybody?

Ken: That’s what we’ve been doing. That’s what we’ve been working on. I’ve increased my students I used to do 7 students per instructor I’ve started renegotiating contracts at 9 students per instructor, by the way that’s $800 per student an extra $16 hundred dollars we make on that instructor we were making money before we made this last round of changes.

Madden: That is where I will have to agree to disagree.

Ken: I could sit there and show you the math the budget and prove it so you can’t really disagree with mathematical fact. There are things that are opinion there are things that are fact, that is fact.

Jane: Dr. Madden I am wondering if part of that interpretation on the thing you are talking about actually be with formula you have just told us that 50% of the formula that is generated should be applied back to the expenses related to that program. And in doing that that’s how we have functioned in terms of the budget.

Madden: Well that over arching… well ah I guess I’ll have to go finical. I Like I said that is kind of a ball park figure you also have because of the nature of (something) and the personnel figure but that it works up a great model for history math and English not such a great model for thing that have extra expenses this program in allowed so it is a ball park figure it’s kind of like the 11 test you know it’s the average of all. Did we cover that first bullet okay?

James: I believe so.

Jan: Something about do we generate FTE for the certificate students just like the degree student.

Dr. Madden, yes you generates SCH in the state of NM, yes. Yes you generate SCH but is it enough and in an efficient way that the answer to that is no, but please don’t take that as a criticism.

Justin: 50% goes back to the …you lost me there. 50% of the formula funding goes back to the class as expenditures or to this program.

Madden: It the personal number basically.

Ken: Where’s the other 50% go?

Too many people and too much nose…. And Madden is mumbling. Something about over head and there and the overhead is really high.
Jan: Just like on an ambulance, it depends on the calls.

Madden: but here are other mumbling again.

Jane: But Dr. Madden I do take that into account in that 50%, all the personal, supplies, benefits and such.

Gamble: it covers the registers office, it covers admission, it coves counseling, the benefits for faculty, and it covers a lot of things. If I can just comment, I think we are getting a little off track on the main situation. The way I understand it, at least the way it was explained to me in previous conversations. Is that the usually courses is summer for example we would like them to be efficient as possible. Maybe they already are efficient as possible. It is… yall are talking apple and oranges but the way you interrupt the question. The state of NM has a strange way for accounting for these things. One of the prime examples is, I don’t know if Jane would argue this point or not. But I heard it said that there are two nursing programs in the state of NM that result in a profit and that is why they are getting additional support from the state. Just because nursing….

Ken: No that is correct

Gamble: Yes and so if nursing isn’t making money, I don’t know about EMS but I do know a little about nursing. EMS probably might not be making money either, I honestly don’t know.

Jane: it is.

Gamble: but anything that has a ratio involved with it, you are going to lose money that the rule of academic administration. I don’t think that it. The main issue here is, are you as efficient as you can be and maybe that is true. On wages I went through back when I was young, cutting back on an established stipend that every department could use. I never lived it done. Everything good I did never overshadowed the fact that I took $2,000 as a cost saving measure for the department. So I understand that part of it. I do think the real issue here is efficiency and you are sounding efficient. And someone and Jane would have access to the real development to be increased, but I hope that your main concern would be on the courses that you need for the students out there and to serve the public for your mission and are the course going to be continued to be offered.

Justin: Well our concern if the future of our program director because with him being here like the summer and that is un-clarified as far as I am concerned right now. Because I do not know what is happening this summer. I don’t know what you have offered. I don’t know anything. But I need to know what he doing for the summer. Is he going to be here because if he is not here and we do not have a program director then there will be no summer classes taught? And the same thing through the Christmas break because there is like 500 credit hours generated between December and January that are not just here but refresher off campus. I need to know a 9 month program verse 12 there goes
everything we do out and about. And that is going to hurt me, and Jal, and Portales that’s
going to hurt everybody that is not right here in the City limits. You do not understand
that there are people 9-10 thousand people out there give or take that are not going to
receive training because we are can’t go out and do it because there is no program
director.

Madden: Why are we not offered the program in the summer?

Justin: I did not say that. I need to know what is going to happen to our Program
director before I say that. Because we cannot go teach EMS, we are an accredited
university or EMS program okay. Without a program director I cannot go teach anything

TURN TAPE OVER

James: We are an anomaly on this campus, and I don’t think we can be treated like the
other programs on this campus. Like so many people have already stated. By putting
Mike on a 9 month contact and accentually reducing his pay when we are a true 365 day
program it going to hurt the ability of this program to deliver the services that we need
out there.

Madden: In what way?

James: We have to have a Full time program director and to ask someone to okay I want
you to do this job here you are going to cut you but we still want you to produce the same
out put the additional three months. That is a slap in the face. It would be kind of like in
my case, we are going to cut the pension plan, but I still want you to do the same job. I
am not getting the same benefits but I am still expected to produce the same amount of
work. It is accentually coming down to a cut in pay. If you went to a 9 month contact and
he gets the over load which is basically is the reduction in pay but still be held
accountable to do the same job. I’m just…I’m having problems

Ken: and keep in mind that we are currently understaffed though the work load is getting
done but it is a tremendous load.

Madden: understaffed in what way?

Ken: Step into the EMS office and just come by and visit

Jan: Come visit, come sit in classes come see what we do. If you seen the hours that
these three do and all of us. I don’t think that there are any of us that don’t take work
home, doing curriculum. Our curriculum is not like English, or math. We get new skill
we new drugs they can do so we have to develop new curriculum to be able to teach this
stuff. So we are always revamping curriculum, we are always redoing. And Mike stays
on top of that. What we need, what we need to do what we need to do the meet the
accreditation for the Paramedic program to we need to keep our license up to day to teach
and to keep our students up to date to pass those state exams. If you looked at the actual
hours we are actually putting in I bet there are some of us here on campus that are way below minimum wage if you looked at hourly pay instead of contract pay.

Jesse: We are not complaining about that, we do what we do because we love it not for the pay.

Rodney: A good example of that my PANs have been sent back three times to be readjusted for this and that to get everything to fit for a billions hours overload. And I agree with you that I should not have been able to do that, but I did and we got through the semester. But then of instead of THANKS for a helping us out I get well we’ll pay you, sometime. So there is a real load problem with us, Kathy, and all of us are on overload. We are understaffed, and we can’t afford to lose another secretary or a program director. You know you can put Mike on 9 month thing and get someone else to do his stuff. But you’re not going to end up paying them minimum wage so just pay Mike.

Jan: Going back to the mission, we all train our students like they may be on the ambulance running on us or families so we want the quality there. What we have going like they said we put in the hours because we love it. So we train them, going back to our mission statement we want people there that we can trust to take care of our kids and grandkids our family members. We are going to lose that quality if we lose our director.

James: We may be able to put Mike on the 9 month but it not really worth it for him financially to do the job for three months for 4 or 5 thousand dollars.

Madden: I understand the accreditation stuff. You will have a 12 month director according to the new directive it is just a matter of what that person get paid. That seems to be the issue.

James: Right

Jan: Well looking at if you are looking at him as what the English department does that is apple and oranges and you can’t compare it. You just can’t. Because of the safety stuff that involved in keeps this program going. We are National certified as Paramedic so it is state and National the paperwork that goes along with it and it does take in to account the time he has to but in and ChrisAnne has to put in to keep us current.

Renee: This is a yearly thing. There is not a break, not even for the student but for each of us involved. It is a yearly thing for us to keep up.

Justin: Until about 8 months ago. I felt this was the best job I had ever had, I felt very secure in my job, but know I fell very insecure in my job now. I don’t know with what is going on at this university if my job will still exist. How am I supposed to perform at top notch, when I have to worry about my job and I have to see Mike worrying about his job And I don’t even want to request classes I have because I don’t know where we are going
either. I have people waiting but I am not going to request them until I know what is going on here.

Ken: You know you are a leading. And as a leader it is you’re responsible to create an environment that employees want to do their best. And an employee wants to succeed. And that is not happening here.

Justin: You cannot prove to me that this program does not make money. You cannot because I have seen the numbers. We have a lot of money here. Money is not an issue here. This program pays for way more than the rest of the college. And if it was not for this program we will be going to UNM and which I assure you. I will speak for myself, I will go but I don’t want to. I don’t want anything to change. I want it left how it is. It is working great the way it is. No one have any complaints on how we are running now. You know I am an administrator too and I know to cut budgets. But I also know that when I can sit and see this many dollars coming in through this program you cannot tell you would cut that program. I can tell you that even if we were not in here these light would still be on and the air conditioner would still be on. If we walk out of here a lot of money will go with us. I do not want to do that to this place, I really like this university. I don’t think anyone is complaining we are just scared to the changes you are coming down with. And I do not like it.

Madden: What are the changes that you are worried about?

Justin: I don’t want you to change him at all. If he leaves I will leave. He runs this program perfectly well. He tells us exactly what we need to know and we do it.

John: Bring us back to, What is coming down to if Mike gets put on a 9 month contract and if he does not accept the overload, accentual the program will be shut down for 3 months. Because we would not have a full time, unless you could find someone to come in for that reduces rate to run the program in the interim and looking at that we are putting EMS education on hold during the summer and what not and from a department administrator point of view I cannot afford to do that. I do not know when I will have to hire someone. And I know that I can come here in the middle of the summer or whenever I had a need for a class. I know that I could call and get a class done. Because the fire and EMS service, yes we have our schedule with 24 on and 48 off, but we never know day to day if we are going to have a need for a specific class and If we have to wait to see if we can even have a class base on the availably of a full-time program director, it going to have a server impact on my ability to meet the needs of my customers.

Madden: I do not know where this 9month is coming from? There will be a full-time 12 month Program Director.

James: I think were some of the debate is coming from is that is a 9 month contact and for three months it’s on this overload which is a reduction in pay. And that is what the issue is.
Rodney: What does he get for the other three months?

Jan: His work load is not going to change for those three months; it’s the same year round.

Madden: I interviewed several other directors on this campus so

Jan: And there again you have apple and oranges again it is totally different.

James: Yes sir.

Riddle: I am going to say it flat out. For us to commit to send 2-3 firefighters to this program but I just taught one of those other programs in Carlsbad, because I could not get a program in Carlsbad. Because of for a lack of better terms, excuse my language a pissing contest between different universities we could not get a paramedic program. So we had to use the EMS Academy because they can go anywhere in the state. We committed to sending the people up here for the paramedic program; you cannot change the director in mid year. If you do you change the program entirely. Let’s say you hired some for to take Mike’s place for those three months. It is not the same program you started in the spring when you come back in the fall. It will not be the same and you cannot do that

Madden: That is a misconception.

Riddle: What is he decides…
Wait, cool it here’s the deal.

Riddle: If you told me for out of three month I expected to perform my EMS fire duties but you are only going to get half pay…I ain’t doing. I would go somewhere else and work part-time and work for the same amount of money. I would not expect Mike to do that and I cannot see how you expect Mike to do that. And I think to keep the continuity of the program you keep him for 12 month and pay him what you expect for 12 months. And that is what we want from the service point of view. I don’t want to send someone to a program where the continuity doesn’t exist 12 months out of the year especially at the paramedic level. And I think if to even ask him to do that for three months..is… you are going to set yourself up for down the road you may not be here but what about the next guy, he isn’t going to want to do it especially a short term thing. You need to look at the long term picture for the EMS and Paramedic program at this University for a long time to come. That’s my concern. I am not going to sent people to a program that I am not sure is of the ability of the program at the paramedic level. That’s being honest.

Madden: You would not accept a different director or

Riddle: NOPE! No sir! I will not. I just taught a program and you have got to have the continuity.
Rodney: Let’s just say you can find Mike's clone out there for those three months how much you going to pay him

Madden: That’s a misconception out there. There will be one 12 month director.

James: But is it going to be a 9 month contract with three months of overload?

Madden: You keep saying it that way. It will be a different pay scale than it is now.

Arguing…..

Jan: But what is that pay scale based on? If it a nine month faculty but a 12 month director what is that pay scale based on and compared with? Is it compared with the director of the English department the director or the finance department,

Madden: actually it has nothing to do with those departments. It has to do with the wage scale of the person with that particular amount of experience and academic credentials are how we pay.

Jan: So where are comparing an EMS director with the EMS director at the academy, at UNM or.

Madden: No, they have no bearing on what we pay at all.

Jan: Then where is it compared to then, where’s the bases then?

Madden: It is compared to other directors at ENMU-R

Jan: And that is what we are saying. You cannot do that it is apple and oranges. It is totally different what he does compare to them.

Madden: So we will have to agree to disagree on that

Rodney: So well if you….. Well I know that Jane is out her 12 months out of the year, right. Every time I look in your office I see the same pile of stuff on your desk so I am assuming that you are working on the same thing everyday right. I may be a simple man, but I don’t see how three months out of the year you deserve any less money. I am assuming you work out here 12 months out of the year so you have 12 months of stuff to do. You are doing the same stuff everyday so I don’t see how 3 months out of the year you probably have less to do. So I don’t see where it would be in anyone’s mind that Mike would have less to do when we run this thing 365 days a year. And to say we are going to pay 9 moths and those three months we are going to have a negotiated less
reduced thing it just doesn’t make any sense dude and it is a slap in the face. And yeh you probably can find someone to do it for less pay, but like I say, who you going to get to do it for that amount of money and if you do, what are we going to have and if you don’t you are going to have to pay more. So just pay the money to begin with. And we keep him and so just keep it smooth and keep everyone happy.

Jan: But you can’t look at what you do with the other department at the college because there is no comparison.

Ken: The last thing you do when the economy is bad is reduce your workforce. That is what all the companies do that fail. They fail because they make budget cuts instead of producing more. That is what we are doing here is trying to produce more here yet we are being faced with restraints. You can’t do that, I know that. I can tell you it just does not work. I ran an ambulance and the only time the place was profitable is when I ran the place. I know how to do budgets. I know finance. This guy is doing his job he is producing money for this university. And if you think this is different, you come. You offered to come and sit with faculty and Jane and Mike if you can show us that we are actually losing money. You know what we will make some more concessions. But I don’t think you can do it.

Madden: I don’t think I can. Like Dr. Gamble’s comment earlier. I think you are doing things almost as efficiently as you can.

Justin: What can we do better?

Madden: There are two issues of business. One is your average class size need to improve and the other is your infrastructure or support cost needs to improve.

ChrisAnne: We are already above the goal you set of 11. We are already at 13. So how can we get better than what we already have?

Ken: Honestly, I think we just need to sit down and you point out this is where you can to do better we would all try. If we can do better we all want to know. We are offering efficiency is there probably little things we could be better. Yes, all organization there are some minor little thing we could do that would be a little more efficient. I welcome you to come so us that. PLEASE!

Hummingbird: As I sit here and listen to this I can understand the 12 month job and 12 month pay and I not want to get into salary negations with this side that and the other, but I can tell you right now, Artesia is the only department within this region that does have paramedics. I need 12 in the next two years, if it going to take 3 years, I am going somewhere else. I got EMT-B that I made at least 3 mistakes with. I had to go through the other; that I shall not be name institution, just basically because I needed them. The turnover rate for me is a little higher right now because of a couple of reasons. But it will all sort out. But we are at a basic and intermediate level know that want to go to
paramedic and if it’s not here I have to go somewhere else. And I am sure everyone in this room has to, and it not that we don’t want to come here, it that we have to have it.

Madden: I need to put that issue to rest! The program will be through Roswell.

Arguing

Some Lady: But he is the chief and the Indians will follow him.

James Salas: Let me put it into perspective here: I think that you understand that we all here are very supportive of Mike and the program you have here at Eastern. The problem with what Dr. Gamble said is you have a mission to follow. Kay, you prioritize the university based on mission goals, mission orientated objectives okay. UNM academy last year hired a new director for their EMS academy and in 9 months that director drove that program into the ground. UNM has been the biggest animal here in NM for EMS for years they have the state wide ability to go anywhere in the state because it is a state wide program to produce the same program as we are doing here in Eastern New Mexico. This program here was built from the ground up from nothing to what it is today and every one of us uses this program very efficiently quite a bit. There is not one of us that want to go anywhere else to run this program and I know that Mike’s not going to be here forever, just like I’m not going to be the fire chief in Roswell forever. But we have a good thing going right now, we have a great director he works with us hand in hand without only the department but as a regional group as one. Here in Chaves County we have 1 EMS system that everyone works hand in hand with. We have 1 set of protocols that we all follow here in Chaves County. I know what Dexter is doing they know what Hagerman is doing and they know what we are doing when we come up on the scene. And that is all because of his vision. I know you are trying to cut measures to make things work. We have a great thing going here and we are asking you to do is step back for a second and look at that. I know you probably already have as an administrator you already have. But really take into account what these people are saying. Step into what they are doing. We rely on these guys tremendously to train our folks, just like James said, just like chief Hummingbird said we all have our missions that we do every day in our departments. And our mission intertwines with what these guys are doing here. We are not asking for the moon, we are not asking for a whole lot. But we want you to look at what these guys are doing and try the best as you can to keep it the same as it is. We rely your college here a bunch. Not just for the EMS stuff but for everything else. Just like you we are all in a budget crises right now. I have been cut a huge amount of general fund expenditures that we do every year and we have. My staff cut almost one hundred thousand out of their expenditure which is nearly nothing compared to what I am sure yours are. But we all have to do the same thing I am asking you to work with us a little bit. We are will to send our people here to your college to your program to get trained you have assurance from us that we are going to stick with you through the rough time we are going to be here. We are just asking that you be here for us.

Stacie: I think ultimately we all understand you have a job to do. To the best of you ability, but ultimately going back to what Dr. Gamble said as to keeping our mission.
And you said numerously time that there will be a 12 month program and that’s great. Whether or not the people choose to accept the compensation is another aspect. The general impression is that if he doesn’t choose to accept you will find someone that will. And I don’t know if you know the ramification of what you will lose. You will not just lose a program director, you will lose in dollars and cents, and you will lose hundreds of thousands of dollars in revenue because people will follow the people they like. And if he leaves you are going to lose all of the service support in southeastern New Mexico.

Riddle: You asked me if we would really not do it. I came from the first program held on this campus. Mike came in on the tail end of it. I had three different program directors for that class. Mike came in during my internship because we did not have a program director. Mike saved my butt. My people will not come to a program that does not have a stable program director.

Stacie: And not just anyone can be a program director, you cannot just run a ad in the paper or JEMS. The ability to fill the program directors shoes are not easy to step into. And it would not be a smooth flowing job to do. It would not be an easy job to do. And I think successfully out of anybody in here you could not fill those shoes. I don’t think anyone would want to. And I think that by you trying to do your job you are ultimately going to cut off your nose despite your face, on trying to cut this aspect of it.

Rodney: There is a lot of political stuff that goes with it. I have been with him since 1990 and I wouldn’t want his job and I only know about half of what he does.

Jan: Dr. Madden as for the other directors are getting paid here at ENMU-R. Dr. Gamble I know that when I worked to Cheryl Kilness before, there was either a workload study being done or they had just done one. Has there been a workload study done on what Mike does compare to other directors here at the college.

Dr. Gamble: I would have to refer that to Dr. Madden.

Jane Batson: Jan only when that was done Jan back in 2002. Now we did do an adjunct faculty overload study a couple of years ago. But nothing since 2002.

Jan: Well then, going back to apple and oranges. Would it not be fair to look at the workload that he does compare to that of the other directors do, that your are basing his salary on? And ChrisAnne, as for the amount of workload she does as administrative assistant as to what the other administrative assistants do here?

Madden: Well first off Mike is not an administrator so let’s clear that up

Jan: I understand, I mis….

Madden: Most of these not all of them, other programs do not have clerical support.

Jan: But that is what I am saying.
Madden: But you need clerical support. Fill in the blanks for me.

Jan: We don’t need it, we have to have it.

Rodney: Well is required for accreditation. But more than that to make this thing run, we have to have it. For this past week, I have been in her office everyday trying to get this class going that start tomorrow. And that’s just me, not all these other people calling.

Justin: What do we have over 100 adjuncts, well, wait; we have 65 – 70 off campus classes. And without her in there is no one to handle it all.

Jan: That just it. The workload is apple and oranges. If you compare the administrative assistant in the English Department and the director of the English Department it does not even compare to what they have to do here. There is a big difference.

Dr. Foster: Sorry for being late to the meeting, but I would like to add my cents worth. It is my privilege and honor to be senior medical director of this program. I enjoy my relationship with Mike and the faculty since 2000 when I took on the job. Mike has been a delight to work with. It is critically important to me as the physician of the program in fact my willingness to but my license at risk for the program and to provide medical direction for it which is mandated by state statute. Without it will not function or you cannot function. You can go purchase a license anywhere for what I am paid for medical direction, but to have someone that is interested and involved is important. As far as my involvement it is critical important on who is in that position as director. I depend on that person; I have to trust that person. I trust that person to be making good and intelligent decisions, I trust that person to be honest and fair, because at the end of the day it reflects back on me and my license. It is also up to me to make sure that not only Mike but the faculty that are involved are top flight and that they are teaching what I expect them to teach to provide high quality pre hospital care. I think I bring to the table something added I hold the region 3 seat on the medial direction committee which guides all the scope of practice for all the pre hospital care at all levels. I think it gives me tremendous input into the system. And it gives me some degree of influence in how the scope of practices is managed which directly affects the curriculum that these folks have to teach and has to bring these students up to my expectation and my colleagues expectations of pre hospital providers. So it is critically important that I have a program director that I can easily work with that I can give direction and accentually shot and forget sometime and know that things will happen. And at the end of the program we will have students that are capable and yet make it something that energizes their joy in what they do. As far as Mikes compensations I can only that is certainly something I know where the pressure is at as for as equity in the policy and I had to deal with that in managing the ERs. What I would say from my own points. If my Mike came you me right now and said that you will work for your regular salary for 9 months of the year and 3 were going to cut it. Well I simply know my value and I simple would go where my value will be respected and appreciated. I would even though it is under the purview that it is bring everything under consistence and compliance with other directors on campus. I know
what my value is, I know what I bring to the table and I would go with where the high end of value is at. I know my value and mikes and I know there is a great shorting of high quality educators, I know mike and my marketability and I go to the national meeting so I know that there is a vast shortages. We have one of the finest EMS systems in Eastern New México than in anywhere in the country. I have been through the Nation Medical Directors course and meet with other directors in many other states and we are exceptional, we have one of the finest most high quality most highly productive programs that is out there in the continental US and that is worth a lot of value. I know Mike brings a lot of added value to the table. Now what the university decides to do about that certainly I don’t know about that. I am just adding my two cents worth.. but again it is critically important weather I stay in the game as to who is in that position as director. And consequently who the faculty is that works with him.

Madden: Thank you.

Mike: The reason why we got here is at our meeting in May there were many rumors that there were going to be changes to my position. At our May 22nd meeting we found out the truth about it and my question is I came across the understanding is that it is a 9 month then the 4000.00 for something. You said that it was for the other times such as Christmas intern and summer for 1 day a week to come in and check mail. Unfortunately that doesn’t fit neither CoAEMSP nor JOE requirements as being full time. So my questions is clarifying my understanding in that your expedition is that I would like 14-15 weeks a year, like the faculty when regular faculty is not here is that what that $4,000.00 is covering to be here 40 hours.

Madden: Yes and of course all the adjunct you can do in that time. When,… your stipend plus what you guys call overtime and we call overload during those interim periods during the Christmas interim and summer interim period. And if you teach that is your perk for being director is that you can teach whatever you want during those periods.

Jan: How can he have time to teach if he is out there working and still helping all of us.

Madden: That is where we disagree.

Karen Burns: So you are not agreeing that he has other obligations and duties during the normal class time even though it is summer for the rest of the campus he still has the normal thing that he has to keep up with for the rest of these people.

Madden: During the regular school for Mike and the other directors they are give what is called assigned time and they do not teach a full load. So carry that concept for another few months sure. To answer your questions with a question, why would that be any different?

Karen: Because he is having to keep up with all these people and their paperwork and our protocols and contracts.
Justin: If he is going to get $4,000 for 3 month, I can go teach a full basic class and that $5,580 in a month I am sorry I don’t get that? Why would he do that?

Madden what we have agreed on the overload situation is something that the college needs to look at in terms of overload by classes and not by credit hours, and we will pursue that but I can’t tell you it will be done by fall. But we will work on it. I think we have agreed that we need to sit down and talk about budgeting for the program.

Jesse: Dr. Madden as president elect for the faculty senate, I would like to know what I can do to speed that process a little quicker I know the process we need to go through and I know that it has to be address by the senate.

Madden: Does the senate meet in the summer?

Jesse: We do not, but I can call a meeting.

Madden: I would appreciate your doing that. On behalf of this program and other programs that are in the same situation you are. I think the overload with credit hours makes sense for about 2/3 to ¾ of the classes we teach on this campus and the other 1/5 makes no sense and yours is the one that makes no sense. A class is a class whether it be 3 credit hours or 6 credit hours, a class is a class. And I think that is one area we can make an improvement on right now. I guess the, well a sour note but the discouraging part of this is what I am hearing is that you want no change in any shape for form. I hate to leave it like that but that is what I am hearing. I kind of made a list of thing we need to talk about and I have a bunch notes next to them. And in the summary column I have leave us alone. Is that indeed what you want?

ChrisAnne: One of the things that you brought up was the secretary is that you brought up efficiency. you want us to be more efficient and from the time I have been here I we have pruned and cut and done practically everything I could think of. I do not know where else we can trim. We have lost Vice President of academic affairs. And I can go from experience because I get the calls from our lead instructors and stuff, he retired put still come in, but for pay to go through this place we documenting paperwork as to getting it through the system it has gone from two weeks to 6-8 weeks. And if we are talking about efficiency and trying to make things better if you take positions and you start cutting them, I love Mike to death, ah take Mike as a person out of the equation and just put that position there. If we don’t have a program director here in the summer full time, you are not going to get efficiency or quality which is part of our mission. And I don’t know where that comes from. You asked why we are short faculty members.

When we lost Kirtland we lost faculty. We had 3.5 secretaries in just our department and now it is down to me. No we do not have the Kirtland work but we still have the accreditation work plus the regular things. Kathy is on a temporary contact, she is not even full time. I know what we have put in for positions, but they have be denied but you want us to be more efficient but you are not giving us the tools that you are waiting us to do all this stuff for you. We were on the sliding scale one time as I was told, if it is
paramedics that we need to teach and they are doing the same job as basic and they are willing take $30.00 an hour pay the basic makes. it is not going to make us any more efficient or quality driven. You’re going to have people out there that just want to come in and make 20.00 buck an hour. They are not going know what they doing and they are not going to have the quality. So what you are asking us to do is to be more efficient and keep our quality up, but you are cutting us. You are tying our hands and you sitting there telling us that that we are saying, no no no, but we have already done everything you have asked us to do, before you ask us to do it. We were already at the level you want us to be at and now you’re coming in and wanting even more. You want all of our blood, how are we going to sustain ourselves how are we going to survive? Now I am just the secretary and I don’t know if that made sense to anybody but that’s what’s been on my mind.

Kathy: You brought up a very very good point ChrisAnne, about efficiency. We have done everything possible in this department to be efficient as humanely possible. We are not getting that same efficiency delivered to us.

Madden: In what way?

Kathy: Payroll. And I know you don’t want to hear payroll. I can tell you that the PANs sit somewhere because it took my 7 weeks to get to my mailbox.

Jesse: I got paid Friday for a class that I taught in February.

Ken: I loaned money to other faculty because it took him two month to get paid. You want to talk about efficiency; it comes from the top down.

Kathy: That is another problem with what you call distance instructors. Man, I’ll tell you we have lost a bunch of them because they say I don’t want to work for you. It takes 9 weeks to get paid. So they don’t want to come to work for us. I will tell you want Payroll is a huge, huge issue with this department. I don’t know where they get lost but I can tell you that I still don’t have a contract and my classes started yesterday. But I know the PAN left a long time ago. We just don’t get paid in a timely manner and we are a little bitter there. So we fell like we are more efficient but we are not being treated in an efficient manner. So there may be room for efficiency but it needs to go campus wide not just us.

ChrisAnne: But you cannot take a square peg and fit it into round hole. When I first started here I was told we are different, we are special that is what was drilled into my head. And we are, everything we do in this department is so different and unique and you can ask Mike and Jane I have asked them, Why? Why? Why? We don’t fit, we are a vocational program we don’t fit the same as other programs. You need to please step back and look at us as an individual program and not like the other programs.

Madden: Not like any other program?
ChrisAnne:  Not here on campus.  There is no other EMS program here on campus.

Rodney:  We’re not saying that we have thing in common with the other program but we are different.

ChrisAnne:  We are huge.

Madden:  We need to move on and wrap this up.

Mike: One quick thing, the job description that you got from HR was actually in 2005 when we add the program director and the.

Madden:  okay.

Mike:  What they don’t cover is under education and experience is that this would not meet the current JOE or CoAEMSP accreditation. There are a couple of others that are not a big thing.

James:  I know that you said you have a bunch of questions were the answer is no. there are not no, we are basic asking that this program be maintain at what it is now because it working and we are not asking for more just the same. And I know that every other division is screaming the same but by gully we are more important.

ChrisAnne:  Besides adjunct sliding pay, what else did you get that we said no on?

Madden:  Concern on the impress that there will not be a year round program, which is not true.  Concern about the fact that we have an issue of over compensation, that has wound itself up into, do you want this program or not. Those are two very different levels of conversation. I think unfortunately take at an entirely different level the program is at risk over an issue that is I’m not going to say a minor issue, that not fair to Mike, but it a minor issue in the scope of an entire program and an entire town that it is a minor issue that has blown up into threaten to close the program.

Chief Salas:  I don’t think we are doing that Dr. Madden.  We’re not threatening to close the program.  We are worried about the quality of the program we are going to have here, that’s what we the providers out on the street provide to our customers.  We have an excellent program here based on just what I said about UNM programs they had an excellent program but they drove it into the ground in 9 months.  We don’t want to see that happen here, and that where you guys look at the same thing we do.  We don’t want have a great program that is junked and everyone looks and laughs at us.  We are all part of this team, it reflex’s on us to not just you.  And I think you are taking it wrong that were taking it to the next level by threatening the program that we are threatening to walk away.  I really don’t think that is it.  I do not think there is any one here that would just walk away from the table and turn our backs on it after all we have put into the program.  I really don’t see that from any of these people.  I disagree with that statement you made.
Rodney: it a matter of economics. It’s not a threat; it’s a matter of economics. Chief Williams cannot send people up here for a basic class. So it a matter of economics not a threat it’s a fact.

Chief Salas: I cannot afford to sent people to Albuquerque to UNM paramedic training when I can sent three students here semester, I have to pay them overtime, per diem, fuel in a vehicle, cover shift while they are gone. At least here at home I have them here; I can give them time off to come to class. I don’t have to pay them per diem, fuel is not an issue. But some of these other guys do. It is an issue for them and it will be a huge issue to my department to have to go elsewhere for this program.

Madden: One of the questions I had written done is, I know some of you have to get to class, but what I am seeing is that no one in this room is from outside this area. Is that correct? Is there a concern about the classes that are taught outside Eastern New Mexico? Is that an area that we could make some changes in, cuts back and save some money and will that affect this side of the state at all? Is that a concern or should be having a meeting with those.

Mike: We have classes in Cuba, Jemez Springs, Espanola, and Taos. Santa Fe we don’t because they use Santa Fe Community College established a program. But we still have Espanola and the Rio Grande corridor.

James: Like we said this program is stretched out outside of Eastern New Mexico because the other program is not a quality program. The locals there in the great state of Albuquerque want them to use their program but that term is heard everywhere we go. “Albuquerque takes care of Albuquerque” and we are taking care of everything else because they don’t take care of us like they do their people at home. Yes we take care of home people more than eastern New Mexico. This program has stretch out throughout New Mexico with instructors that have come out of this program have gone back to their home service and provide that some quality of service that they got from here. And that is something to be proud about. You know Eastern in know throughout NM because of our program here, it’s not just Roswell.

Rodney: And we do get student from Albuquerque that had UNM down the block and student from Cruces that have State right down the block. And Los Alamos

ChrisAnne: Cutting those classes to me…we need to see that budget because when I put those classes in banner and run the budget reports and I see the bottom line, we make money on those classes even when pay instructor travel and per diem the cost to the shipping of the books all the way across the state. We still are making money so I don’t understand why we would want to cut those classes.

Riddle: I don’t think you realize you are not that far away from being what the EMS academy is right now.
Ken: Seems to me that there is junk accounting going on across the street. I mean I know that I had come back and say are you’re not making money on this class and we starting breaking it down and looking at and you guys are coming up with bogus expenses that just don’t exist. This is a not credit hour generating class they are billing for the credit hours already billed out. No you cannot do that. ….that is why we need to work this out one class at a time because we do make money. Other classes may not but EMS makes money. I don’t blame you I think you are given bad information.

Riddle: My thing is quality and continuity. Like I said, I came from the bad side. I know what happens of you don’t have continuity. And what I see from reducing pay or whatever you are going to lose your continuity.. and then that becomes a bad program. And that is what UNM has done in the last 9 months.

James: Any other comments?

Jesse: I want to praise the program as part of quality education. You know I went to Carlsbad; I went to NMUS and everything I know I taught myself. I did not learn anything when I walked out those doors so I can go over here and compare with that these basics and what they come out of the classroom knowing is totally different then what you get at any other institution.

Riddle: You know it is infinitely cheaper, I can buy a paramedic program and do it in house for 15 grand in house that that is not my I negotiated with my students. We are going to send 3 for the same amount of money to this program, because there is continuity and quality. It there is not going to be continuity and you cannot assure me of the quality then I will do it in house, but that is not what we wanted. I not want quantity. For the same amount of money I could do 15 people. But will leaving this program… I want it left alone because I know what it is and if it’s not left alone.

Justin: And response to students taking other courses, they are. I know I was a basic for 12 years I did not want to go on but I did and they do. So they take 9 here then 11 and then they realize the paramedic is next and then they realize that there is this Associates degree and they go on and finish it I know. It is kind of new in the last 2 or 3 years but they are doing it. And I did the same thing, I started in EMS but I had a degree in Criminal Justice. I was here it is a good cause, and we do stay. This is a good college, I like this college. It is a friendly place, a clean nice campus and I think that cool. This is the best EMS College or institution of learning; I would put it up against any of the others. It is not one of the best is it the BEST! And they do come from all around and then they go back and say hey, go there, they are the best. And that is cool to say hey you’re not going to do that. That’s what I thought, you will go on you’ll see. It’s not just a certificate. It’s a career. It’s a license that they have to keep up so they do come back.

Jan: I worked for UNM with no support, until 1997 when I started teaching for Mike. And the support that we get from here is like night and day from up there and the quality of the dedication is awesome. So this is where I want my EMT’s to come back to
because of the quality. And they have to comeback to keep up their licenses up every two year.

James: Any other items. No. Then we are adjourned.
NEW MEXICO EMS CONSORTIUM

AGENDA

May 8, 2009
12:00 PM (Lunch Will Be Provided) to 2:00 PM
Eastern New Mexico University-Roswell
Health Science Center (HSC) 162

• Call to Order  James
• Survey from the Department of Institutional Research  James
• Introductions  James
• Minutes of last meeting  James
• New Agenda Items  James
• Catalog Changes  Mike
• Changes in Faculty  Mike
• Impact on new faculty load mandates  Mike
• Impact of CHS Hospitals (Roswell, Carlsbad, and Hobbs) banning EMS Students Mike
• EMS Region III Conference  Mike
• Other items  James
• Adjournment-Next Meeting  James
Members Present

J. D Hummingbird-Artesia Fire Department
Rick Burke-Artesia Fire Department
Cass Mason- Hagerman DPS
James R Williams-Lovingston Fire Department
Liz Estrada-Carlsbad Medical Center
Clarence Pearson, MD-Carlsbad Fire Department-Medical Director
Chad Hamill-Roswell Fire Department
Chris Mann-Roswell Fire Department
Ute Fennicks-EMS Bureau
Justin Powell-Dexter Fire/EMS Department
John Bridges-Portales Fire Department
Donnie Roberts-EMS Region III
Garry Nuckols-Portales Fire Department
Richard Riddle-Carlsbad Fire Department
Rhonda Rouce-ENMMC Trauma
Karen Burns-Clovis Fire Department

Faculty and Staff

Mike Buldra, Program Director
Matthew Foster, MD, Medical Director
Tom Wolf, MD, Co Medical Director
Kathy Well, EMS Instructor
Stacie Nason, EMS Instructor
Jesse Davis, EMS Instructor
Rodney Ray, EMS Instructor
Jan Bell, EMS Instructor
ChrisAnne Bell, Support Staff
Peggy Harelson, Support Staff
Jane Batson, Dean, Division of Health
1. Lunch was served.

2. Meeting was called to order by James Williams, Lovington Fire Department, at 12:10. Introductions were made.

3. **Minutes** of last meeting were reviewed and move to accepted by Chad Hamill, Roswell Fire Department and second by Cass Mason, Hagerman EMS.

4. **New agenda Items** there was no new items to add to the agenda.

5. **Catalog Changes:** EMS 106/121/185 to EMS 135 Chad Hamill made the motion to accept the changes and the John Bridges second the motion. The motion passed.

6. **Changes in Faculty and impact on new faculty load mandates:**
   Mike discussed the potential impact on the program if current changes to faculty load continue. These changes limit full time faculty to no more than one class or four credits of overload (courses over the regular faculty load of 15 credits/contact hours) and adjuncts to nine hours. The average overload for full-time faculty is seven credits/contact hours of overload, and adjuncts average ten hours. Additionally, the program does not have a Director of Clinical Education as required by the JOE. If this continues, the program will be forced to reduce the number of course offerings, including eliminating off campus offerings. A lengthy discussion ensued about the potential impact to the services we serve with Chaves County and out. All were of the strong opinion if this was to continue, this would have serious consequences to the EMS services of Region III.
   John Bridges move to put a sub-committee together and have Mike supply us with the numbers to develop a response to this issue. Chad Hamill second the motion. The Motion passed with all in favor.
   Chairmen Williams ask for volunteers, Justin Powell, Chief Hummingbird, John Bridges, and Dr. Tom Wolf volunteered. Karen Burns move except the names on the committee, second by Rick Riddle. Motion passed. Mike B. will supply the committee with the current status of the program. Then committee would form an appropriate response, including meeting with Dr. Madden and/or Dr. Gamble.
8. **Impact of CHS hospital:**
Mike stated in March the program started the contract renewal process with our Clinical sites. CHs hospitals, ENMMC, Lea Regional Medical Center and Carlsbad Medical Center, both sent letters back rejecting the clinic agreement. The response stated “These are non-licensed practsional in their skills and were not allowed by CHS policy and even though they recognize the value of the EMT-Paramedic in the community, and they are solely are responsible for the care of their patients outside the hospital.” Liz Estrada has been working with Carlsbad Medical Center to come to some resolution. She reports, there is some progress, the CEO at Carlsbad Medical Center is sympathetic to the need of training of EMS providers and is working diligently in resolving this issue. A contract is in progress and should be to the program for signature with the next month.

9. **EMS Region III Conference:**
Mike reported there were 310 participants (424 credit hours generated) for the pre-conference and over 1200 participants for the conference. Donnie Roberts reported there is strong concern for future funding for the Regions, in light of the current budget concerns. At this point no one knows what impact this will have on the Regions.

Next meeting: Mike will send information on the next meeting

Adjournment: Cass Mason moved to adjourn, second by John Bridges. Meeting adjourned at 2:30 pm.
NEW MEXICO EMS CONSORTIUM

AGENDA

December 5, 2008
12:00 PM (Lunch Will Be Provided) to 2:00 PM
Eastern New Mexico University-Roswell
Health Science Center (HSC) 162

- Call to Order        James
- Introductions        James
- Minutes of last meeting James
- New Agenda Items James
- Update on Staff/Faculty Mike
- Budget
- Catalog Changes Mike
- New Programs
  - RN, RCP, IDMT, … to Paramedic Transition Rodney
- Status Report on Classes
  - Paramedic
    - CoAEMSP Annual Report Mike
    - Roswell Rodney
    - Accelerated Paramedic Program
  - ILS Kathy
  - BLS Jesse
    - High School First Responder Program Jan
  - Youth Challenge Jan
  - Other Classes Ken
    - CCEMTP/PNCCT
    - USAF ICU Tech
  - Enrollment Statistics Mike
  - JOE Annual Report Mike
  - Trauma Grant
- AHA Updates/TC Peggy
- EMS Region III Conference Mike
- Other items James
- Adjournment-Next Meeting James
NM EMS CONSORTIUM MEETING
December 5, 2008
12:00 PM to 2:00 PM
Eastern New Mexico University-Roswell
Health Science Center (HSC) 162

MEMBERS PRESENT
Carl Gilmore  Taos Valley Ski
JD Hummingbird  Artesia Fire Department
Chris Mann  Roswell Fire Department
Justin Powell  Dexter Fire Department
Donnie Roberts  EMS Region III
James Salas  Roswell Fire Department
Stefanie Willmon  Student Member
Matthew Foster  Program Medical Director
Mike Buldra  Program Director
Jane Batson  Dean of Allied Health

FACULTY/STAFF PRESENT
Jan Bell
Jesse Davis
Peggy Harelson
David Owens
Rodney Ray
Kathy Wells
Brian Powell
ChrisAnne Bell

CALL TO ORDER AND INTRODUCTIONS
The meeting was called to order by Carl Gilmore at 12:08, followed by introductions of the members of the committee. Carl invited everyone to get lunch before we start the meeting.

MINUTES
The minutes were reviewed by the members. Some minor spellings we indicated and will be corrected.

Motion: James Salas made a motion to accept the minutes with changes, second by Rodney Ray, no discussion, all members in favor, approved as submitted.

NEW AGENDA ITEMS
Construction and Rehabilitation Center
UPDATE ON STAFF AND FACULTY AND BUDGET
Mike advised the group that since the contract with the USAF was not renewed we have
lost the eight instructors at Kirtland and the equipment manager here on the Roswell
campus. The other positions were held over on a temporary basis. Since the state
instituted a hiring freeze the two part-time EPA positions and the open faculty position
will be eliminated as of December 19, 2008.

Mike stated once the legislative session gets underway we will have a better idea of
where the University stands budget wise and will be proposing that the EPA and one
faculty position be put back in our department.

Because of these changes, the staff and faculty having to take on additional
responsibilities. The immediate impact on the community is we will have to strictly
enforce the 30 day notice for all courses. This may have to increase to a 90 day notice if
needed along with full course only being offered during the regular semester time frame.

CATALOG CHANGES
Mike reported the program has only two main catalog changes.

Changes presented were
Changing the EMS Basic program to 9 hours, that is a 1.5 addition to cover the
new extended scoop of work that is required.

Motion: A motion was made by Jesse Davis and second by Rodney Ray to
accept this change. All members in favor, motion approved.

Changing the EMS Intermediate program to 10 credit hours, that is a 2 hour
addition to cover the new drugs that are required in the scoop of work.

Motion: a motion was made by Kathy Wells and second by Rodney Ray
to accept this change. All members in favor, motion approved.

NEW PROGRAMS
Rodney presented our new program, the RN, RCP, IDMT . . . to Paramedic Transition.
We have three nurses in the program now with up to ten more in the spring. The program
consists of one semester of on-line didactic, a block of two to three weeks of hands on,
and then an internship. Jesse has had nurse just finish the first portion of the program,
that is up-dating the basic license, and is almost ready to test and then move on.
STATUS REPORT ON CLASSES

Paramedic

CoAEMSP Annual Report – Mike Buldra
See attached

Roswell Paramedic – Rodney Ray
See attached

ILS – Kathy Wells
See attached

BLS – Jesse Davis
See attached

First Responder – Jan Bell
See attached

High School Courses – Jan Bell
See attached

Youth Challenge – Jan Bell
See attached

Outreach Critical Care – Ken Davis
See attached

Enrollment Statistics – Mike Buldra
See attached

JOE Annual Report – Mike Buldra
See attached

AHA UPDATES – Peggy Harelson
See attached

EMS REGION III CONFERENCE – Mike Buldra
Mike stated the next meeting is on December 19, 2008 and that we will be offering a lower number of classes.

OTHER ITEMS – Mike Buldra
Construction of the new addition is scheduled to be completed on September 14, 2010. The new rehabilitation center to be build right across from our main parking lot will begin in January.
NEXT MEETING – Mike Buldra
As stated early our next will be in April or May depending on the legislative session.

ADJOURNMENT
Motion: A motion was made by James Salas and second by Justin Powell to adjourn the meeting. No discussion, all members in favor, motion passed.
Meeting adjourned at 1:29 pm.
NEW MEXICO EMS CONSORTIUM

AGENDA

January 18, 2008
12:00 PM (Lunch Will Be Provided) to 2:00 PM
Eastern New Mexico University-Roswell
Health Science Center (HSC) 162

- Call to Order        James
- Introductions        James
- Minutes of last meeting       James
- New Agenda Items        James
- Update on Staff/Faculty       Mike
- Catalog Changes        Mike
- New Programs
  - RN, RCP, IDMT, … to Paramedic Transition    Rodney
  - Remote Medicine Certification    Mike
- Status Report on Classes
  - Paramedic
    - CoAEMSP Annual Report        Loren
    - Roswell              Rodney
    - Accelerated Paramedic Program        Loren
    - Fall 2008 Evening Class        Loren
    - KAFB
      - Roswell        Loren
      - KAFB               Mike Mestas
  - ILS        Stacie
  - BLS        Jesse
    - High School First Responder Program    Jan
  - Youth Challenge        Jan
  - Other Classes
    - CCEMTP/PNCCT
    - USAF ICU Tech
  - Enrollment Statistics        Lawana
  - JOE Annual Report        Lawana
  - Trauma Grant        Kathy
- Bachelor in Business Administration in EMS Management        Attila
- AHA Updates/TC        Peggy
- Grants        Kathy
- EMS Region III Conference        Kathy
- Other items        James
- Adjournment-Next Meeting        James
CALL TO ORDER AND INTRODUCTIONS
The meeting was called to order by James Williams at 12:05, followed by introductions of the members of the committee. James invited everyone to get lunch before we start the meeting.

MINUTES
The minutes were reviewed by the members.

Motion: Chad Hamill made a motion to accept the minutes as submitted, second by Ernie Wheeler, no discussion, all members in favor, approved as submitted.

NEW AGENDA ITEMS
None added.

UPDATE ON STAFF AND FACULTY
Mike advised the group that the current contract with the USAF has not been renewed. With this five people here on campus and eight instructors at Kirtland who are tied to the contract that after June 20, 2008 their positions would be eliminated. There was a great deal of discussion on the impact this will have with the program, in particular off campus classes. During the past year, the class sizes of the USAF students at the Roswell campus had been decreasing. Two of the faculty positions originally created for the USAF class have been assigned other duties, greatly increasing our ability to offer off campus classes. The EMS Program Administrator and Equipment Manager were created to support the USAF contract, however their primary role was to support off campus classes. With the loss of these positions the program will be unable to support off campus classes.

Mike presented a proposal the program developed and has been presented to the administration, which will maintain the program’s ability to continue to provide the same level of service to the community. At this time the administration has not decided if they will accept this proposal.

Motion: Ernie Wheeler made a motion for the advisory committee to write a letter to the administration requesting they support the proposal and insure the program’s ability to continue to provide the same level of service to the community. Second by James Salas, and all members in favor of the motion.
CATLOG CHANGES
Mike reported the program had about a dozen catalog changes, but most of them were just in the wording, adding a word here or there. Unless the committee wants to go through every one of the small changes, I would just ask for the privilege that we go ahead and make the small changes without taking them to the committee.

Motion: A motion was made by Jim Stove and second by Sue England to accept Mike’s request. All members in favor, motion approved.

Other Changes presented were
Changing EMS 101 BLS from 1 credit to .5 credit due to changes in the course structure.

Changing EMS 121, 150, and 185 from 1 credit to 1.5 credits to match the actually contact hours.

Motion: A motion was made by Chad Hamill and second by Sue England to accept Mike’s request. All members in favor, motion approved.

Other Catalog changes involved in creating new programs:

The Paramedic Transition Program was presented by Rodney Ray. The program will allow other advance level providers (RN, PA, RCP, military medics) to be able to obtain their National Registry. Rodney went on to explain the program and answer questions of the committee.

Motion: A motion was made by James Salas and second by Chad Hamill to accept the new program. All members in favor, motion approved.

The Remote Medicine Program was presented by Mike. A request has been made from the GOR Group (Global Operational Resource) a military contract providing medical support in Iraq and other locations to develop a Remote Medicine program. Mike went on to explain the program and answer committee member’s questions.

Motion: A motion was made by James Salas and second by Chad Hamill to accept the new program. All members in favor, motion approved.

The Emergency Management Certificate Program was presented by Attila Hertelendy. Attila went on to explain the program and answers member’s questions.

Motion: A motion was made by Sue England and second by Chad Hamill to accept the new program. All members in favor, motion approved.

STATUS REPORT ON CLASSES
Paramedic – Loren Deichman
Accelerated Program: Loren reported on the Accelerated program being done for the Lovington and Hobbs Fire Departments. The class is a combination of ITV and live classes sessions. Ernie reported the class going well for the Hobbs Fire Department.

Roswell - Loren reported the current on-campus class was going well with Rodney Ray as the lead instructors

KAFB – Mike reported KAFB-Albuquerque currently has 2 classes with one having 9 students are in Tucson in clinical that will finish up mid February. We started a paramedic class on the January 7th and they will be doing clinicals in Philadelphia in mid April with that class finishing up June 20th. Passing rate has been 100% paramedic and Basic for the Kirtland PJ’s.

ILS – Stacie Nason
Stacie reported on the ILS program and curriculum changes.

BLS-Jesse Davis
Jesse reported on the BLS program and curriculum changes. Jesse also reported he will be developing the Basic Transition to work the Paramedic Transition.

High School Courses – Jane Bell
All classes are going well and with addition of the Dual Credit options, more classes are expected.

Youth Challenge – Jan Bell
Jan reported the YC class will be starting in a few weeks and she is looking for CPR instructors for the mass CPR class.

Outreach Critical Care – Ken Davis
Ken reported on several CCEMTP class being offered in conjunction with Southwest Medavac. He also told the group about the Critical Care Technician Course which was specifically designed for the Air Force to assist medical personal during deployments.

Enrollment and JOE Annual Report – Lawana Ray
Lawana gave a written reported that is attached on the number of courses.

Trauma Grant-Kathy Wells
Kathy gave a report on the classes being taught under the grant. She also told the group on plans for next year, if the proposal submitted was approved. Kathy also reported on several other grants she was working on.

BACHELOR IN EMS MANagemnt
Attila gave a report on the current status the Bachelor in Business Administration in EMS Management. He handed out flyers about the program and gave a brief presentation. Several members had questions about the program, which Attila answered them.
AHA UPDATES
Peggy gave a report. See attached.

EMS REGION III CONFERENCE
Mike discussed the courses ENMU-R will be holding at the EMS Region III Conference next month. They include Basic ECG, ACLS, PALS, NRP, PHTLS ACLE-EP, Extrication, and all levels of refreshers. Region III is expecting 1000 participants with about 200 students attending the pre-conference classes.

ADJOURNMENT
Motion: A motion was made by Chad Hamill and second by Ernie Wheeler to adjourn the meeting. No discussion, all members in favor, motion passed.
Minutes
December 8, 2006
Page 1 of 6

NM EMS Consortium Meeting

Members Present:

Mike Buldra  ENMU-R EMS Program Director
Loren Deichman  ENMU-R Assistant Program Director
Pamela Rodriguez  ENMMC-ER
Sue England  ENMMC-ER
Jim Stover  Lincoln County EMS
John Cole  Southwest Ambulance
Walter Kunkendall  Southwest Ambulance
Ken Davis  ENMU-R
Stacie Nason  ENMU-R
Lawana Ray  ENMU-R EPA
Lorrie Pomeroy  ENMU-R Kirtland
Kyle Henson  ENMU-R Kirtland
Garry DeJong  ENMU-R Kirtland Assistant Program Director
David Owens  ENMU-R
Brent Hildebrand  ENMU-R
Andrew Bullock  ENMU-R Kirtland
Rodney Ray  ENMU-R
Jesse Davis  ENMU-R Kirtland
Kathy Wells  ENMU-R Kirtland
Brian Powell  ENMU-R
Jerry Deen  EMS Region III
Peggy Hareelson  ENMU-R AHA Training Center
Alan Warboys  Roswell Fire Department
Gina Buldra  ENMU-R Respiratory Therapy
Matthew Foster, MD  ENMU-R Medical Director
Carl Gilmore  ENMU-R Instructor
James Williams  Lovington Fire Department
ChrisAnne Bell  ENMU-R

Call to order and Introductions

Called to Order by James Williams at 1:07 pm.

Tour New Building

The members toured the new Building.

Minutes of Last Meeting

The minutes were reviewed by the members.
MOTION: Alan Warboys made a motion to accept the minutes as submitted, seconded by Gary DeJong, no discussion, approved as submitted.

New Agenda Items

Update JOE:

EMS License Bureau

Final Faculty Grades are due before December 18th at noon.

Update on Staff/Faculty

Mike stated there are two open positions in Roswell and six at Kirtland.

No questions

Mike said the Human Resource department would like the members input on new positions needed for Roswell. Mike explained the changes in these positions and the new positions he is requesting.

Mike asked for the committees support for the following position:

Equipment Support Position

MOTION: Mr. Stover made a motion to accept the need for an Equipment Support position, seconded by Alan Warboys, motion passed.

AHA-Training Center Coordinator

MOTION: Kyle Henson made a motion to accept the need for a Coordinator for the AHA Training Center, seconded by Matthew Foster, MD, motion passed.

EPA Assistant

MOTION: Alan Warboys made a motion to accept the need for an Assistant for the EPA, seconded by Gary DeJong, motion passed.

Admissions specialist for EMS

MOTION: Jerry Deen made a motion to accept the need for an Admission specialist for the EMS program, seconded by Matthew Foster, MD, motion passed.

Mike asked if anyone had any new ideas for hiring qualified faculty besides the basic ads in JEMS and NM Fire magazines.
Minutes
December 8, 2006

The members discussed this problem, several department are having the same problem. After a lengthy discussion there were no new ideas, however committee members would advise Mike of any suggestions.

2006-07 Goals

Mike discussed the 2007 Programs Goals; EMNU-Roswell requires every program to develop goals consistent with institutional goals. This year’s goals focus on:

1. Superior Student Learning
   a. Increase student enrollment
   b. Improve passing rate on national/state exams.
2. Community Development
   a. Increase course offering’s
3. Responsible Stewardship
   a. Demonstrate fiscal accountability

To meet these goals the following teams were developed:
   Marketing
   Curriculum Design
   New Programs
   Responsible Stewardship

Mike had each team chair give a summary of team’s actions

Marketing-Kathy
   Billboards
   Poster
   T.V. Ads
   Flyers
   Scholarships
   Ad on ENMU-R Home Page
   Career Days

Curriculum Design-Loren
   3 Areas
   1. Validate Curriculum to an objective Based one
   2. Current lesson plans to be approved by Medical Director
   3. Standardized labs
   Tracking numbers and scores
   Number crunch
   Benchmarks for validation
   Job Rate verses Employer Rate
   Return rate
   Student rates
   Results

New programs-Mike
   Other areas of Marketing
   New courses according to market needs

Responsible stewardship-Lawana
   Budget reports by Lawana and ChrisAnne
   Lawana reported that classes will now be linked to the budget and the inventory will be linked to classes.
MOTION: Jerry Deen made a motion to accept these goals for the 2006-07 year, seconded by Alan Warboys, motion passed.

**Catalog Changes**

Mike stated all changes must be approved by an advisor and some course titles were changed to be more consistent. All new classes are mostly market directed.

MOTION: Gary DeJong made a motion to accept the catalog changes as stated, seconded by Jim Stover, motion passed.

**Statute Report on Classes**

**Paramedic**

**Roswell** – Rodney Ray stated the current year's class started out with fifteen students in June and has lost of three for non-academic attrition and one for academic attrition. He foresees the retention of eleven students for the remainder of the class. The colloquium I testing will be held on December 11th, 12th, and 13th.

**Accelerated paramedic Program** - Loren Deichman stated it will be set up with five days per week broken down to: three days for lecture, one day of lab and one day of clinical. Most class will be taught via video conferencing. Lab will be taught in Lovingston by an onsite instructor. Class will begin the end of July and will be completed by the end of February.

**KAFB**

**Roswell** – Loren Deichman stated the class started with twenty-one para-rescue students, and to-date we have seventeen, with one recycle. **KAFB** - Gary DeJong advised the committee of their current status of classes at KAFB

a. Basic class is currently ending and will provide eighteen students to the January 14th Paramedic class.

b. A paramedic class is in national registry prep, and will test before the wind breaks.

**ILS** - Stacie Nason said the curriculum development is done and that we have had an increase in the pass rate of students. The mentoring process has had good success

**BLS** - Mike Buldra said we currently have nine courses in progress in Hobbs, Ruidoso, Las Alamos, Santa Fe, and Roswell.

**High School First Responder Program** - Stacie Nason stated the EMS program is having excellent enrollment in the First responder program with several students going on to the Basic Bridge. The high school program is having difficulty due to lack of books and other classroom supplies, despite this there are fifteen to twenty students on a waiting list for upcoming classes.

**Youth Challenge** - Mike Buldra state we have a 70% competition rate, however no student has attempted the state exam.

**Other Classes** - Ken Davis stated he has taught quite a few CCEMT-P classes this year and have many already set up for next year.

**Enrollment Statistics** - Please see attached breakout sheet.

**Bachelor Degree in EMS Management**
Minutes

December 8, 2006

Jane Batson explained the current status of the bachelor program. A senate bill introduced by Senator Tim Jennings, and passed by the state, for ENMU-Portales to offer a bachelor degree in EMS management was vetoed by the governor.

Jane provided more background on how the degree would work. All classes would be web based; students would not have to travel but that the program would be housed in Portales.

Jane asked for a motion to resubmit the proposal to Senator Jennings and not to accept the BAAS as it is too watered down.

There was a question asked by Kyle Henson about why the Portales Campus was blocking the degree and Jan explained that the degree is not endorsed by CHE and that President Gamble had some terms that needed to be worked out. It was mentioned that writing letters to Senator Candi Ezell and even the Governor might help.

**AHA Updates/TC**

Peggy Harelson reported she has five hundred twenty instructors and twenty training sites and trained approximately seven thousand students in BLS, ACLS, and PALS.

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXThis is where you left off.

**EMS Region III conference**

See Attached class matrix

Jerry stated the pre-conference will be April 23rd thru 26th and the core conference is the 27th thru 29th.

**Accreditation Status/Annual Report**

Mike Buldra stated we exceeded in all marks.

Mike reported the JOE meetings had turned into sounding boards so the committee decided to make 3 topics a year and to focus on Developing Curriculum, Instructor development and Program development the key issues. In doing this the new format for meets will be a meeting in December to meet with regional offices with the reason of wanting to be proactive and another will be in a retreat format.

**Other items**

Something from Kyle and Carl about an office moved with lots of politics going on.

Next meeting in May or June
Adjournment - Next Meeting

MOTION: Garry DeJong made a motion to adjourn the meeting, seconded by Kyle Henson, motion passed.
NM EMS CONSORTIUM MEETING

MEMBERS PRESENT
Alan Warboys  Roswell Fire Department, Chief
Ernie Wheeler  Hobbs Fire Department
James Williams  Lovington Fire Department
James Salas  Roswell/Dexter Fire Department
Chad Hamill  Roswell/Hagerman Fire Department
Eve Kwiatkowski  Santa Fe Community College
Yolanda Duran  Santa Fe Community College
John Bridges  Portales Fire Department
Mike Buldra  ENMU-Roswell EMS Program Director
Jane Batson  ENMU-Roswell Division Chair
Kathy Wells  ENMU-Roswell – Chair
Loren Deichman  ENMU-Roswell Clinical Coordinator
Ken Davis  ENMU-Roswell Paramedic Coordinator
Peggy Hareison  ENMU-Roswell TC Assistant Coordinator
Keith Ervin  ENMU-Roswell BLS Coordinator
Stacie Nason  ENMU-Roswell ILS Coordinator
Richard Riddle  Carlsbad Fire Department
Debbie Register  Southwest Ambulance
Scott Valenti  USAF KAFB Program
Robert Kacprowicz  USAF KAFB Program
Matthew Foster  ENMU-Roswell Medical Director
Tom Wulf  ENMU-Roswell Assistant Medical Director
Jan Bell  ENMU-Roswell EMS Adjunct Instructor
Gina Buldra  ENMU-Roswell Respiratory Therapy Director
Lawana Ray  ENMU –Roswell Administrative Assistant

CALL TO ORDER AND INTRODUCTIONS
Called to Order by Kathy Wells at 12:30. Introductions.

MINUTES
The minutes were reviewed by the members.

Motion: Chad Hamill made a motion to accept the minutes as submitted, second by James Williams, no discussion, all members in favor, approved as submitted.

NEW AGENDA ITEMS
None added

VISION AND MISSION STATEMENT
Mike went over the Vision and Mission statement and discussed the growth of the program.
Motion: Ernie Wheeler made a motion to accept the vision and mission statements as presented, second by James Williams, no discussion, all members in favor, approved as submitted.

REORGANIZATION OF EMS PROGRAM
Mike reported on the growth of the program and the potential addition of positions for the program. An organizational chart was handed out and discussed.

Motion: A motion was made by Chad Hamill and second by John Bridges to accept the organizational chart with the added wording that Mike Buldra and Jane with the flexible as needed by Mike and Jane. All members in favor, motion approved.

KAFB CONTRACT
Mike reported we were awarded the contract for KAFB for 5 more years. The change in the contract for the upcoming classes, is the instructors will all be ENMU-R instructors, and not the military. Number of classes given. Classes will be taught by ENMU-R instructors. May 06 Roswell classes start. Scott discussed the route the students go to become a Paramedic Students. April 13, PJ graduation. Clinical areas discussed in Tucson.

EMS REGULATION CHANGES
2 Changes for Providers effecting education is the Paramedic Refresher 48 Intermediate is 30 or to meet the hours with CE’s. Roswell is thinking with the Paramedic Refreshers is the 6 day refresher, and the Refresher A and B totaling 48 hours. Graduation License functioning at their level with another licensed Paramedic, if not, down to the next LICENSED level. No more provisional license. 2006 is under the old system, 2007 is under either. 2008 is only under the new Refresher CE.

STATUS REPORT ON CLASSES
Paramedic – Ken Davis

Roswell - Ken reported we through Special Considerations, trauma and almost done with this semester. We currently have 10 students in the program. A change in the schedule for next year is we will be teaching on Tuesday and Wednesday instead of Thursday and Friday.

KAFB – Graduate a class of 22 last week, with 100% skills test. Roswell’s first class up in KAFB. 22 going to clinicals next week. 26 starting and 28 starting.

ILS – Stacie Nason
Stacie reported we have six students in the Intermediate Class, probably due to the enforcement of having a Basic license BEFORE they enter the Intermediate program. An Intermediate class in was run in Lovington, and is just finishing. The program would like to have input from the Adjunct Faculty and community instructors during a Curriculum Retreat June 2-4, 2006. Please contact to Stacie for details. This will be in conjunction with the BLS level with Keith Ervin.
High School Courses – Stacie Nason
All classes are going well. Several cities (Portales) are interested. UHS, AHS and Dexter classes mentioned. Let Stacie know ASAP if you are interested in teaching or holding a class in your community. The HS curriculum meets the health credit for HS. We are currently looking for a Roswell High Instructor.

BLS – Keith Ervin
Keith reported 94 students had attended basic classes from ENMU-R this Spring. Classes in Artesia, Hobbs, and Ruidoso, and the Roswell Youth Challenge Program.

Youth Challenge – Jan Bell
Jan is currently teaching the YC courses. We have 11 students in this class. It is the smallest class for YC yet, but enrollment is down in all YC Programs. August we will start another CPR and the Basic again.

Other Classes – Mike Buldra
Mike reported Ken has been teaching an RN Bridge Course at UNM. We have offered a CCEMT in Las Cruces, and our on campus PNNCT did not make.

Full Courses/Refreshers – Lawana Ray
Lawana gave a written reported that is attached on the number of courses.

NEW BUILDING
Jane reported the steel is going up, but the building is about one month behind schedule. The potential completion date is December 2006. There is a Bond election in November that would provide funds for the extension of the building.

BACHELOR IN EMS MANAGEMENT
Governor vetoed the bill for the Bachelors Program in EMS because it did not go through the CHE first. Portales did not want the Program. The program is now being presented to the Curriculum committee, Instructional Council, Administrative Council then to the Board of Regents, to create the degree here. Mike asked for the advisory committee for letters of support, and for them to make it known to the Board of Regents that the community is interested in the program. The meeting will be held Monday, April 17 at 4:00 pm in Portales, all members are strongly encouraged to attend.

Motion: A motion was made by Ernie Wheeler, second John Bridges to approve the Bachelor Program and all members in favor, motion passed.
March 15, 2006

**FEE STRUCTURE FOR CONTRACT COURSES**
Mike reported in order to make refreshers easier for facilities we do a lot of work with, that we would do an exchange of services, where we would not charge tuition, but we would also not pay for the instructor. There would be a need to compensate for the administrative side for the issuance of the certificates. This process is in place with NM Junior College and Ruidoso. We charge 50 for Full Course and 25 for Refreshers. This will affect RFD and AAS. Mike asked the departments present how they felt about the change. Roswell Fire Department reported they had no problem with the new structure.

**AHA UPDATES (I/C UPDATE)**
Peggy gave a report. See attached. A question was raised about the AED in the community, and how the changes in AHA guidelines would be made to the equipment. Peggy stated the equipment would need to be re-configured and would be done for free if the equipment was less than 2 years old. In addition, Peggy gave out rollouts dates for instructors.

**Accreditation**
Received full accreditation with no progress reports required

**IC Conference this year**
The two IC Conferences this year will be June 16 – 17 in Albuquerque and October 27-28 in Ruidoso. This will be the last year of the mandatory conferences. Instructors will be required to do so many CE hours, and the IC Conference will be one way to get the CE’s. One of the updates that will be covered by the program in the program updates is the addition of an EMS Mentor to the Full courses. The mentors job is to be a resource for the instructor.

**JOE**
There is an open position on the JOE as EMT Basic. The Paramedic appointment is pending.

**EMS REGION III CONFERENCE**
Mike discussed the courses ENMU-R will be holding at the EMS Region III Conference next month. They include Basic ECG, ACLS, PALS, NRP, PHTLS ACLE-EP, Extrication, all levels of refreshers, and Tactical EMS sponsored by the KAFB faculty. Region III is expecting 1000 participants with about 200 students attending the pre-conference classes.

**ADJOURNMENT**

**Motion:** A motion was made by Chad Hamill and second by Debbie Registry to adjourn the meeting. No discussion, all members in favor, motion passed.