

Good morning.

Let me begin by saying on behalf of Rear Admiral Roberts, the METC Commandant, thank you for this opportunity to be with you today. Thank you for letting me speak to you about the quality of education and training that our active duty and reserve personnel receive at METC and more specifically in the areas of Emergency Medical Technician, Paramedic, and Licensed Vocational Nursing.

While this slide may give you the impression that I'll be doing that from the perspective of a Doctor of Educational Administration who is a Navy Commander, as well as someone who is fixated with how many initials he can stack up after his name, that's not the message, rather, it's a point. I think it's far more important that you know I'm talking to you today, at least initially, as Seaman Recruit Seal.

Seaman recruit Seal proudly enlisted in the Navy in 1990 and because he wasn't smart enough to give up, he managed to complete all those degrees while on active duty. And let me tell you it was much harder than it looks on this slide because I had to needlessly repeat scads of courses in satisfaction of each degree. Sometimes almost twice as many courses than required. I've attended 15 colleges and universities and if there's a reason to deny transfer credit I've seen it more than once.

Doing this as a student I often thought gosh, getting this degree seems a lot harder than it needs to be. Guess what? Today I can say in my expert opinion, I was right. It was then and it still is too hard for military personnel to complete their civilian credentials. I can also tell you that it's no accident I'm here today as I am. You see, this is my mission and this is my passion.

Hopefully these will be enough to provide you with what you need to make a difference, to make a profound difference in the lives of our veterans, active duty, and reserve military personnel. But their not just personnel. They're folks who trade the cloth of our nation for civies, and call Kansas home. And as you're about to see, they come home with more education, more training, and more real experience often times in austere environments and even under fire.

But before I do that, I think it's very important to frame the larger context of our discussion about EMT, Paramedic, & LVN education and training. To do that, I'd like to show you a short video about the Medical Education and Training Campus that now exists at Fort Sam Houston of Joint Base San Antonio.

[start video]

Commander Mitch Seal



Become a National Strategic Asset

Medical Education and Training Campus (METC)



Kansas House Veterans, Military and Homeland Security Committee

January 31st, 2013

Dr. Mitch Seal, EDD, MED-IT, BSN, AS, RN-BC
Commander, Nurse Corps, US Navy

*Train the World's Finest Medics, Corpsmen, and Techs
Supporting our Nation's Ability to Engage Globally*

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METC Scope

Become a National Strategic Asset

- 64 programs of instruction (11 not yet transferred)
- ~6000 students (all services) on any given day
- ~20,000 annual student throughput
- ~1140 staff/faculty billets (all services)
 - 842 military staff/instructors
 - 298 civilians staff/instructors
- Primary entry portal for Army, Navy, AF, enlisted medical trainees
- The largest educational consolidation in US military history

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METC Students become:

Become a National Strategic Asset

- Aerospace Medical Service Apprentices*
 - Behavioral Health Techs
 - Biomedical Repair Techs
 - Cardiopulmonary Techs
 - Combat Medics*
 - Cytotechnologists
 - Dental Assistants
 - Dental Prosthetic Technicians
 - Diagnostic Ultrasonographers
 - Diet/Nutrition Techs
 - Electroneurodiagnostic Techs
 - Hospital Corpsmen*
 - Laboratory Techs
 - Nuclear Medicine Techs
 - Occupational Therapy Techs
 - Orthopedic Technicians
 - Pharmacy Technicians
 - Physical Therapy Techs
 - Radiographers
 - Respiratory Techs
 - Surgical Techs
 - Urology Techs
 - Veterinary Techs
- **And many more...**

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METC Programs of Instruction

Become a National Strategic Asset

- Standardized
 - Accreditation, certification and competency levels
 - Curriculum
 - Faculty qualifications
 - Academic systems integration
 - Clinical/Phase II training
- Accreditation, Affiliation, and Certification
 - Institution wide accreditation and affiliation
 - Council of Occupational Education
 - CCAF – Community College of Air Force
 - o DoE Regional Accreditation via Southern Association of College and Schools
 - ACE – American Council on Education
 - Programmatic/Specialized accreditation.
 - 18 National/Professional Practice Agencies

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What Others Think of METC

Become a National Strategic Asset

- Institute for Credentialing Excellence
 - Presidential Commendation
- Texas Workforce Commission
 - College Credit for Heroes (34 sh credit, \$2.4B/yr)
- VA-DOD Sharing
 - \$100M of cost avoidance (and counting)

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What Others Think of METC

Become a National Strategic Asset

- Indian Health Service Pharmacy Tech Pilot
 - Independent Pharm Tech practice
- VA Veterans Initiative
 - 650 Medics, Techs & Corpsmen into VA ERS
- College & University Matriculation
 - 50 new METC degree plans

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Emergency Medical Technician

Become a National Strategic Asset

- METC
 - National Registry of Emergency Medical Technicians.
 - D.O.T. National Standard Curriculum for EMT
 - Army & Air Force get NREMT certified
 - Navy is eligible for NREMT certification
- Kansas
 - National Registry of Emergency Medical Technicians.
 - D.O.T. National Standard Curriculum for EMT

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Paramedic

Become a National Strategic Asset

- National Registry Paramedic
 - Army only program
- Same in terms of requirements and standards
 - Kansas EMS
- Flight Paramedic Training (Pilot)

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Licensed Practical Nurse

Become a National Strategic Asset

- US Army Practical Nurse Course
 - Army only program
 - Texas State Board of Nurse Examiners
 - NCLEX PN

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Become a National Strategic Asset

Medical Education and Training Campus (METC)



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METC receives award from Institute for Credentialing Excellence

By Lisa Braun, METC Public Affairs Officer - Lisa.c.braun.civ@mail.mil

November 22, 2011

FORT SAM HOUSTON, Texas – The Medical Education & Training Campus (METC) received recognition for its significant contributions in military workforce development by the Institute for Credentialing Excellence (ICE) at an awards luncheon during the ICE Annual Educational Conference in New Orleans Nov. 10.

The ICE Presidential Commendation was presented to METC for the quality of its programs that educate and train enlisted medical personnel for the Army, Navy, Air Force and Coast Guard. In addition, ICE highlighted METC's work with civilian medical credentialing agencies which will help prepare METC graduates for successful civilian careers by rewarding them with credits and certifications for the training they receive.

"This prestigious award reflects the dedication and focus of our faculty, staff and students and is a natural consequence of our collective passion for training the world's finest medics, corpsmen and techs, supporting our nation's ability to engage globally," said Rear Adm. Bob Kiser, METC Commandant.

"The future of enlisted military medicine will continue to be a force for good because of the training they received at the Medical Education and Training Campus," added Kiser.

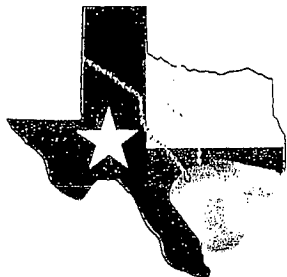
As a tri-service, enlisted medical training center located at Fort Sam Houston in San Antonio, Texas, METC averages 7,000 students a day, offers 64 programs of instruction, and is the largest consolidation of military training in Department of Defense history.

For more information about METC, go to www.metc.mil.



Photo courtesy U.S. Navy

Rear Adm. Bob Kiser, Commandant of the Medical Education & Training Campus (METC), and Cmdr. Chris Lynch, METC Pharmacy Program Director, accept the Institute for Credentialing Excellence (ICE) Presidential Commendation on Nov. 10 in New Orleans, LA. METC was recognized for its significant contributions in military workforce development.



COLLEGE CREDIT FOR HEROES

Helping veterans and
service members move from
the military to the workforce

**REPORT TO THE 83RD LEGISLATURE
AND GOVERNOR RICK PERRY**

EXECUTIVE SUMMARY

Senate Bill 1736, passed by the 82nd Texas Legislature, authorized the College Credit for Heroes program to identify, develop, and support methods to maximize college credit awarded to veterans and military servicemembers for their military experience, education, and training. The legislation also requires the Texas Workforce Commission (TWC), in consultation with the Texas Higher Education Coordinating Board (THECB), to report to the Legislature and the Governor on:

- Results of the grants awarded;
- Best practices for veterans and military servicemembers to achieve maximum academic and workforce credit for military education and training;
- Measures needed to facilitate the award of academic or workforce education credit by institutions of higher education for military experience, education, and the training; and
- Other related measures needed to facilitate entry of trained, qualified veterans and military servicemembers into the workforce.

The goal of the College Credit for Heroes program is to create a statewide system that ensures all student veterans and servicemembers are awarded maximum college credit in our state colleges and universities for military training, education, and experience. The system should eliminate obstacles to attaining licensing, certification and accreditation, and degree awards at state and national levels so that veterans transition more quickly from college classrooms to the workforce. Seven community colleges are participating in the College Credit for Heroes program, including Central Texas College, the Lone Star College System, Lee College, the Houston Community College System, Alamo Colleges, Temple College and San Jacinto College.

Faculty and staff at institutions of higher education already have methods to translate military training and experience into college credit. College Credit for Heroes builds on existing methods, expanding the possibilities of higher education and employment for thousands of men and women who have put their lives on the line for their country.

FINDINGS

On average, veterans and servicemembers received 34 semester hours of college credit in academic, workforce, and other credit—about a year's worth of college—when their military training was evaluated through the College Credit for Heroes website (www.collegecreditforheroes.org).

Federal and state savings resulted from streamlined health training programs. For veterans and servicemembers, saving time spent in college classrooms and speeding entry into the workforce is invaluable.

Entry into the civilian workforce is delayed when veterans are required to needlessly repeat coursework or training they received in the military.

Best practices to prevent such repetition, as developed by College Credit for Heroes partner colleges, are outlined in Appendix 2. Widespread adoption of College Credit for Heroes best practices and recommendations in this report position Texas as the national model for translating military training into college credit, and for accelerating veterans' entry into civilian careers.

On average, veterans and servicemembers received 34 semester hours of college credit in academic, workforce, and other credit—about a year's worth of college—when their military training was evaluated through the College Credit for Heroes website.

Our nation's lack of consistent academic policies and procedures on the award of college credit for military training and experience presents unnecessary and costly barriers to degrees, licenses, and certificates that veterans need to enter the civilian workforce.

State laws and regulatory and educational accreditation requirements pose additional limitations on the award of college credit for veterans and servicemembers. Late in the project, several participating colleges identified concerns requiring coordination with the regional accrediting body for Texas colleges and universities to ensure their actions will benefit veterans and servicemembers. THECB, TWC, and participating colleges will seek to ensure that accreditation guidelines will allow the best interpretations and options for the award of academic credit based on military training and experience from the College Credit for Heroes website.

TWC's College Credit for Heroes program has been a very cost-effective program that will hasten entry into the civilian workforce for veterans. In seven initial projects, nursing and allied health education was streamlined for experienced veterans and servicemembers. Moreover, these programs can provide a qualified health care workforce, and high-demand, high-pay civilian jobs for veterans.

ADDITIONAL MEASURES NEEDED

The following recommendations stem from research by partner colleges and TWC and are discussed further in the report. These actions will enhance veterans' college, certification or licensure, and provide greater opportunities for workforce success.

- Expand TWC's College Credit for Heroes program to other colleges and universities, geographic areas, and other professions.
- Continue to improve the College Credit for Heroes website (www.collegecreditforheroes.org). Identify a funding plan to expand Central Texas College's website and database to maintain and improve the college's ability to provide official transcripts or evaluations to veterans and servicemembers. An expansion will enable more colleges and universities to assess-credit-evaluated, as well as reducing staff time currently necessary to conduct assessments at each college or university.
- Work with participating institutions on their efforts to seek the Southern Association of Colleges and Schools Commission on Colleges (SACS) support for statewide efforts to eliminate barriers to the award of credit for veterans and servicemembers.
- Encourage Texas colleges and universities to adopt streamlined College Credit for Heroes curricula for associate degree registered nursing, surgical technology certificate programs, and emergency medical services programs.



College Credit for Heroes program has been a very cost-effective program that will speed entry into the civilian workforce for veterans. These programs can provide a qualified health care workforce and high demand high pay civilian jobs for veterans.



- Encourage greater use of prior learning assessments and other competency-based models to maximize award of credit for military experience and training.
- Encourage Texas colleges and universities to adopt streamlined College Credit for Heroes curricula for Associate of Applied Sciences (AAS) degrees in Health Information Technology: Health Management Medical Laboratory Technician Specialty, Health Management Occupational Therapy Assistant Specialty, and Health Management Radiography Technologist Specialty.
- Ensure continued communication among colleges, universities, TWC, THECB, and local employers and businesses on the award of college credit for veterans and servicemembers.
- Disseminate information statewide on College Credit for Heroes projects and encourage Texas colleges and universities to adopt College Credit for Heroes best practices.
- Encourage Texas colleges and universities to develop articulation agreements and memoranda of understanding with Central Texas College to accept all credit evaluated or awarded for military service under the College Credit for Heroes program.
- Continue progress made in allied health and address limitations for military obtaining licensing or certification in other allied health professions.
- Expand College Credit for Heroes outreach to Texas veterans and active servicemembers who enlisted in the military from Texas or who are willing to relocate to Texas.
- Continue collaboration among TWC and THECB, military bases and installations in Texas (including the Medical Education and Training Campus (METC), Fort Hood, Fort Sam Houston, Fort Bliss, and others), and colleges and universities to improve the award of college credit and the transition to the civilian workforce.
- Clarify Texas' statutory provisions on the award of credit for military service and training.
- Improve public awareness of the impact and opportunities presented by thousands of veterans on Texas' college and university campuses.
- Encourage other schools to become members of the Servicemembers Opportunity Colleges (SOC) Consortium and to use American Council on Education (ACE) credit recommendations and accept transcripts or evaluations of military experience and training from Central Texas College on the award of college credit.
- Consider ways to help veterans and servicemembers determine if Texas colleges and universities are military-friendly.
- Initiate activities to identify licensing or certification barriers for veterans and servicemembers across additional professions, including barriers for their spouses who hold professional certificates or licenses from other states.



“Green” Training: Chronicling the Reuse of Government Healthcare Instruction

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Abstract: This paper documents and reports the success of the U.S. Department of Veteran Affairs—Veterans Health Administration’s efforts to share training on a large scale. It reports on the growth of sharing among federal healthcare providing government agencies from 2004 to present and discloses ‘cost avoidance’ figures through 3rd Quarter 2011. A description and architecture is proposed to optimize sharing of existing training and for all levels of aggregation (i.e., lesson, objects, and assets). It is proposed that successful reuse and sharing is more than processes and infrastructure, that it is a culture or frame of mind and can be cultivated and grown in any organization.

Introduction

Atop the mountain sits a Guru and a corporate training director.

Training Director: (slightly out of breath, hands a blade of grass to the white haired old man) “What is ‘Green’ training?”

Guru: “Hum, (holding up the blade of grass) it is conserving resources through reuse”

Training Director: “Oh, like taking your own cloth bags to the grocery store?”

Guru: (after long pause staring into the distance) “Yes, but on a grander scale. Imagine building a tunnel to get you easily to your destination on the other side of the mountain; and then another tunnel when you make a return trip.”

Training Director: “That’s ridiculous! No one would ever do something like that.”

Guru: (with just a whisper of a smile) “Au contraire, it happens every day.”

The Guru is right. (Aren’t Gurus always right? Isn’t that why they are called Gurus?) Most training materials are not recycled in whole or part. This is so for two reasons; first the training is not engineered for reuse and secondly, the infrastructure is obstructive. Have you ever heard of shared training that seriously is worth the time and effort? Too often it is like driving your stack of newspapers six miles (one-way) to deposit them in a recycle dumpster; where the cost of gas outweighs any benefit that might be gained by recycling your paper. Because the value proposition is not perceived, or is not understood, most training is built virtually from scratch—without a second thought. Government training is no exception. However, reusing training is not just the right thing to do it also makes good business sense.

What is “Green” Healthcare Training?

From the shared training perspective there are only two kinds of training: that designed for sharing and that, that was not.

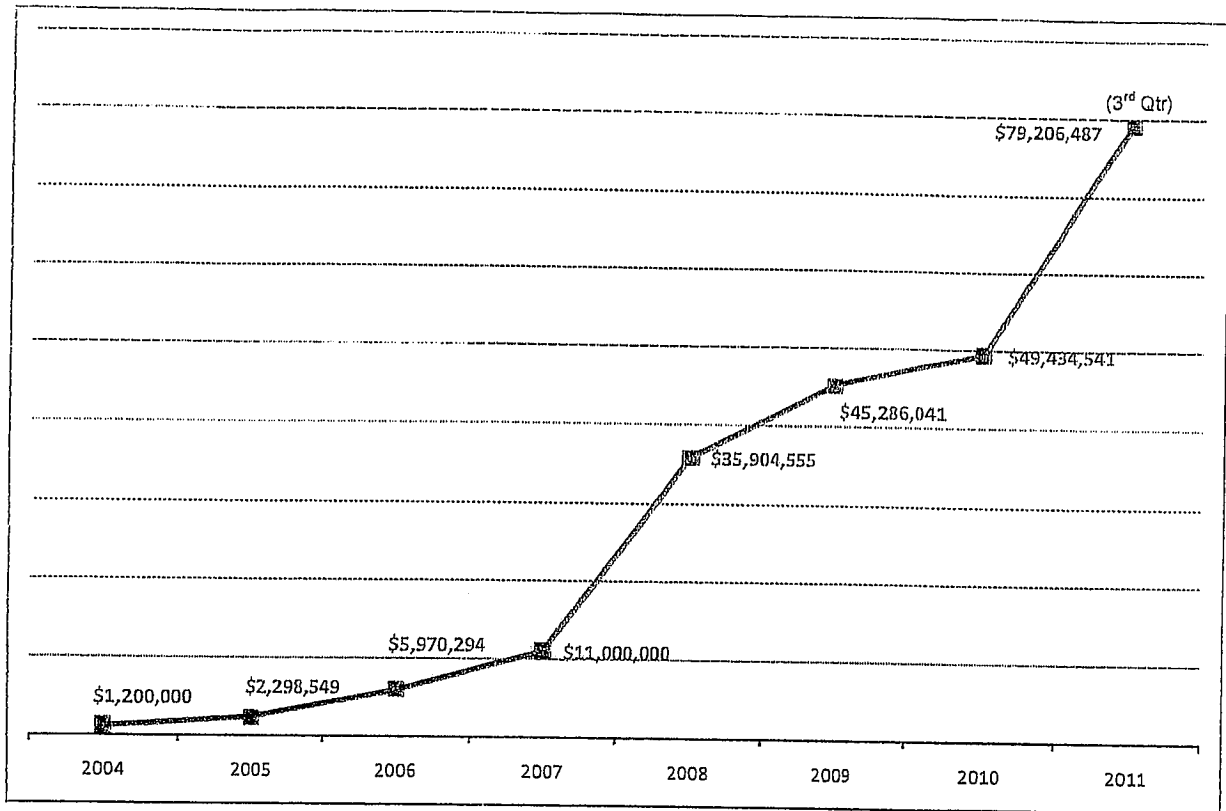


Figure 2 Cost Avoidance Growth in VA Shared Training Program

Direct Cost avoidance is simply the amount of money that was expended to originally produce the training that does not need to be expended by the organization receiving the training. The real total cost avoidance is much harder to quantify. You could consider just direct cost avoidance—or you could add to that the indirect costs, like reduced travel and housing, employees time spent to support contracted development, contract management, time saved, etc. The indirect costs are wide and varied and very difficult to measure with accuracy. We settled on only reporting direct cost avoidance because it is a hard documented cost and because it is completely defensible. However there are considerable indirect costs that could be introduced. These might include the cost of external substitute training, travel related costs, the cost of employees away from the workplace and customization costs, to name a few.

As you can see we began in 2004, by sharing between ourselves and the US uniformed services and we avoided costs of 1.2 Million dollars. From there we demonstrated sizable growth, doubling the cost avoidance each year through 2007. With a spike from growth in shared e-Learning products our cost avoidance grew by more than 300% in 2008. The 2010 numbers show that we are just shy of 50 Million in savings. At the end of 3rd quarter (July 1st) cost avoidance exceeded \$79,000,000.

We do not know where this growth will level off; we suspect that growth will continue as sharing takes root and as we make the process easier and more manageable. Thus far we have not considered collaboratively developed content—content designed and built to meet collective needs, designed and built to be shared and maintained; designed around SCORM, designed for granular use and reuse. In 2011 we have just begun to account for these efforts. As we move toward a more engineered sharing approach and we will see our yearly savings jump again.

Now What?

We are able to share existing training resources across twelve federal agencies; but the process is clumsy and very manual. Here are the problems that we are now addressing:

There are a wide variety of LMSs:	Plataeu, Saba, Moodle, Ilias; some agencies or organizations have no LMS at all. When problems arise with a course package, it's hard to pin down whether it's the
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Indian Health Service pharmacy technicians graduate from METC

By Lisa Braun, METC Public Affairs Officer- lisa.c.braun.civ@mail.mil

December 5, 2011

FORT SAM HOUSTON, Texas -

In a unique trial program meant to develop new models of pharmaceutical care in the public health sector, the Indian Health Service (IHS) has partnered with the Department of Defense to send some of their health service employees through a military medical training program.

The IHS sent three of their pharmacy technicians through the Medical Education & Training Campus (METC) Pharmacy Technician Program at Fort Sam Houston in San Antonio, Texas, to assess how the training could help improve the current IHS pharmacy process and make it more efficient. The IHS would like to see their pharmacy technicians taking on a larger role in the filling and dispensing of medications, allowing IHS pharmacists to focus more on medication therapy management and patient safety, just as military pharmacy technicians are trained to do.

"Today we celebrate, and tomorrow we start the work of creating the new models of pharmaceutical care that will allow these fine technicians to use all that [METC has] taught them, which in turn will allow our pharmacists more time to concentrate on needed clinical services and patient safety," said Capt. Chris Watson, RPh, MPH, Principal Pharmacy Consultant for the IHS.

The IHS pharmacy technicians graduated with their class of Air Force and Coast Guard students on Dec. 5 after completing the rigorous 12-week basic phase of the program. Courses included Introduction to Pharmacy, Pharmacy Administration and Supply, Medication Therapies, Pharmaceutical Calculations and Compounding, as well as practical laboratories in



Pharmacy technicians from the Indian Health Service (IHS) graduated from the Medical Education & Training Campus (METC) Pharmacy Technician Program Dec. 5. The three IHS employees went through the program to assess how the training could help improve the current IHS pharmacy process and make it more efficient. (L to R: Lt. Cmdr Marisol Martinez, U.S. Public Health Service officer for the DoD/Tricare Management Activity; Lisa Wilson, IHS pharmacy technician from the Rosebud, S.D. Indian Reservation; Debra Rethwisch, IHS pharmacy technician from the White Earth Indian Reservation in Ogema, Minn.; Cmdr. Christopher Lynch, METC Pharmacy Program Director. Not pictured: Teresa Tsinnie, IHS pharmacy technician from the Kayenta, Ariz. Indian Reservation). (U.S. Navy photo by Lisa Braun/Released)

Community and Institutional Pharmacy practice. The METC Pharmacy Technician program is accredited by the American Society of Health System Pharmacists.

"This training was absolutely worthwhile," said Debra Rethwisch, the graduating class' honor graduate from White Earth Indian Reservation in Ogema, MN.

Rethwisch, an IHS pharmacy technician with 33 years experience in both the IHS and private sector, said if she had received this training earlier in her career she might have become a pharmacist. "The class made me wish at times that I went to pharmacy school, but at the same time it also gave me a greater appreciation for our pharmacists."

Having completed the class, Rethwisch says she now feels "very confident answering the patient's questions and knowing where to look for answers."

"I was very impressed with the high level of training I received," said fellow IHS classmate Lisa Wilson, a pharmacy technician from the Rosebud, S.D. Indian Reservation with almost 30 years experience. She, too, said she would have considered going to pharmacy school had she received this training when she was younger.

"We are very proud that all three [IHS pharmacy technicians] are graduating today from the most challenging technician training program in the nation. This completes the first step toward the achievement of one of the Indian Health Service Pharmacy Program's goals: developing new models of pharmaceutical care that utilize technicians and pharmacists at their highest level of training," said Watson.

Added Navy Cmdr. Christopher Lynch, the METC Pharmacy Program Director, "When they receive the proper education and training and can demonstrate the competency, pharmacy technicians are certainly capable of performing a much larger role in filling and dispensing medications than they are doing now."

For more information about METC, go to www.metc.mil.

VHA ER INTERMEDIATE CARE TECHNICIAN PILOT PROGRAM

ATTENTION SEPARATING AND RECENTLY SEPARATED MEDICS, MED TECHS, AND CORPSMEN

CONTINUE YOUR MEDICAL CAREER AS A VA INTERMEDIATE CARE TECHNICIAN

ABOUT THE PILOT

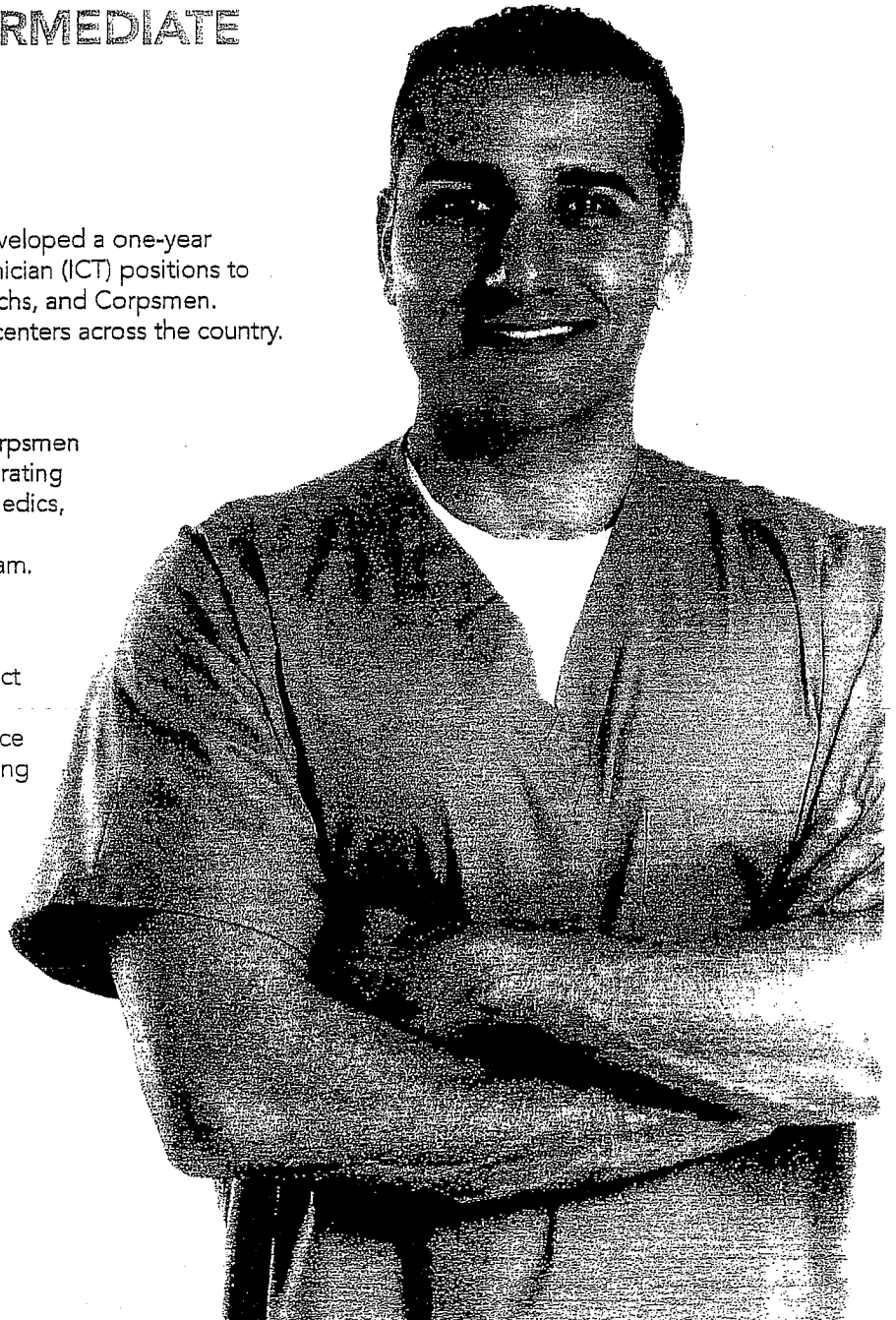
The Veterans Health Administration (VHA) has developed a one-year pilot program that offers Intermediate Care Technician (ICT) positions to separating or recently separated Medics, Med Techs, and Corpsmen. The pilot program will operate in 15 VA medical centers across the country.

WHO SHOULD APPLY?

Army Medics, Air Force Med Techs, and Navy Corpsmen who have recently separated or will soon be separating from the military are welcome to apply. Former Medics, Med Techs, and Corpsmen who are currently VA employees may also be considered for the program.

HOW TO APPLY

To apply for the ICT pilot program, please contact a VA for Vets Career Coach at 1-855-824-8387. A VA for Vets Career Coach will provide assistance in developing a federal resume and also preparing the application package, as necessary.



VA
HEALTH
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EXCELLENCE
in the 21st Century

VA FOR VETS
YOUR GATEWAY TO VA CAREERS

New MIETC-Friendly Regionally Accredited Degree Plan Summary

School	Certificate Programs
Temple College*	Accelerated Emergency Services Program for Veterans (EMS & Paramedic)
Univ. of Incarnate Word+	Telemetry Technician
School	Associate Applied Science Degrees
St. Phillips College*	AAS Medical Laboratory Technician
	AAS Occupational Therapy Assistant
	AAS Radiography Technologist
Kaplan University	AAS 68W to Medical Assisting
Temple College*	AAS Emergency Medical Services
San Antonio College*	AAS Health Information Technology for Military Specialties: MLT
	AAS Health Information Technology for Military Specialties: RT
	AAS Health Information Technology for Military Specialties: OT
	AAS Military to Accelerated RN Career Mobility Track
School	Associate Science/Art Degrees
Univ. of Incarnate Word	AS Health Sciences: Medical Office Assistant
	AS Health Sciences: Billing & coding
	AS Health Sciences: Telemetry Technician
	AS Health Sciences: Medical Transcriptionist
	AS Health Sciences: Health Information Technology
	AA Adult Instruction & Training
Kaplan University	AS Health Sciences: 68W (Army Combat medic)
	AS Health Sciences: BMTCP (Navy Corpsman)
	AS Health Sciences: BioMedical Repair
	AS Health Sciences: Nuclear Medicine
	AS Health Sciences: Radiography
	AS Health Sciences: Pharmacy Technician (Army Navy)
	AS Health Sciences: Pharmacy Technician (Air Force)
	AS Health Sciences: Special Forces Medic (Army)
	AS Health Sciences: Dental Laboratory Advanced
	AS Health Sciences: Dental Specialist (Army)
	AS Health Sciences: Dental Assistant (Navy)
	AS Health Sciences: Dental Basic Laboratory (Army)
	AS Health Sciences: Basic Dental Laboratory (Air Force)
	AS Health Sciences: Ophthalmic Technician (Army)
	AS Health Sciences: Ophthalmic Technician (Air Force)
	AS Health Sciences: Independent Duty Medical Technician (Air Force)
	AS Health Sciences: Preventive Medicine (Army)
	AS Health Sciences: Preventive Medicine (Navy)
	AS Health Sciences: Physical Therapy Assistant (Army Navy)
	AS Health Sciences: Physical Therapy Assistant (Air Force)
	AS Health Sciences: Surgical Technician (Air Force)
	AS Health Sciences: Surgical Technician (Army)
	AS Health Sciences: Surgical Technician (Navy)
AS Health Sciences: Behavioral Health (Army)	
AS Health Sciences: Behavioral Health (Air Force)	
AS Health Sciences: Behavioral Health (Navy)	
School	Bachelor Degrees
Kaplan University	BS 68W Advanced Start to Bachelor of Liberal Studies
	BS 68W to Bachelor of Liberal Studies
	BS 68W to Health Science
Univ. of Incarnate Word	BS Health Science: Nutrition
	BS Health Science: Administration
	BAAS (applied arts & sciences)
School	Master Degree
Univ. of Incarnate Word	MA HMC to Master of Organizational Development

*Denotes Texas Workforce Commission College Credit 4 Heroes Partner

+Denotes Navy Distance Learning Partner

Liaison Organizations

American College of Osteopathic Emergency Physicians
American Heart Association
American Red Cross
Committee on Accreditation of Educational Programs for
the Emergency Medical Services Professions
Continuing Education Coordinating Board for
Emergency Medical Services
Emergency Nurses Association
National Association of EMS Educators
National Highway Traffic Safety Administration
National Volunteer Fire Council
U.S. Air Force Medical Service
U.S. Army Medical Corps
U.S. Navy

Why the NREMT Holds Accreditation

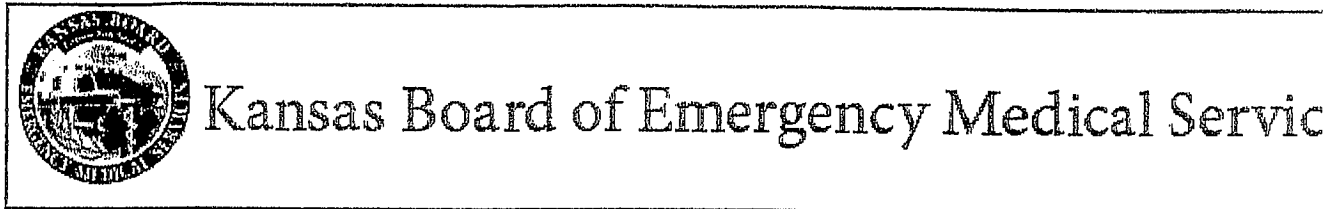
The NREMT is accredited by the National Commission for Certifying Agencies (NCCA). This is the highest assurance that the health, welfare and safety of the public is being protected through a credible examination and certification process. NCCA accreditation also means that the NREMT complies with the standards found in the "Standards for Education and Psychological Testing." This document was developed by the American Psychological Association (APA), American Educational Research Association (AERA) and the National Council on Measurement in Education (NCME).

What NREMT Certification Means to You

National EMS Certification means you have met the standards of the certifying body in credentialing. Certification is recognized by employers, state licensing agencies, and the public. It means you possess entry level competency.

Tuesday, January 29, 2013

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~~K.A.R. 109-15-2. Recognition of non-Kansas credentials.~~

DESCRIPTION


This regulation has been updated. Changes have been incorporated in the regulation to:

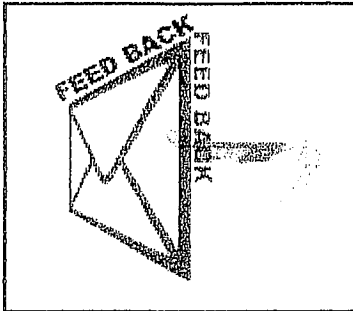
- Added language for military recognition

Related Committee:

Education, Examination Training and Certification

REGULATION History

Date	Committee	Status / Comments	Version/Documents
12/3/2012	EETC	Added language for Military recognition	 New Version.



Leave COMMENTS or SUGGESTIONS on this Regulation

- **Upcoming Events**

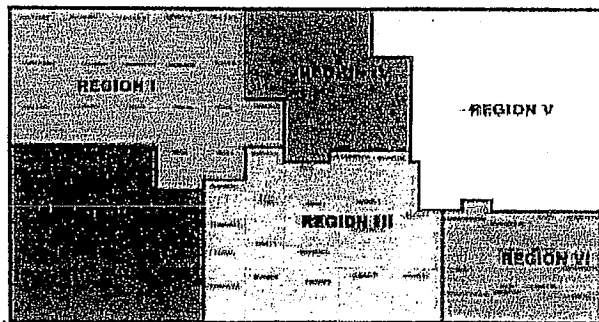
Thursday, February 07, 2013

- Board Committee Meetings

Monday, April 15, 2013

- Program Provider Quarterly Report DUE

- **Kansas EMS Regions**

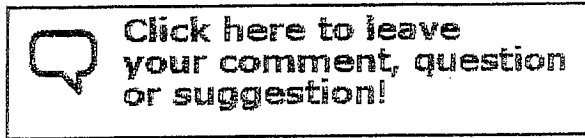


Click on the map to see the regions page.

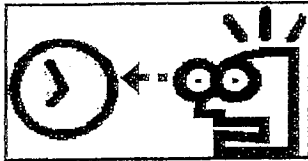
- **EMS Articles**

- Truth, lies and MCIs
- Does 'seat time' equal competency?

• **Feedback**



• **Transition Deadline Status**



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US Army Practical Nurse Course – Information Sheet

The purpose of the US Army Practical Nurse Course is to prepare selected and qualified Army Medical Department enlisted personnel for entry-level practical nursing during peacetime and mobilization in a variety of military settings. ASI is awarded upon successful completion of course requirements.

The course is 48 weeks long, with inputs occurring ten different times per year. Training is provided in three phases which feature integrated didactic, field and clinical learning experiences. Phase 1, eight weeks in length, is taught at the AMEDD Center and School, Fort Sam Houston, TX. Phase 2, 34.4 weeks in length and Phase 3, 5.6 weeks in length are conducted at each of the following sites: BAMC, EAMC, WRAMC, MAMC and WBAMC.

Enlisted Soldiers must be 68W qualified to attend training. This course is open to Active Army and Reserve Components Sergeants (E-5) and below. Active Army Soldiers Sergeant promotable and above are not eligible. Active Army Soldiers must have 2 years experience as a 68W to enroll. The Service Remaining Requirement (SRR) for Active Army is 30 months and is 24 months for the Army Reserve. Army Reserve Soldiers must serve their obligation in the Selected Reserves. Soldiers must extend or re-enlist to meet their SRR prior to reporting for training. Other prerequisites, including the range of ST and GT scores, are outlined in the approved POI and are reflected on the Army Training Requirements and Resourcing System (ATRRS).

Program goals are:

- Discuss principles of basic level anatomy, physiology, microbiology, and nutrition.
- Perform basic level pharmacological calculations.
- Perform basic field nursing skills and equipment set-up.
- Demonstrate entry level computer skills in using patient information systems.
- Administer safe and effective entry level practical nursing care.
- Safely administer medications within LPN/LVN scope of practice.
- Demonstrate entry level skills in caring for the critically ill patient.
- Demonstrate effective oral and written communication skills.
- Demonstrate leadership skills as both a team member and as a team leader.
- Apply knowledge of drug therapy into nursing practice.

The course is approved by the Texas State Board of Nurse Examiners. Graduates are eligible to take the National Council Licensure Examination for Practical Nurses (NCLEX PN) and the initial licensure must be from Texas. Licensure is mandatory to maintain the ASI 68WM6, Practical Nurse.

ACASP. The Army Civilian Acquired Skills Program is designed to award the 68WM6 ASI to persons with equivalent civilian training. The general requirements are: completion of an accredited Licensed Practical Nurse/Vocational Nursing Program, hold a valid LPN/LVN license, hold current Emergency Medical Technician-Basic certification and/or complete equivalent training through the Army Medical Department Center and School to meet 68W Military Occupational Specialty (Health Care Specialist) requirements, and completion of 120 hours critical care requirement.

300 68WM6 Practical Nurse Course (AMEDDC&S)