BOARD OF HIGHER EDUCATION
REQUEST FOR BOARD ACTION

NO. BHE 26-45

BOARD DATE: April 7, 2026

APPROVAL OF LETTER OF INTENT OF MIDDLESEX COMMUNITY COLLEGE TO AWARD THE ASSOCIATE OF SCIENCE IN SURGICAL TECHNOLOGY (APPRENTICESHIP PATHWAY) FOR FAST TRACK REVIEW

MOVED: The Board of Higher Education (BHE) has evaluated the Letter of Intent of **Middlesex Community College** to award the **Associate of Science in Surgical Technology (Apprenticeship Pathway)** and has determined that the proposal aligns with BHE criteria. Accordingly, the BHE authorizes the Commissioner to review the program and to make a final determination on degree granting authority pursuant to the Fast-Track review protocol.

VOTED: Motion adopted by the BHE on 4/7/2026.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b); AAC 18-40

Contact: Richard Riccardi, Sc.D., Deputy Commissioner for Academic Affairs and Student Success

BOARD OF HIGHER EDUCATION
2026
Middlesex Community College
Letter of Intent
Associate of Science in Surgical Technology (Apprenticeship Pathway)

DEGREE TITLE ABSTRACT ON INTENT AND MISSION OF PROGRAM

The proposed degree program is designed to prepare highly competent, entry-level Surgical Technologists who are employment-ready upon graduation. The proposed degree program will integrate classroom instruction, simulation laboratories, laboratory practice, and immersive work-based learning through apprenticeship partnerships with regional healthcare providers. Graduates will demonstrate cognitive, psychomotor, and affective competencies, while developing the critical technical skills and interprofessional behaviors necessary for safe and effective surgical patient care. The proposed degree program aligns directly with Middlesex's mission to provide accessible, affordable education that prepares a diverse student population for professional and lifelong success. It supports regional workforce needs and addresses critical shortages in surgical technology, while advancing Middlesex's equity and workforce development goals.

The mission of the proposed degree program is to educate and empower competent, compassionate, and ethical surgical technologists who will provide safe, high-quality patient care in diverse surgical environments. The proposed degree program is committed to fostering clinical excellence, professional integrity, and collaborative practice while meeting the evolving needs of healthcare employers, accrediting agencies, and the communities they serve.

The proposed Associate of Science in Surgical Technology (Apprenticeship Pathway) was approved by Middlesex's Board of Trustees on December 10, 2025. The LOI was circulated on December 26, 2025. No comments were received.

A. **ALIGNMENT WITH MASSACHUSETTS GOALS FOR HIGHER EDUCATION**

Address Gaps in Opportunity and Achievement in Alignment with Campus-Wide Goals

Healthcare workforce shortages in surgical technology represent a significant opportunity to create upward mobility for students from traditionally underserved populations. Many students entering health professions at Middlesex are first-generation college students, working adults, or individuals from diverse socioeconomic, racial, and cultural backgrounds. The proposed degree program's design, including clear course sequencing, embedded academic support, structured clinical experiences, and intensive certification preparation, ensures that students have a clearly defined, achievable pathway to degree completion, national certification, and employment in a stable and well-compensated career field.

The proposed degree program also reflects Middlesex's strong institutional commitment to expanding career-integrated learning and apprenticeship models. Apprenticeships are a strategic priority for the College as part of its broader mission to reduce barriers to degree completion while increasing students' earning potential during their education. Through its Office of Career Integrated Learning, Middlesex maintains a dedicated Coordinator of Apprenticeship Initiatives who works in partnership with program faculty, clinical affiliates, and employer partners to coordinate work-based learning experiences that align with academic learning outcomes. This combined traditional and apprenticeship model provides all students with structured, clinical experiences that directly reinforce classroom instruction while offering valuable hands-on training and professional mentoring. Apprenticeship students will have these same experiences while being compensated by our employer partners, offering income stability throughout their education. For many students who may otherwise face financial or logistical barriers to program completion, this integrated model increases persistence and supports successful program completion.

In alignment with the College's mission, strategic plan, and its longstanding commitment to community vibrancy, access, and workforce alignment, the proposed degree program creates a meaningful new entry point into the region's healthcare workforce while supporting student success across all populations. The program directly supports Middlesex's campus goals to close equity gaps, develop innovative workforce pipelines, and build strong partnerships with regional employers to meet critical community healthcare needs.

Program or Department Supports to Ensure Student Retention and Completion

The proposed degree program is intentionally designed to promote student persistence, progression, and degree completion through a combination of structured curriculum design, targeted academic support, and specialized clinical and apprenticeship coordination. The proposed curriculum follows a carefully scaffolded sequence that allows students to build skills and confidence as they progress from foundational knowledge to advanced clinical practice. Students first complete general education courses in English, mathematics, and the sciences to establish a strong academic foundation, followed by program-specific coursework in medical terminology, anatomy and physiology, microbiology, pharmacology, and surgical principles.

As students advance, surgical technology courses are sequenced to progressively develop knowledge, technical skills, and professional behaviors. The proposed degree program introduces fundamental surgical concepts and skills in Fundamentals of Surgical Technology (SUR 101) and Skills Lab (SUR 102), followed by advanced specialty procedures (SUR 151, 153, 155), instrumentation courses (SUR 152, 154), and three levels of supervised clinical practice (SUR 201, 202, 251). The proposed curriculum culminates with a dedicated CST Exam Review Course (SUR 252) to ensure students are well-prepared for national certification.

To promote student persistence and success, the proposed degree program is supported by multiple college-wide services. Faculty maintain close advising relationships and provide regular progress monitoring and individualized academic coaching. Students also benefit from robust academic support services through the Academic Centers for Enrichment (ACE), which offers one-on-one tutoring, peer tutoring, study skills workshops, and academic coaching specifically tailored to the rigor of health professions programs. Additional institutional support includes SUCCESS Scholars case management coaching, counseling services, career services, student access and support services, financial aid advising, and programming for first-generation and non-traditional students.

Importantly, the proposed degree program is also supported by dedicated apprenticeship infrastructure at Middlesex. The proposed degree program is designed to incorporate an apprenticeship model that allows students to integrate classroom learning with real-world clinical experiences. The College's Office of Career Integrated Learning includes a designated Coordinator of Apprenticeship Initiatives who works

directly with program faculty, clinical partners, and students to coordinate clinical placements, monitor student progress in apprenticeship experiences, and ensure that work-based learning opportunities align with curriculum objectives. This close coordination provides additional layers of support for students throughout their clinical training and helps ensure a seamless transition from classroom to clinical practice.

Through this comprehensive structure of academic, clinical, and apprenticeship support, Middlesex is fully committed to ensuring that Surgical Technology students persist, complete the proposed degree program, achieve national certification, and successfully enter the healthcare workforce.

Alliances and Partnerships with PK-12, Other IHE's, Community Employers

The development of the proposed degree program is being driven by strong partnerships with regional healthcare employers and guided by extensive collaboration through a grant with the Smith Family Foundation/National Center for Apprenticeship Degrees. Middlesex is actively working with several large healthcare providers, Lowell General Hospital/Tufts Medicine and Beth Israel Lahey Health, as well as apprenticeship degree experts through the National Center for Apprenticeship Degrees, to ensure that the program is designed to meet current and projected workforce demands, align with employer expectations, and prepare graduates for immediate entry into the surgical workforce. Additionally, Middlesex was recently awarded a GROW grant through the Massachusetts Division of Apprenticeship Standards to support the creation of a robust simulation lab in collaboration with Lowell General/Tufts at their LGH Saints campus. These grant and employer partners have provided critical input on program design, curriculum content, clinical competency expectations, apprenticeship opportunities, and projected hiring needs for certified surgical technologists.

Middlesex will establish an advisory committee comprised of surgical services leadership, perioperative nursing managers, certified surgical technologists, and human resource representatives from these employer partners. This advisory group will meet regularly during program development and implementation to provide ongoing feedback on curriculum content, clinical site expectations, emerging technologies, and evolving workforce skills. Feedback from the advisory committee directly informs curriculum refinement, clinical competency development, equipment purchasing decisions, and ensures alignment with the credentialing expectations of the national certification exam (CST).

In addition to these employer partnerships, Middlesex is also actively exploring collaborations with local PK-12 districts and early college pathways to introduce students to surgical technology careers earlier in their academic journey. These exploratory conversations support the College's larger mission to create multiple on-ramps into high-demand healthcare fields for students from diverse backgrounds.
The program's integration within Middlesex's Office of Career Integrated Learning further ensures strong alignment with employer needs through its Coordinator of Apprenticeship Initiatives, who works directly with industry partners to coordinate apprenticeship placements, monitor student progress, and adapt work-based learning experiences based on employer feedback. This iterative partnership model ensures that the proposed degree program remains current, responsive, and highly relevant to the dynamic needs of the healthcare workforce across the region.

Relationship to MassHire Regional Blueprints

The proposed degree program is designed in direct response to urgent workforce needs identified by regional healthcare employers and confirmed through Massachusetts workforce development planning. According to data included in the MassHire Regional Healthcare Workforce Blueprints (Massachusetts Executive Office of Education, 2023), healthcare continues to be one of the most critical workforce sectors across all regions of the Commonwealth, with surgical technology consistently identified as an area of high demand within acute care hospitals.

Current Job Availability: At the time of this proposal, online job platforms report over 140 active surgical technologist job openings across Massachusetts (e.g., 146 listings statewide and 75 in the Boston metro area on Indeed). These opportunities span acute-care hospitals, outpatient surgery centers, and specialty clinics, confirming substantial employer demand.

Recent labor market data for Massachusetts show that over 76% of surgical technologists are employed in general medical and surgical hospitals, with additional employment across outpatient care centers (8.6%), physicians' offices (7.1%), and specialty hospitals (3.1%). These figures reflect a healthcare system that remains heavily dependent on well-trained surgical technologists to support operating room capacity and meet growing patient care needs. (Massachusetts Executive Office of Labor and Workforce Development, 2024).

Middlesex has built the proposed degree program in close partnership with major regional healthcare systems, including Lowell General Hospital/Tufts Medicine and Lahey Hospital & Medical Center (Burlington), both of which serve as key clinical affiliates and future employers of program graduates. These healthcare partners have provided direct input on program design, clinical site development, and apprenticeship models to ensure that the curriculum fully aligns with employer needs and current surgical practice expectations. The employer partners also serve on an active program advisory board, providing ongoing feedback to ensure that the curriculum remains responsive to evolving surgical technologies, certification standards, and workforce requirements.

In addition to the strong employer partnerships, the proposed degree program is aligned with the College's broader institutional priority of expanding career-integrated learning and healthcare apprenticeships. Through Middlesex's Office of Career Integrated Learning and its dedicated Coordinator of Apprenticeship Initiatives, students are supported in gaining paid, structured clinical experiences with employer partners throughout their education. This approach reduces financial barriers for students, builds work-based skills in real-time, and creates direct employment pipelines for participating healthcare organizations.

The proposed degree program addresses both immediate workforce shortages and long-term pipeline needs for healthcare employers in the region, while creating high-wage, high-demand career pathways for Middlesex Community College students from a broad range of backgrounds.

Lightcast. (2024). Occupation overview: Surgical technologists in Massachusetts. Lightcast Analyst. Retrieved January 15, 2025, from https://lightcast.io/

Massachusetts Executive Office of Labor and Workforce Development. (2024). Surgical Technologists: Occupational Employment and Wage Statistics (OEWS), 2023 Data. Retrieved June 19, 2025, from https://lmi.dua.eol.mass.gov/lmi/OccupationalEmploymentAndWage

Massachusetts Executive Office of Education, Department of Higher Education, & MassHire Workforce Boards. (2023). Massachusetts Healthcare Workforce Blueprint: Regional Workforce Data and Priorities. Retrieved June 19, 2025, from https://www.mass.edu/strategic/workforceblueprints.asp

Indeed.com. (2025). Surgical Technologist jobs in Massachusetts. Retrieved June 22, 2025, from Indeed listings https://www.indeed.com/q-surgical-tech-l-massachusetts-jobs.html?utm_source=chatgpt.com

Duplication

While a number of Surgical Technology programs exist in Massachusetts, Middlesex's proposed degree program is intentionally distinct in both design and delivery. The proposed degree program has been developed from inception as a fully integrated apprenticeship-based associate degree program, which sets it apart from existing models offered at other institutions. Course sequencing and scheduling have been optimized both for apprenticeship implementation, as well as schedule optimization to expedite and create work opportunities for non-apprentice students.

Currently, most Surgical Technology programs offered in Massachusetts (both public and private) follow traditional academic models that rely exclusively on college-arranged clinical placements in later semesters, often in unpaid roles. By contrast, Middlesex's proposed degree program is intentionally built around the apprenticeship model, providing apprenticeship students with paid, structured clinical experiences that run concurrently with academic instruction. This integrated design allows students to apply knowledge and build technical competencies in real-world surgical settings from an early point in their education while simultaneously earning income that can reduce financial barriers to program completion.

The proposed degree program's apprenticeship structure is coordinated through Middlesex's Office of Career Integrated Learning, which maintains strong employer partnerships and provides dedicated staffing through a Coordinator of Apprenticeship Initiatives position. This role works closely with hospital partners, including Lowell General Hospital/Tufts Medicine and Lahey Hospital & Medical Center (Burlington), to identify clinical placements, apprenticeship placements, monitor student progress, and ensure alignment between work-based learning outcomes and academic curriculum objectives. The apprenticeship approach also allows employers to actively participate in workforce development, building relationships with students earlier in their training and helping to shape a workforce pipeline that addresses both immediate staffing shortages and long-term hiring needs.

Although several private institutions and certificate-level programs exist in New England, these programs often have higher tuition costs, lack integrated apprenticeship models, and may require students to navigate clinical placement independently. In contrast, the proposed degree program is designed to be accessible, affordable, employer-driven, and highly supportive of student persistence and success. This model directly addresses both the educational mission of the College and broader statewide workforce priorities to increase access, equity, and workforce pipeline alignment in high-demand healthcare fields.

By embedding apprenticeship directly into the program structure, Middlesex is creating an innovative, scalable workforce development model that addresses employer needs, improves student outcomes, and expands career pathways for a diverse range of learners across the region.

Innovative Approaches to Teaching and Learning

The proposed degree program is intentionally designed to integrate multiple innovative approaches that enhance student learning and workforce readiness. The proposed degree program is being built from inception as an apprenticeship-option associate degree, allowing students to participate in paid, structured clinical experiences that are directly embedded within the academic curriculum. This apprenticeship model provides real-time experiential learning, competency development, and professional mentoring in partnership with regional hospital systems.

In addition, Middlesex strongly believes in the value of high-fidelity simulation to reinforce critical thinking, technical proficiency, and team-based decision-making in a controlled environment. The proposed degree program will leverage dedicated hospital-based simulation and skills labs to immerse students in realistic surgical scenarios that replicate intraoperative emergencies, equipment malfunctions, complex procedures, and interdisciplinary collaboration. This simulation approach allows students to master essential competencies before transitioning into progressively advanced apprenticeship placements, ensuring patient safety and building student confidence.

A significant portion of the proposed degree program's didactic coursework will be delivered on-site at our hospital-based simulation lab and classroom, taking advantage of Middlesex's long-established leadership in high-quality collaborative education. Hybrid delivery of these courses will leverage

Middlesex's strong institutional history of delivering effective, interactive, and accessible online/hybrid courses that meet the needs of diverse learners, including working adults, first-generation students, and non-traditional learners. By offering flexible online delivery of theoretical coursework, the program expands access, accommodates student schedules, and ensures that students can focus in-person time on skill development, simulation, and clinical apprenticeship experiences.

The combination of competency-based assessment, integrated apprenticeship experiences, immersive simulation training, and flexible hybrid didactic delivery represents a highly innovative approach that reflects both national best practices and Middlesex's institutional commitment to career-integrated, student-centered education.

B. ALIGNMENT WITH CAMPUS STRATEGIC PLAN AND MISSION

The development of the proposed degree program represents a clear institutional priority that aligns fully with the College's mission to provide access to high-quality, affordable education that prepares students for meaningful careers while serving regional workforce needs. As outlined in Middlesex's approved Strategic Plan, the College is committed to:

- Expanding workforce-aligned academic programs in high-demand industries,
- Increasing equitable access to career pathways for underserved student populations,
- Strengthening partnerships with employers and community stakeholders, and
- Embedding experiential learning and work-based learning opportunities across programs.

The proposed degree program directly addresses these priorities. The demand for skilled surgical technologists remains high in Massachusetts, especially within Middlesex's regional healthcare ecosystem. By creating a program that incorporates a fully embedded apprenticeship model from inception, Middlesex is proactively addressing the financial, academic, and professional barriers that often prevent students from entering and completing specialized healthcare programs. Qualified participants in this proposed degree program will be able to take advantage of free community college through the Mass Reconnect and Mass Educate programs. Additionally, paid apprenticeship placements provide hands-on technical training which enables students to build meaningful relationships with employer partners that often lead directly to post-graduation employment.

The proposed degree program also leverages Middlesex's strength in simulation and competency-based assessment to ensure that all students—regardless of background or prior experience—can achieve the advanced clinical competencies required for surgical practice while developing confidence and professionalism in a safe, supportive environment. This educational approach directly supports Middlesex's mission to foster lifelong learning and prepare graduates for immediate employment in well-compensated, high-demand career fields.

Moreover, the proposed degree program exemplifies Middlesex's commitment to equity by offering a clearly defined pathway for first-generation students, incumbent hospital employees, underrepresented populations, adult learners, and career changers to enter the healthcare workforce. Through its integrated supports—such as the Academic Centers for Enrichment (ACE), dedicated Coordinator of Apprenticeship Initiatives, academic advising, and extensive employer partnerships—the proposed degree program is designed to ensure that all students have the opportunity to succeed, persist, and thrive.

In short, the proposed degree program represents a natural extension of Middlesex Community College's mission, a key initiative within its strategic plan, and a model for workforce-aligned, equity-centered program development that serves both student aspirations and regional healthcare system needs.

Goals and Objectives (Form B)

Overall Program Goals:

1. Expand healthcare workforce capacity regionally.
2. Provide accessible career pathways for underrepresented students.
3. Embed paid apprenticeships that address equity barriers.
4. Prepare students for national certification (CST Exam) and employment.

Program Student Learning Outcomes

1. Demonstrate safe, effective, and proficient surgical skills in preparation, setup, and performance of surgical procedures while maintaining strict adherence to principles of aseptic technique.
2. Apply comprehensive knowledge of surgical anatomy, procedures, pharmacology, and

instrumentation to support patient care across multiple surgical specialties.

3. Exhibit professional communication, teamwork, and ethical behaviors that promote positive collaboration with patients, surgical team members, and healthcare organizations.
4. Utilize critical thinking and problem-solving skills to respond appropriately to changing intraoperative conditions and ensure patient safety.
5. Integrate patient-centered care principles, cultural competence, and respect for diversity in all aspects of perioperative care.
6. Demonstrate accountability and personal responsibility for ongoing professional development, legal compliance, and ethical practice as a surgical technologist.
7. Successfully prepare for and achieve national certification (CST) eligibility, meeting all ARC/STSA and CAAHEP standards for entry-level competency.

C. ALIGNMENT WITH OPERATIONAL AND FINANCIAL OBJECTIVES OF INSTITUTION

Enrollment Projections (Form C)

Enrollment Projections (5 years):

- Year 1: 12 FT, 0 PT
- Year 2: 15 FT, 0 PT
- Year 3: 20 FT, 0 PT
- Year 4: 20 FT, 0 PT
- Year 5: 20 FT, 0 PT

The proposed degree program is expected to generate positive enrollment impacts across several existing academic departments at Middlesex, particularly in programs that offer required general education coursework shared with this degree pathway.

The proposed curriculum includes general education courses in English Composition, Mathematics, Behavioral Science, Social Science, Humanities, and Science (Anatomy & Physiology, Microbiology, and Biology). Increased enrollment in Surgical Technology will therefore generate additional student demand for courses offered by the English, Mathematics, Psychology, Sociology, and Science departments, helping

to strengthen enrollments in foundational liberal arts courses that serve both health sciences and other degree programs across the college.

This cross-program enrollment supports efficient course scheduling, optimizes resource utilization, and fosters interdisciplinary learning opportunities across Middlesex's academic divisions. In addition, Surgical Technology students will benefit from Middlesex's well-established strengths in general education instruction, academic support services, and high-quality laboratory science instruction - further strengthening retention and academic performance across both the proposed degree program and the general education curriculum as a whole.

The proposed degree program's integration into existing general education offerings also reinforces Middlesex's strategic emphasis on building stackable, career-aligned pathways that allow students to explore health sciences early in their academic careers, potentially increasing enrollment interest in related fields such as nursing, medical laboratory technology, radiologic technology, dental hygiene, and other allied health programs. Each student's case will be assessed for the possibility of transfer credits and credit for prior learning to meet as many program requirements in advance as possible. In this way, the proposed degree program supports not only the workforce mission of the college, but also its broader commitment to enrollment growth, academic excellence, and cross-disciplinary collaboration.

Resources and Financial Statement of Estimated Net Impact on Institution
(Form D, Appendices)

Faculty and Staffing Resources:

The proposed degree program will be staffed by a core of two full-time Surgical Technology faculty responsible for classroom instruction, curriculum development, student advising, and coordination of clinical learning. A dedicated Coordinator of Apprenticeship Initiatives within the Office of Career Integrated Learning will manage all apprenticeship placements, coordinate with employer partners, and monitor student progress throughout the clinical learning experience. Given the apprenticeship-based structure and distributed clinical locations, the proposed degree program will also employ adjunct faculty to support instructional needs, skills instruction, and clinical site coordination as enrollment grows and additional cohorts are added. Clinical preceptors at partner hospitals will provide direct supervision, skills coaching, and formative evaluation during students' clinical and apprenticeship experiences.

Facilities and Equipment Resources:

All laboratory instruction for the proposed degree program will take place at a fully equipped hospital-based simulation lab operated in collaboration with Middlesex's clinical partners. This simulation lab, located within the Saints campus of **Lowell General Hospital/Tufts Medicine**, provides students with highly realistic surgical environments, modern equipment, instrument trays, digital simulation technologies, and operating room suites that replicate current surgical practice. The use of hospital-based simulation facilities allows students to train in the exact clinical environments where they will ultimately work, fostering seamless transitions from learning to practice and ensuring state-of-the-art training without the need for separate on-campus laboratory construction.

Support Services:

The proposed degree program is fully supported by Middlesex's comprehensive academic and student support services, including:

- Student SUCCESS Scholars Program
- Academic Centers for Enrichment (ACE) for individualized tutoring and academic coaching
- Student Access and Support Services
- Dedicated apprenticeship advising and career coaching through the Office of Career Integrated Learning

These services are designed to ensure student persistence, retention, and success across diverse student populations, while addressing academic, financial, and personal barriers to program completion.

Advisory Committee and Employer Engagement:

The proposed degree program is guided by an active Advisory Committee comprised of employer partners, surgical services leadership, clinical educators, human resources representatives, and workforce development professionals. This committee meets regularly to review curriculum relevance, identify emerging workforce trends, ensure competency alignment, and maintain ongoing employer engagement in program development. Advisory feedback informs both clinical site development and curriculum refinement on a continual basis.

Financial Projections and Start-Up Funding:

The initial development and implementation of the proposed degree program have been supported through significant external funding sources, including:

- **Smith Family Foundation Grant** funding supporting program planning, partnership development, and innovative simulation-based curriculum design.
- **GROW** funding through the Massachusetts Department of Apprenticeship Standards to provide simulation equipment and collaboration support

As enrollment in the proposed degree program grows, Middlesex may also require incremental increases in institutional support staffing, particularly within academic advising and admissions offices. Expanded advising capacity will ensure that Surgical Technology students receive timely, specialized guidance on program progression, apprenticeship coordination, and certification preparation. Additional admissions support may be needed to manage program-specific application processes, clinical eligibility clearances, and cohort scheduling. These institutional adjustments will be incorporated into regular staffing assessments as part of the college's ongoing enrollment management and student success planning.

Ongoing program operations will be supported by tuition revenue, employer partnerships, and institutional budget planning. The apprenticeship model's integration with employer partners ensures shared investment in workforce training and sustained financial viability for long-term program delivery.

STAFF REVIEW AND VALIDATION

Staff thoroughly reviewed the **LOI** proposing full degree granting authority for the **Associate of Science in Surgical Technology (Apprenticeship Pathway)** program submitted by **Middlesex Community College**. Staff validate that the **LOI** includes all data required by the Massachusetts Board of Higher Education. Staff recommendation is for BHE authorization for the Commissioner to review the program pursuant to the Fast-Track review protocol.

Form A: Curriculum Outline

Required (Core) Courses in the Major (Total # courses required =0)		
Course Number	Course Title	Credit Hours
ENG 101	English Composition I	3
ENG 102	English Composition II	3
BIO 131	General Biology	4
BIO 231	Anatomy and Physiology I	4
BIO 235	Intro to Microbiology	4
SUR 101	Fundamentals of Surgical Technology	4
SUR 102	Surgical Technology Skills Lab	4
SUR 103	Pharmacology of Surgical Technology	2
SUR 151	Surgical Procedures I	3
SUR 152	Surgical Instruments I	1
SUR 153	Surgical Procedures II	3
SUR 154	Surgical Instruments II	3
SUR 155	Surgical Procedures III	3
SUR 201	Surgical Technology Practicum I	4
SUR 202	Surgical Technology Practicum II	4
SUR 251	Surgical Technology Practicum III	4
SUR 252	CST Exam Review Course	2
	Sub Total Required Credits	55
Elective Courses (Total # courses required = 0) *(attach list of choices if needed)*		
	Math Elective (MAT 120 or Higher	3
	Behavioral Science Elective	3
	Social Science Elective	3
	Humanities Elective	3
	Sub Total Elective Credits	12

Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits)	# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages	9
Mathematics and the Natural and Physical Sciences	15
Social Sciences	6
Sub Total General Education Credits	30

Curriculum Summary	
Total number of courses required for the degree	22
Total credit hours required for degree	67

Prerequisite, Concentration or Other Requirements: Eligibility for English Composition I and College Level Math

Form B: LOI Goals and Objectives

Program Goal	Learning Objectives (Program Student Learning Outcomes)	Strategy for Achievement	Measurable Objective	Timetable
Expand healthcare workforce capacity regionally	PSLOs 1, 2, 7	Employer advisory board partnerships; workforce needs assessment; apprenticeship employer pipelines	Enroll at least 20 students annually; 90% complete clinical case requirements; 85% job placement within 6 months of graduation	Full enrollment cohort in Year 1; first graduates entering workforce in Year 2; ongoing annual evaluation
Provide accessible career pathways for underrepresented students	PSLOs 3, 5, 6	Academic support (ACE); financial aid counseling; early career exploration partnerships; advising and mentorship	At least 40% of enrolled students from underrepresented populations; 80% retention rate across program cohorts	Demographic tracking begins at program launch; retention reviewed each semester; annual diversity reports
Embed paid apprenticeships that address equity barriers	PSLOs 1, 3, 4	Apprenticeship model integration; Office of Career Integrated Learning support; Coordinator of Apprenticeship Initiatives coordination; supervised paid clinical training	100% of eligible students placed in paid apprenticeships; 90% of apprenticeship partners report student readiness and satisfaction	Apprenticeship placements begin first semester of clinical coursework (Year 1); annual partner satisfaction surveys
Prepare students for national certification (CST Exam) and employment	PSLOs 1, 2, 4, 7	CST Exam Review course; competency-based assessments; skills labs; high-fidelity simulation; clinical evaluation checklists; mock CST exams	90% of graduates sit for CST exam within 3 months of graduation; 85% CST pass rate on first attempt	CST preparation begins in Year 1, CST Review course in final semester; exam tracking begins with first graduating class

Form C: LOI Program Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
New Full-Time	12	15	20	20	20
Continuing Full-Time	0	10	13	17	17
New Part-Time					
Continuing Part-Time					
Enrollment Totals	12	25	33	37	37

Form D: LOI Program Budget

One Time/ Start Up Costs		**Annual Expenses**				
	Cost Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	Full Time Faculty *(Salary & Fringe)*	$217,296	$221,642	$226,075	$230,596	$235,208
	Part Time/Adjunct Faculty *(Salary & Fringe)*	$25,500	$26,010	$26,530	$27,061	$27,602
	Coordinator and Faculty stipends	$7,500	$7,500	$7,500	$7,500	$7,500
	Staff	$0	$0	$0	$0	$0
	Professional Development (Conference and Travel)	$5,000	$5,000	$5,000	$5,000	$5,000
	General Administrative Costs	$2,500	$2,500	$2,500	$2,500	$2,500
	Instructional Materials, Library Acquisitions	$0	$0	$0	$0	$0
	Facilities/Space/Equipment	$10,000	$10,000	$10,000	$10,000	$10,000
	Field & Clinical Resources	$0	$0	$0	$0	$0
	Marketing	$2,500	$2,000	$1,500	$1,000	$500
	Startup Accreditation Fees	$0	$10,000	$0	$0	$0
	Annual Accreditation Fees	$2,750	$2,750	$2,750	$2,750	$2,750
	Trajecsys	$3,000	$3,000	$3,000	$3,000	$3,000
	Expenses Total	$276,046	$290,402	$284,855	$289,407	$294,060

One Time/Start-Up Support		***Annual Income***				
	Revenue Sources	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	Grants (Grow & Smith FF Grant Program)	$142,000	$17,000	$0	$0	$0
	Accreditation Fees Provision (Smith)	$0	$30,000	$0	$0	$0
	Flex Funds	$0	$9,500	$0	$0	$0
	Tuition	$10,944	$22,032	$28,680	$32,160	$32,160
	Fees	$123,384	$268,735	$356,009	$411,430	$419,659
	Departmental	$0	$0	$0	$0	$0
	Reallocated Funds	$25,000	$0	$0	$0	$0
	Other (specify)	$0	$0	$0	$0	$0
	Income Total	$301,328	$347,267	$384,689	$443,590	$451,819