College Curriculum Committee Meeting Agenda
Tuesday, November 8, 2016
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter
1. Minutes: October 25, 2016	Action	#11/8/16-1	Escoto
2. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. GE Subcommittees for 2016-17 d. ASCCC Fall Plenary Update e. Adding a Course Discipline	Information	 #11/8/16-2—8 #11/8/16-9 #11/8/16-10	Escoto
3. Cross-Listed Course Approval Request Form	2nd Read/ Action	#11/8/16-11	Escoto
4. New Program Application: Instructional Design & Technology Certificate of Achievement	2nd Read/ Action	#11/8/16-12	Escoto
5. New Program Application: Humanities Certificate of Achievement	1st Read	#11/8/16-13	Escoto
6. New Program Application: Emergency Medical Technology Non-Credit Certificate	1st Read	#11/8/16-14	Escoto
7. Stand Alone Approval Request: EMT 50A	1st Read	#11/8/16-15 & 19	Escoto
8. Stand Alone Approval Request: EMT 51A	1st Read	#11/8/16-16 & 19	Escoto
9. Stand Alone Approval Request: EMT 401A	1st Read	#11/8/16-17 & 19	Escoto
10. Stand Alone Approval Request: EMT 402A	1st Read	#11/8/16-18 & 19	Escoto
11. Division Curriculum Committee Equity Lens	Discussion	#11/8/16-20	Escoto
12. Curriculum Sheet Review Process	Discussion		Escoto
13. Report Out from Division Reps	Discussion		All
14. Good of the Order			Escoto
15. Adjournment			Escoto

Attachments:

#11/8/16-1 Draft Minutes: October 25, 2016
#11/8/16-2 New Course Proposal: ALLD 402
#11/8/16-3 New Course Proposal: ALTW 230
#11/8/16-4 New Course Proposal: ALTW 430
#11/8/16-5 New Course Proposal: ALTW 431
#11/8/16-6 New Course Proposal: HIST 3A
#11/8/16-7 New Course Proposal: HIST 3B
#11/8/16-8 New Course Proposal: HIST 3C
#11/8/16-9 CCC Notification of Proposed Requisites
#11/8/16-10 GE Subcommittee Membership for 2016-17
#11/8/16-11 Cross-Listed Course Approval Request (draft version 2)
#11/8/16-12 Instructional Design & Technology Certificate of Achievement Narrative and Supporting Documentation
#11/8/16-13 Humanities Certificate of Achievement Narrative
#11/8/16-14 Emergency Medical Technology Non-Credit Certificate Narrative
#11/8/16-15 Stand Alone Course Approval Request: EMT 50A

#11/8/16-16 Stand Alone Course Approval Request: EMT 51A
#11/8/16-17 Stand Alone Course Approval Request: EMT 401A
#11/8/16-18 Stand Alone Course Approval Request: EMT 402A
#11/8/16-19 Title 22 Reference (supporting documentation for EMT Stand Alone)
#11/8/16-20 Curriculum Committee(s) Responsibilities

2016-2017 Curriculum Committee Meetings:

Fall 2016 Quarter	Winter 2017 Quarter	Spring 2017 Quarter
~~10/11/16~~	1/24/17	4/25/17
~~10/25/16~~	2/7/17	5/9/17
11/8/16	2/21/17	5/23/17
11/22/16	3/7/17	6/6/17
12/6/16	3/21/17	6/20/17

Standing reminder: Items for inclusion on the CCC agenda are due no later than one week before the meeting.

2016-2017 Curriculum Deadlines:

12/1/16 Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
12/1/16 Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
TBD Curriculum Sheet updates for 2017-18 catalog (Faculty/Divisions).
TBD Deadline to submit local GE applications (Faculty/Divisions).
6/1/17 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/23/17 COR/Title 5 updates for 2018-19 catalog (Faculty/Divisions).
Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

2016-2017 Professional Development Opportunities & Conferences of Interest:

ASCCC Fall 2016 Curriculum Regional Meeting (North) - 10/21/16 - Skyline College
ASCCC MQ and Equivalency Regional Meeting (North) - 10/28/16 - Woodland College
ASCCC Fall Plenary Session - 11/3-5/16 - Westin South Coast Plaza, Costa Mesa
ASCCC Formerly Incarcerated Student Regional Meeting (North) - 11/18/16 - San Joaquin Delta College, Stockton
ASCCC C-ID: Discipline Input Group (DIG) Meeting - 11/18/16 - Double Tree by Hilton Hotel Anaheim, Orange
ASCCC Contextualized Teaching and Learning Meeting (North) - 12/2/16 - Skyline College
ASCCC C-ID: Discipline Input Group (DIG) Meeting - 12/9/16 - Grand Sheraton Hotel Sacramento
ASCCC 2017 Curriculum Institute - 7/12-15/17 - Riverside Convention Center

Distribution:
Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Milissa Carey (FA), Sara Cooper (BH), Bernie Day (Articulation Officer), Leticia Delgado (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC), Valerie Fong (LA), Marnie Francisco (PSME), Carolyn Holcroft (AS President), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Don MacNeil (KA), Kent McGee (Evaluations), Gillian Schultz (BH), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Dean, LA), Lori Silverman (Interim Dean, PSME), Mary Vanatta (Curriculum Coordinator), Bill Ziegenhorn (BSS)

Updated 10/18/16

COLLEGE CURRICULUM COMMITTEE

Committee Members - 2016-17

Meeting Date: 11/8/16

Co-Chairs (2)

✓	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@fhda.edu
✓	Andrew LaManque	7179	Interim Vice President of Instruction and Institutional Research	lamanqueandrew@fhda.edu

Voting Membership (12 total; 1 vote per division)

	Mark Anderson	7156	F A	andersonmark@fhda.edu
✓	Benjamin Armerding	7453	L A	armerdingbenjamin@fhda.edu
✓	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
	Rachelle Campbell	7469	BH—CTE	campbellrachelle@fhda.edu
✓	Milissa Carey (F & W)	7582	F A	careymilissa@fhda.edu
✓	Sara Cooper		BH	coopersara@fhda.edu
✓	Bernie Day	7225	Articulation	daybernie@fhda.edu
✓	Leticia Delgado (F)	7045	CNSL	delgadoleticia@fhda.edu
	Brian Evans (F & W)	7575	BSS	evansbrian@fhda.edu
	Valerie Fong	7135	L A	fongvalerie@fhda.edu
✓	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
✓	Kay Jones	7602	LIBR	joneskay@fhda.edu
	Marc Knobel (W & S)	7049	PSME	knobelmarc@fhda.edu
	Don MacNeil	6967	K A	macneildon@fhda.edu
✓	Gillian Schultz	7292	BH	schultzgillian@fhda.edu
✓	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
	Barbara Shewfelt	7658	K A	shewfeltbarbara@fhda.edu
	Paul Starer	7227	Dean—L A	starerpaul@fhda.edu
✓	Lori Silverman	7455	Dean—PSME	silvermanlori@fhda.edu
✓	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

✓	Basil Farooq	7231	ASFC Rep.	
✓	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
			SLO Coordinator	

Visitors

Steve McGriff, Robert Hartwell, Gay Krause

College Curriculum Committee
Meeting Minutes
Tuesday, October 25, 2016
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: October 11, 2016	Minutes approved as written. *[note: the meeting location in the draft version was erroneously listed as President's Conference Room. The location has been changed to Conference Room 8330 in the approved version.]* **Approved by consent**.
2. Announcements a. Notification of Proposed Requisites	**Speaker: Isaac Escoto** All are ongoing requisites, for which a Content Review form was not on file.
b. IDS 406 Follow-up	Follow-up to discussion at previous meeting, regarding New Course Proposal form and request by the group for clarification on course description and possible similarity to existing courses. Course author Katie Ha explained that the Teaching and Learning Center (TLC) currently offers two non-credit supplemental instruction courses for Language Arts, for which students do not enroll in the traditional way. Instead, they select the appropriate course on a computer screen when they enter the facility. This new course is modeled after these two existing courses, as well as courses at other colleges. Interdisciplinary Studies (IDS) chosen as the department, instead of Non-credit Language Arts (NCLA), so that disciplines outside of LA can be listed on the COR; intent is to collect WSCH on tutoring happening outside of LA. Currently, TLC uses non-credit faculty tutors; with this course, students will be the tutors, supervised by a faculty member with discipline MQs. Note that course might change from IDS to a new department code, to be created. Question regarding students expressing concern about having a non-credit course listed on record—non-credit courses are listed on the unofficial transcript only (never on the official transcript). Ha mentioned the possibility of creating a non-credit certificate, to include this course and an additional new course. Question regarding LA division listed on COR for IDS 406—will probably not change, due to C3MS requirement that a division be listed, and Ha is LA faculty. Note that students will "register" for this new course in the same way they currently register for the two NCLA courses. Question regarding tutoring being considered a support service or a course—Ha noted that it is a support service but is related to instruction, and apportionment is collected on existing non-credit supplemental instruction courses. Question about the funding of tutoring courses—Escoto suggested further discussion at future CCC meeting.
c. Apprenticeship Update	Bruce McLeod is currently working with Apprenticeship faculty on COR updates in C3MS and has been meeting with faculty at their sites. The creation of Apprenticeship curriculum committee, and who will participate, is currently under discussion.
d. C-ID October 2016 Newsletter	Escoto noted table within newsletter outlining ongoing work regarding C-ID approvals. Day mentioned that a group of Articulation Officers is working with Escoto to submit a resolution for the ASCCC Fall Plenary regarding delayed C-ID approvals affecting the ability of colleges to submit ADTs to the state, as C-

	ID approval is required for courses listed on an ADT. Resolution will ask that courses be acceptable if they have been submitted for C-ID, even if they have not yet been approved. On October 31, De Anza and Foothill senates will meet together to discuss upcoming resolutions, including this; Escoto will forward draft of resolution to CCC.
e. ASCCC Fall Plenary Resolutions	Escoto noted that this is not the final list, as resolutions may be submitted close to the date of the plenary session. Noted resolutions that may be of interest to group: • Single Process for Local Curriculum Approval (9.01). Clarification requested, regarding single process at each college, or statewide—at the local level, not statewide. • Faculty Involvement in the Creation of Dual Enrollment Programs (9.02). Question regarding creation of such programs and whether one would go to PaRC for approval or would be developed in the manner of a regular course; question of where faculty voice would be heard regarding dual enrollment policy—Escoto noted that such discussion would happen at Academic and Professional Matters (APM). LaManque noted that an MOU for a particular high school would go to FHDA board for approval, but that any related courses are then scheduled following our normal process. Resolution states intent for colleges to engage in discussion sufficient to ensure such programs being developed not just for financial reasons, and to ensure such programs will not have adverse effects on local programs. Question regarding where to find a list of current dual enrollment programs at Foothill. LaManque noted that he can create a list but that this issue falls under Senate, rather than CCC. Concern expressed that some students are not receiving accurate information about outcomes of participating in such programs, possibly because expert faculty are not involved in creation or implementation of program. Counseling noted confusion from students, who expected one outcome and experienced another. • California State University Quantitative Reasoning Task Force Report (15.01). Please feel free to provide feedback to Escoto and Carolyn Holcroft, via email, prior to FHDA joint senate discussion on October 31. Question regarding when colleges receive list of resolutions—first packet was distributed to senators at Area meeting, two weeks ago; second packet distributed last week, which was then shared by Holcroft. Concern expressed that there is not much time for regular faculty members to read, discuss, and provide feedback, given timeframe of when resolutions are distributed.
f. Division CC Meeting Minutes	For those new CCC reps, as well as a reminder to those returning, please forward the minutes from your division CC meetings to Vanatta. The minutes will then be uploaded to the CCC website. Reps are free to use whatever format they desire; attachment is a suggested template, but its use is not required. Due to our structure of division curriculum committees, reporting of division CC minutes is essential.
3. Course Repeatability	**Speaker: Isaac Escoto** Clarification regarding different situations that arise when we think of course repeatability: 1. If a course is designated as repeatable, a student may retake it, and all instances appear on the transcript;

	2. If a student receives a "substandard" grade (e.g., D) the student may retake the course for a total of three attempts. Attachment outlines the types of courses that can be designated as repeatable, per Title 5, and if the course does not meet these guidelines, it cannot be repeatable. Clarification requested regarding language on attachment: what would be considered "required by the CSU or UC to be repeated for a major"—for example, in the case of a course with a recency requirement, a student may need to retake it due to having taken it too long ago (according to specific program requirements). Question regarding possible repeatability of 54H courses (Honors Institute Seminar), in which the topic might change depending on who is teaching course—Escoto noted that using different courses and different SLOs would be the model, and that it is difficult to argue that the same course could have different SLOs each time it is offered. Comment regarding programs in which competency must be maintained; for example, a student who has completed three quarters of a seven-quarter program before failing out cannot re-start program due to repeatability issue. However, due to safety issues around program content, the student cannot simply re-enter program at the quarter in which they failed out. This situation is mostly unique to Allied Health programs. Suggestion to add recency exemption to situation—Bio Health noted that even a year gap can create a safety issue for students in certain programs, which are competency-based. PSME noted similar situation in Chemistry courses that are part of a sequence; suggested that in future discussions of recency, repeatability should be discussed and considered.
4. New Department Code: PARA	**Speaker: Isaac Escoto** Bio Health has approved changing the department code for Paramedic Program courses, from EMTP to PARA. This code will go into effect for the 2017-18 catalog.
5. New Program Application: Instructional Design & Technology Certificate of Achievement.	**Speaker: Isaac Escoto** First read of new Instructional Design & Technology (IDT) certificate of achievement. Gay Krause and Steve McGriff, from KCI, present for discussion. Question from PSME regarding possible science or math content being developed in the future, related to this program. McGriff noted that program is focused on practice of instructional design and does not involve any "cross-over" courses into science or math disciplines. Question regarding changing the department code for courses in this program to something other than LINC—has not yet been requested, but possibly. Second read and possible action will occur at next meeting.
6. Stand Alone Process	**Speaker: Isaac Escoto** As mentioned at previous meeting, Stand Alone course approvals will now happen at the local level and no longer by the state. CCCCO has not yet released any specific guidelines on new process; in the meantime, we need to ensure clarity regarding our local process. Our current SA form is clear and thorough, and we can continue to use it without need for modification. Prior to this change, SA forms were approved on the Consent Calendar; going forward, process should change to a first and second read, to ensure appropriate level of discussion and consideration. Important to show that we're following a solid process of approving such courses. No objections from the group—SA courses will now appear at CCC as first/second reads, for individual approval.

7. Cross-Listed Course Approval Request Form	**Speaker: Isaac Escoto** First read of document. Last year, CCC developed and approved a cross-listing policy, which we did not previously have. Policy includes requirement of a form to be submitted/approved for any new cross-listed course(s). Attachment is draft of form, which includes information/questions from policy. Question regarding whether course units should be listed—note that both courses must have same COR and units. Group agreed to addition of course units to form. Please share with your constituents and report back with feedback. Current cross-listed courses are grandfathered-in and will not need to complete form. Second read and possible action will occur at next meeting.
8. Curriculum Sheet Review Process	**Speaker: Isaac Escoto** Need to discuss division processes of reviewing curriculum sheets. Errors have occurred, such as deactivated courses continuing to show up on sheets. Formal discussion will begin at next meeting, so please come prepared to share your division's process. Comment regarding timing of curriculum sheet updates being "off," which makes it difficult to ensure thorough updating. PSME keeps list of curriculum changes and reviews/updates sheets at division CC. Counseling noted difficulty of referring to sheets listing courses that are rarely, or never, offered, when counseling students; suggested including information regarding when a course might be offered. Escoto noted need to discuss courses being taught infrequently during review of curriculum sheets, and mentioned course deactivation policy. BSS noted recent action within division to deactivate courses that haven't been taught. Comment regarding inflexibility of ADT course listings, and question regarding ability to add or remove courses from sheet. Day noted that it depends on the specific TMC, and that changes can be made but must meet TMC requirements (and courses must have C-ID approval). Day noted this as difference between ADTs and local degrees. Day available to work with faculty to update ADTs. Question regarding listing on ADT a course that is no longer being taught, but including note that the course is taught at a different college—Day noted that the course should be removed from sheet if no longer being taught at Foothill, and that a student can transfer the course over if they take it elsewhere (assuming it meets necessary requirements). Escoto noted that guidelines for collaborative programs, in which the program includes courses from multiple colleges, still being developed at the state level and will hopefully be available in January. Comment that curriculum sheets still go through C3MS process, and question regarding what specifics Escoto hopes to include in CCC discussion. Discussion should include who is involved in the review of each sheet, and how accurate information is being ensured—how can we better ensure that thorough and accurate review is occurring? BSS noted that division has already begun curriculum sheet review for 2017-18, even though sheets aren't due until February; current process is for sheet owner to make updates and submit for review at division CC meeting.
9. Report Out from Division Reps	**Speaker: All** BSS: Humanities certificate of achievement in development; went to PaRC for discussion. Hueg noted that certificate is tied to a grant, and that discussion at PaRC was tabled due to focus on grant and funding. Escoto noted that certificate doesn't qualify for

	financial aid, due to low unit count, which was one of the concerns at PaRC. Vanatta noted that we have very few state-approved certificates that fall within the lower unit count *[note: these are certificates with unit counts between 18-26, and we currently have two on the books]*. BSS also discussing Gerontology curriculum and possibility of deactivating courses and/or moving some into other disciplines, such as Psychology/Sociology or Health. Courses have not been offered in some time. Question regarding Foothill having ever offered a Certified Nursing Assistant (CNA) program, or if any local colleges do, and whether Gerontology could tie into such a program. Courses were previously in Adaptive Learning division and were moved to BSS when AL division was dissolved. Day noted that the faculty who developed the courses teach at Stanford and SF State, and the idea was to provide a path for Foothill students to transfer into SF State Gerontology program. However, there was a problem with the courses being three units, which does not work for transfer to a semester school. Last year, faculty updated courses in C3MS to four units and Day received UC transfer and IGETC approvals; however, courses have not yet completed full C3MS process. Comment that with these courses changing to four units, as well as GE transfer approved, enrollment numbers might be more positive than in previous years.
10. Good of the Order	
11. Adjournment	**3:22 PM**

Attendees: Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Elizabeth Brumbaugh (guest—KCI), Rachelle Campbell (BH), Milissa Carey (FA), Sara Cooper (BH), Bernie Day (Articulation Officer), Leticia Delgado (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC), Marnie Francisco (PSME), Katie Ha (guest—LA), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Gay Krause (guest—KCI), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Don MacNeil (KA), Steve McGriff (guest—KCI), Gillian Schultz (BH), Lety Serna (CNSL), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is ***interdisciplinary communication****. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

Faculty Author: Janet Weber

Proposed Number: ALLD
Proposed Units: 0 (non-credit)
Proposed Hours: 12-36
Proposed Transferability: N/A
Proposed Title: Academic Skills

Proposed Catalog Description & Requisites:
An open-entry, open-exit course for students with disabilities who seek academic support in general. Instruction and review of: time management, self-advocacy, short and long term planning, note-taking and study skills, organization, test preparation, reduction of test anxiety, utilization of assistive technology.

Proposed Discipline:
DSPS Counseling - Special Education

To which Degree(s) or Certificate(s) would this course potentially be added?
None

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:
None

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Benjamin Schwartzman

Proposed Number: ALTW 230 **Proposed Units:** 3 units
Proposed Hours: 3 hours lecture
Proposed Transferability: N/A
Proposed Title: Vocational Micro-Business

Proposed Catalog Description & Requisites:
Introduction to functions of micro-businesses for entrepreneurs with disabilities. Creating, managing and profiting from a micro-business. Finding and seeking funding sources including grants, micro loans and private sources. Establishing and implementing a marketing plan. Basic day-to-day accounting and book-keeping for a micro-business. Challenges and opportunities for entrepreneurs with disabilities.

Proposed Discipline:
Small Business Development (Entrepreneurship) or Developmental Disabilities: DSPS

To which Degree(s) or Certificate(s) would this course potentially be added?
None

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
None

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

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College Curriculum Committee
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Faculty Author: Benjamin Schwartzman

Proposed Number: ALTW 430 **Proposed Units:** 0 (non-credit)
Proposed Hours: 4 hours per week
Proposed Transferability: N/A
Proposed Title: Vocational Micro-Business Practicum

Proposed Catalog Description & Requisites:
Hands-on practice of running a micro-business, including implementation of sales techniques, effective customer services, communication and professional behavior. Training and instruction in simple accounting and use of spreadsheets to organize day-to-day financial data, such as cash flow. Manage and operate a micro-business.

Proposed Discipline:
Special Education or Business or Counseling

To which Degree(s) or Certificate(s) would this course potentially be added?
None

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
None

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Benjamin Schwartzman

Proposed Number: ALTW 431 **Proposed Units:** 0 (non-credit)
Proposed Hours: 6 hours per week
Proposed Transferability: N/A
Proposed Title: Public Transit Skills

Proposed Catalog Description & Requisites:
Introduction and practice of essential travel skills, such as reading bus/train schedules and maps, paying fares, boarding and exiting public transit, making transfers between the same or different modes of public transportation. Students will learn how to make judgments in various travel disruptions, use appropriate social and communication skills.

Proposed Discipline:
Developmental Disabilities: DSPS, or Specialized Instruction (DSPS) Vocational Non-Credit; or Specialized Instruction (DSPS) Non-Credit.

To which Degree(s) or Certificate(s) would this course potentially be added?
None

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
None

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

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Faculty Author: Bill Ziegenhorn

Proposed Number: HIST 3A **Proposed Units:** 4
Proposed Hours: 4 hours lecture
Proposed Transferability: UC and CSU
Proposed Title: World History from Prehistory to 750 CE

Proposed Catalog Description & Requisites:
Survey of the world's ancient peoples, cultures and civilizations from Africa, Asia, Europe the Americas and Oceana. Focus on the interactions between peoples and cultures in broad regions and the similarities and differences between civilizations.

Advisory: Demonstrated proficiency in English by placement as determined by score on the English placement test OR through an equivalent placement process OR completion of ESLL 25 & ESLL 249.

Proposed Discipline:
History

To which Degree(s) or Certificate(s) would this course potentially be added?
AA History
ADT History
ADT Global Studies
ADT Elementary Education

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Course could be added as an elective to other AA or ADT degrees

Comments & Other Relevant Information for Discussion:
Course is a core requirement for the ADT in History and the proposed ADT in Elementary Education. Course will also be included in the Foothill AA in History. Course outline of record will be based on the C-ID descriptor for World History and existing course series at DeAnza.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Bill Ziegenhorn

Proposed Number: HIST 3B **Proposed Units:** 4
Proposed Hours: 4 hours lecture
Proposed Transferability: UC and CSU
Proposed Title: World History from 750 CE to 1750 CE

Proposed Catalog Description & Requisites:
Survey of world civilizations focusing on the increasing encounters between the world's peoples, cultures, and civilizations. Focus on the constructive and destructive impacts of interactions of civilizations in Europe, Africa, Asia, the Americas and Oceania.

Advisory: Demonstrated proficiency in English by placement as determined by score on the English placement test OR through an equivalent placement process OR completion of ESLL 25 & ESLL 249.

Proposed Discipline:
History

To which Degree(s) or Certificate(s) would this course potentially be added?
AA History
ADT History
ADT Global Studies
ADT Elementary Education

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Course could be added as an elective to other AA or ADT degrees

Comments & Other Relevant Information for Discussion:
Course is a core requirement for the ADT in History and the proposed ADT in Elementary Education. Course will also be included in the Foothill AA in History. Course outline of record will be based on the C-ID descriptor for World History and existing course series at DeAnza.

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Faculty Author: Bill Ziegenhorn

Proposed Number: HIST 3C **Proposed Units:** 4
Proposed Hours: 4 hours lecture
Proposed Transferability: UC and CSU
Proposed Title: World History from 1750 CE to the Present

Proposed Catalog Description & Requisites:
Survey of world civilizations as they transition from colonial to modern times. Focus on the increasing interdependency of human societies through revolution, war, globalization, and global environmental changes.

Advisory: Demonstrated proficiency in English by placement as determined by score on the English placement test OR through an equivalent placement process OR completion of ESLL 25 & ESLL 249.

Proposed Discipline:
History

To which Degree(s) or Certificate(s) would this course potentially be added?
AA History
ADT History
ADT Global Studies
ADT Elementary Education

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Course could be added as an elective to other AA or ADT degrees

Comments & Other Relevant Information for Discussion:
Course is a core requirement for the ADT in History and the proposed ADT in Elementary Education. Course will also be included in the Foothill AA in History. Course outline of record will be based on the C-ID descriptor for World History and existing course series at DeAnza.

Instruction Office:
Date presented at CCC:
Number assigned:

CCC Notification of Proposed Prerequisites/Co-Requisites

The following courses are currently undergoing review for requisite additions or changes. Please contact the Division Curriculum Rep if you have any questions or comments.

Target Course Number & Title	Editor(s)	Requisite Course Number & Title	New/Ongoing
PHIL 1: Critical Thinking & Writing	B. Tapia	Prereq: One of the following: ENGL 1A, 1AH, 1S & 1T, or ESLL 26	Ongoing

Foothill College
College Curriculum Committee
GE Subcommittee Membership for 2016-17

Area I - Humanities
Mark Anderson, Laurie Bertani , Hilary Gomes (Winter & Spring), Kay Thornton

Area II - English
Scott Lankford, Debra Lew

Area III - Natural Sciences
Kathy Armstrong, Patrick Morriss

Area IV - Social & Behavioral Sciences
Kim Lane, Kay Thornton

Area V - Communication & Analytical Thinking
Marnie Francisco, Evan Gilstrap

Area VI - United States Cultures & Communities
Milissa Carey, Scott Lankford, Lety Serna

Area VII - Lifelong Learning
Bernie Day, Andy Lee, Bruce McLeod (after November), Lety Serna

Foothill College
College Curriculum Committee
Cross-Listed Course Approval Request

Per the Cross-Listing Course Policy, approved by the College Curriculum Committee on June 14, 2016, courses to be considered for cross-listing are those of an interdisciplinary/multi-disciplinary nature. Faculty and deans from both departments/divisions involved must confirm that conversation has taken place, regarding the considerations stated on the policy.

Course A Information
Course Number:
Course Title:
Total Units:
Note: all information on COR, including units, must match Course B.
Division:
This course is: _____ Already listed in the catalog _____ New

Course B Information
Course Number:
Course Title:
Total Units:
Note: all information on COR, including units, must match Course A.
Division:
This course is: _____ Already listed in the catalog _____ New

Please briefly explain how the course content fits in the curriculum of each department:

Please briefly explain how the course content crosses over two disciplines:

Please briefly explain how cross-listing these courses will benefit our students:

Comments & other relevant information for discussion:

Course A Signatures

Faculty Requestor: _____ Date: _____

Division Dean: _____ Date: _____

Division Curriculum Representative: _____ Date: _____

Date of Approval by Division Curriculum Committee: _____

Course B Signatures

Faculty Requestor: _____ Date: _____

Division Dean: _____ Date: _____

Division Curriculum Representative: _____ Date: _____

Date of Approval by Division Curriculum Committee: _____

Instructional Design and Technology (IDT) Certificate of Achievement

Narrative and Supporting Documentation

Degree, Transfer and Certificate Programs
Fine Arts and Communications Division
Prepared by Steven McGriff, Ph.D., Krause Center for Innovation
9/29/2016

Item 1. Program Goals and Objectives

The goal of the certificate of achievement in Instructional Design & Technology (IDT) is Career Technical Education (CTE) to prepare students currently working in or planning for occupations as Training and Development Specialists (SOC 13-1151) or Instructional Coordinators/Instructional Designers and Technologists (SOC 25-9031) in any market segment.

The IDT certificate provides students both academic and vocational instruction consistent with the Foothill College Mission to provide programs that empower students to achieve their goals as members of the workforce. The program is also appropriate for community members interested in lifelong learning.

The IDT certificate enables the student to use knowledge and skill with instructional technology; to design and develop instructional resources, materials or learning experiences; and to design programs of learning for online and face-to-face settings.

The content of the certificate includes the foundational knowledge and skills of instructional technology, pedagogy, and training techniques that are currently used in schools, business, and industry.

Students develop the core competencies and skills to analyze, design, deliver, and evaluate instructional and informational content. They will be able to develop and create printed and online resources, multimedia, presentations, visual images, and information graphics that can be used for online instruction or in traditional classroom settings. They will know how to effectively design a lesson, unit of instruction, module of learning, an entire course, or any sequenced program of study.

The objectives of the 27-unit IDT certificate program are organized around the foundational knowledge of the field and three core competencies of instructional design and technology: analysis, design and development, and evaluation.

Specific objectives or student learning outcomes (SLOs) are:

Foundational Knowledge

A. Understand how the principles and processes of systematic instructional design can be applied in any business or education setting to create instruction
B. Use the three major theories of learning to design instruction
C. Identify the instructional methods and strategies used to create effective learning environments with technology-based instruction
D. Understand the techniques and strategies used to evaluate program and learner outcomes
E. Design and develop an instructional design solution for a real world scenario
F. Use effective visual and verbal communication skills

Analysis

A. Conduct program and learner needs analyses using standard survey, interview, and observation methods
B. Apply the results of an analysis to the design of an instructional solution

Design & Development

A. Design and develop a technology plan that includes the effective use and management of technology in a classroom setting
B. Apply Instructional Systems Design [ISD] principles to the design and delivery of classroom and online courses

C. Identify technology requirements and constraints for delivery of instruction in class or online

D. Develop instructional products and projects that align with the learning objectives, activities, and assessment methods.

Evaluation

A. Describe the basics of evaluation processes and research for instructional technology
B. Apply research strategies to measure outcomes for learners, instruction, and instructional programs
C. Create an assessment instrument
D. Use formative and summative assessment processes and instruments to evaluate the outcomes of program and student learning objectives

The need for this program at Foothill College is based on current market conditions and the California State Board of Education adoption of Common Core State Standards, ap-

proved on March 7, 2012. Common Core requires teachers and educators to effectively use technology to meet education standards in the K-12 system. The market conditions in the college service area show increasing use of technology in educational settings and business environments without corresponding increases in education and training programs designed to meet the need. Only one academic institution within the service area currently offers students a certificate in instructional design and technology and no college in the state offers an undergraduate degree.

Item 2. Catalog Description

The Instructional Design and Technology (IDT) certificate is designed for students working in or planning for a career in human resource training and development or education; in-service and pre-service teachers; educators at any level; and those working as trainers for any market sector. The 27-unit certificate program focuses on how to meld theoretical knowledge with practical skill for using technology to design and develop instructional resources or programs. The content includes the foundational skills of instructional technology, pedagogy, and training techniques that are currently used in real-world work environments. Skills learned include the ability to create printed and online resources, multimedia, and presentations that can be used online or in traditional classroom settings. Students will be able to design, deliver, and evaluate instructional and informational content in a variety of contexts such as, school or college classrooms, professional development programs, presentations, research, information graphic design, and business training environments.

Item 3. Program Requirements

The proposed certificate of achievement in Instructional Design & Technology (IDT) is a 27 unit program of study. The projected time to complete the certification is from three to five quarters.

Requirements	Dept / Course ID	Course Title	Units	Example Sequence
Required Core (12 units)	LINC 75A LINC 82A LINC 91A LINC 92[a]	Introduction to Instructional Design & Technology Introduction to Designing Instructional Technology Projects Introduction to Assessing Instructional Technology Seminar in Instructional Design & Technology	3 3 3 3	Yr 1, Fall Yr 1/2, Winter Yr 1/2, Spring Yr 2, Win/Spring
Required Strand Concentration (6 units)	LINC 75B LINC 82B LINC 91B	Instructional Technology Strategies Developing Instructional Materials Evaluating Technology-based Learning Outcomes	3 3 3	Yr 1/2, Win/Spr Yr 1/2, Fall/Win Yr 1/2, Win/Spr
Required Depth (3 units)	LINC 75C[b] LINC 82C[c] LINC 91C[d]	Instructional Design for Online Teaching Creating Interactive Media for Instruction Evaluating Instructional Design & Technology	3 3 3	Yr 1/2, Fall/Win Yr 1/2, Win/Spr Yr 2, Fall/Spring
Electives (6 units)		Choose additional LINC or other approved courses	1 - 3	

Requirements	Dept / Course ID	Course Title	Units	Example Sequence
Required Core Total: 21 units Total Units: 27 units				
Prerequisites		LINC 92[a] \ LINC 75A, 82A, 91A and (75B or 75C) and (82B or 82C) and (91B or 91C) LINC 75C[b] \ LINC 75A or 75B LINC 82C[c] \ LINC 82A or 82B LINC 91C[d] \ LINC 91A or 91B		

Proposed Sequence

Year 1 Fall	Year 1 Winter	Year 1 Spring	Total Units
6	6	6	18
Year 2 Fall	Year 2 Winter	Year 2 Spring	
6	3	0	9
			27 Total units

or

Year 1 Fall	Year 1 Winter	Year 1 Spring	Total Units
9	9	9	27
			27 Total units

Electives (Choose 6 units)

LINC 50F INTEGRATING TECHNOLOGY INTO A STANDARDS-BASED CURRICULUM I (2 units)
LINC 58 GLOBAL PROJECT-BASED LEARNING (2 units)
LINC 58B CHOOSING THE BEST MEDIA FOR PROJECTS (2 units)
LINC 76 CREATING EDUCATIONAL WEB SITES (2 units)
LINC 79 MULTIMEDIA PROJECT PRODUCTION (2 units)
LINC 87 Seminar in Educational Technology (5 units)

LINC 90C ONLINE COLLABORATION TOOLS (2 units)
GID 33 Graphic Design Studio I (4 Units)
GID 45 Digital Sound, Video & Animation (4 Units)
GID 56 Web Site Design (4 Units)
PHOT 5 Introduction to Photography (4 Units)
PHOT 70 Introduction to Color Photography (4 Units)

Item 4. Master Planning

The proposed Certificate of Achievement in Instructional Design and Technology is aligned with the mission of Foothill College to offer programs to students to achieve their goals as members of the workforce. Specifically, the college serves adult students who are in career transition, returning to the workforce, looking for new opportunities, or seeking to enhance their professional skills who would most likely benefit from earning the certificate.

The Certificate is designed to fit into the College curriculum as the envelope for all LINC (Learning in New Media Classroom) courses under the academic leadership of the Krause Center for Innovation in the Fine Arts and Communication Division. All LINC courses are designated as stand-alone courses without the advantage of being applied to an academic achievement goal, such as an associate arts, associate degree for transfer, or certificate of achievement. Many LINC courses are technology skills based courses that support student success in college and career, such as learning how to create collaborative documents, design web sites, conduct effective internet searching, managing computer-based hardware, and using online information systems.

The Certificate is aligned with three goals of the Educational Master Plan:

- Equity and Diversity
    - Enhance support for online quality and growth for instruction and student services.

- Collaboration/Partnerships
    - Collaborate with K-12, adult education, and four year colleges in ways that serve students and society.
    - Partner with business and industry to prepare students for the workforce.

The Certificate courses build confidence in students for handling technology used in college and career and offers opportunities for Foothill College faculty to learn the skills for developing effective online courses. The master plan goal for collaboration/partnerships parallels objectives of the Certificate curriculum. K-12 districts, adult education programs, and 4-year colleges are a significant source of jobs in the local market for instructional design and technology certificate holders. Collaborations and partnerships with these institutions are a planned aspect of the Certificate program and essential for es-

tablishing credibility and authenticity in course projects and the instructional processes taught to students.

The need for the Certificate in the local region was first realized in Fall 2009 after the department of Instructional Technology, College of Education, San Jose State University had closed and students seeking similar courses began contacting the Krause Center for Innovation. The nearest academic programs offering instructional technology courses are located at San Francisco State University, UC Monterey Bay, CSU East Bay, and UC Santa Cruz Extension in Silicon Valley, the closest program to Foothill College.

The proposed Certificate is unique in the region. The CSU and UC programs award a master's degree and the UC Santa Cruz program offers a certificate upon completion of 21 units, but it is not a transcriptable California approved certificate.

Item 5. Enrollment and Completer Projections

Courses included in the proposed certificate were approved for teaching by the State for the first time in Summer 2016. Two courses were offered with enrollment of 44 students, see table below.

It is estimated that 5 students in California will complete the IDT certificate of achievement each year.

Projections are based, in part, on the Educational Technology Certificate at Cerritos College, where the certificate was awarded in 2013-2014 to 4 students. The count for the three previous academic years are 1, 2, 2, respectively.

In addition, enrollment in the Educational Technology Certificate at Cerritos College program for Fall 2013 quarter included 14 credit sections with an average of 18.75 FTES for a total enrollment count of 338.

A significant factor to support the completer projection is that within the target region in the San Francisco Bay Area, nearly 45 teachers have each completed 10 units of Foothill College LINC course credits each year for the past 12 years. That is approximately 540 teachers in the target population who have already demonstrated a commitment to learning instructional technology. Six of the ten units could be counted as the six required elective units for the certificate program.

Item 6. Place of Program in Curriculum/Similar Programs

No active inventory records need to be made inactive or changed in connection with the approval of this IDT certificate program.

The IDT certificate program does not replace any existing program on the Foothill College inventory.

No related programs are offered by Foothill College.

Item 7. Similar Programs at Other Colleges in Service Area

A similar program is offered by University of California, Santa Cruz, Silicon Valley Extension (UCSC-X), *Instructional Design for Educators and Corporate Trainers certificate program,* as described by the program's online catalog, shown below. No other similar programs for undergraduates in the college service area were found. The only two programs found in California are outside the service area, but worth noting to demonstrate the viability of the proposed IDT program. California State University, Chico offers the Minor in Instructional Design, 24 units, shown below. The other program is from the California Community College, Cerritos College, located in Norwalk, CA which has an 18 unit Educational Technology Certificate, shown below.

SUPPORTING DOCUMENTATION

Course Outlines of Records

10 LINC Course Outlines of Record are appended to the end of this document

Advisory Committee Recommendation

Roster of KCI Advisory Board, April 1, 2015

Name	Association/position	Business
Barbara, Manny	VP Advocacy & Thought Leadership	Silicon Valley Education Foundation
Brown, Shelley	Community Volunteer, KCI Supporter	
Brumbaugh, Kyle	Director, Information Technology	Presentation High School, San Jose
Cates, Julie	Advisory Board President, KCI Supporter	A-Learn, Silicon Valley Social Ventures (SV2)
Chandler, Tess	Director	Foothill-De Anza College Foundation
Dalma, Gina	Grants Program Director	Silicon Valley Community Foundation
Fong, Bernadine	former Foothill President, current senior director at	Carnegie Foundation
Foster, David	SVI Math CEO	Silicon Valley Mathematics Initiative
Freeman, Liane	Director, Strategic Planning	Krause Center for Innovation
Grinalds, Andrew	College Student (senior), computer science entrepreneur	Stanford University
Hanson, Susan		
Hurley, Rushton	former MERIT program director; international speaker	
Kern, John	Executive	CISCO
Krause, Gay	Executive Director	Krause Center for Innovation
Lashman, Carol	Author, Grant Writer	
Lempert, Ted	CEO	Children Now
Lim, Margaret	MERIT teacher, Rambus Innovation award winner	
Martucci, Dean	Encore Fellow	Krause Center for Innovation
McGriff, Steve	Professor-in-Residence	Krause Center for Innovation
Miner, Judy	President	Foothill College
Moss, Linda	VP WW Education Services Juniper Networks (A.2071)	Juniper Networks
Mummert, John	VP Workforce Development	Foothill College

Nilsson, Thea		Microsoft Corporation
Pope, Kelly	Board Member and Partner	Silicon Valley Social Ventures (SV2)
Richie, Tim	CEO	The Tech Museum of Innovation
Swift, Art	Industry start-up CEO	
Tognetti, Gene	Vice Principal (and KCI Consultant)	St. Leo the Great School
Trilling, Bernie	Author, Consultant, 21st Century Living Advisor	
Vesuna, Sarosh	VP, Education and Healthcare	Meru Networks
Walker, Gretchen	VP, Education	The Tech Museum of Innovation

Agenda of the Meeting: KCI Advisory Boarding, April 1, 2015

KRAUSE CENTER for INNOVATION
FOOTHILL COLLEGE

KCI Advisory Board

Agenda

Wednesday, April 1, 2015
12:00 P.M. – 2:00 P.M.
Krause Center for Innovation
Foothill College
Room 4004

Lunch will be provided at 11:30 A.M.

Special Guest: Ellen Moir, CEO of New Teacher's Center

1. Figuring out its "widget" – the exact mix of products and services to offer client school districts (as well as the right fees to charge client school districts)
2. Growing geographically, while maintaining quality and a high functioning organization
3. Staffing a growing organization with new talent and experience
4. Identifying the right measures to track progress, success, and impact at each phase

Dr. Steven McGriff, KCI Instructional Technologist
Presentation of proposed state certificate of achievement in Instructional Design & Technology for review, revision, and approval [10 minutes]

Presentation and Documents about the IDT Certificate proposal given to the KCI Advisory Board Members at the Meeting, April 1, 2015

The Instructional Design and Technology (IDT) Proposed State Certificate of Achievement

The Instructional Design and Technology (IDT) certificate prepares:
- students interested in entering the field of instructional design or training,
- in-service and pre-service teachers,
- education professionals, and
- trainers in any field

to use technology to design and develop instruction.

The 27-unit program focuses on
- the fundamental technology, pedagogy, and training skills needed to
- work within today's instructional technology or training environments.

The certificate provides a foundation in
- software, online resources, and
- technology for curriculum development,
- multimedia, presentations, and
- other general instructional technology skills and
- strategies that would be used online or in traditional classroom settings.

The acquired skills and knowledge can be applied in a variety of contexts, including:
- school or college classrooms,
- professional development programs,
- presentations, research,
- information graphic design, and
- business training environments
- to enhance the delivery of instructional and informational content.

Proposal for a certificate of achievement

Instructional Design & Technology

presented to the KCI Advisory Board
April 1, 2015

1

Curriculum

LINC Curriculum (college credit courses)

KRAUSE CENTER for INNOVATION
FOOTHILL COLLEGE

FOOTHILL-DE ANZA
Community College District

2

Curriculum

college credit is beneficial to teachers

student enrollments are good for Foothill College

LINC Curriculum (college credit courses)

3

California Certificate of Achievement:
Instructional Design & Technology

Currently Stand Alone Courses

LINC Curriculum (college credit courses)

4

California Certificate of Achievement:
Instructional Design & Technology

Stand Alone courses need a home

Stand Alone courses become electives for the certificate

LINC Curriculum (college credit courses)

5

Certificate Description

The Instructional Design and Technology (IDT) certificate prepares:

students interested in entering the field of instructional design or training,
in-service and pre-service teachers,
education professionals, and trainers in any field
to use technology to design and develop instruction.

6

Certificate Description

The 27-unit program focuses on the fundamental technology, pedagogy, and training skills needed to work within today's instructional technology or training environments.

The certificate provides a foundation in software, online resources, and technology for curriculum development, multimedia, presentations, and other general instructional technology skills and strategies that would be used online or in traditional classroom settings.

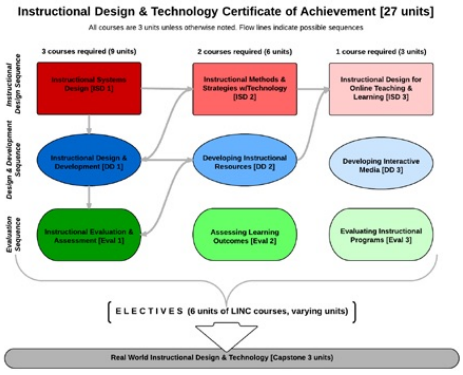
7

Certificate Description

The acquired skills and knowledge can be applied in a variety of contexts, including:

school or college classrooms,
professional development programs,
presentations, research,
information graphic design, and
business training environments
to enhance the delivery of instructional and informational content.

8



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Instructional Design & Technology Certificate of Achievement

optional course sequences and corresponding timeline to completion

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Quarter 5	Units
with emphasis on ISD sequence	ISD1	ISD2	DD2	ISD3	Capstone	15
		DD1	Eval1			6
	electives	electives	electives	electives	electives	6
with emphasis on Development (DD) sequence	ISD1	DD1	DD2	DD3	Capstone	15
		ISD2	Eval1			6
	electives	electives	electives	electives	electives	6
with emphasis on Evaluation (Eval) sequence	ISD1	Eval1	Eval2	Eval3	Capstone	15
		ISD2	DD1			6
	electives	electives	electives	electives	electives	6

Notes:
All courses are 3 units each except electives, which vary
27 units are required to earn certificate
Core courses total is 21 units + 6 elective units

Steven McCord, Hawaii Center for Innovation mccord@hcbe.edu last updated: 12/2/2014

10

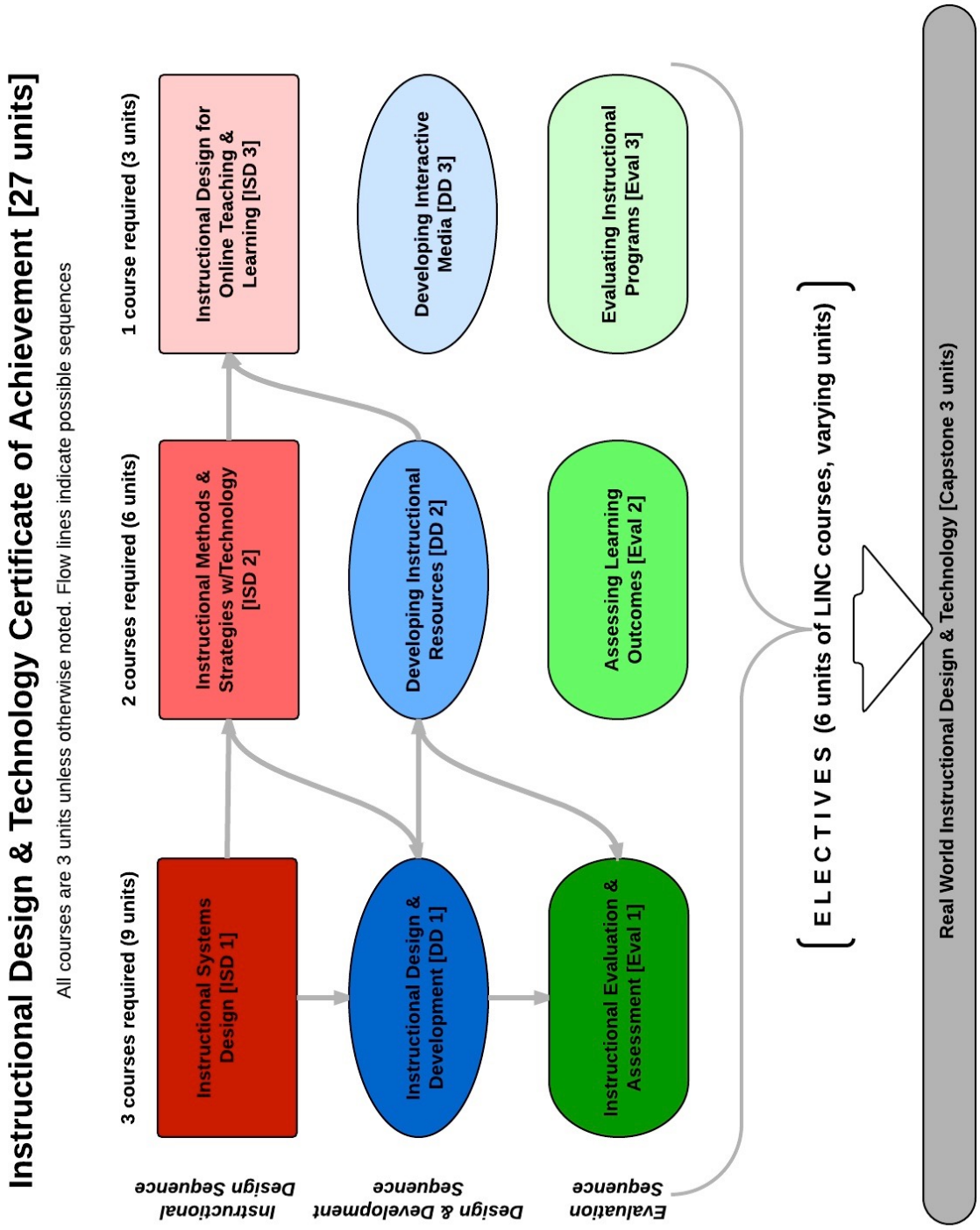
Advisory Group Feedback

Certificate Program Application

The goal selected is "Career Technical Education (CTE)," then the set of requirements must reflect the thinking of the advisory committee

So, what do you think?

11


Instructional Design & Technology Certificate of Achievement [27 units]
All courses are 3 units unless otherwise noted. Flow lines indicate possible sequences
3 courses required (9 units)
2 courses required (6 units)
1 course required (3 units)
Instructional Systems Design [ISD 1]
Instructional Methods & Strategies w/Technology [ISD 2]
Instructional Design for Online Teaching & Learning [ISD 3]
Instructional Design & Development [DD 1]
Developing Instructional Resources [DD 2]
Developing Interactive Media [DD 3]
Instructional Evaluation & Assessment [Eval 1]
Assessing Learning Outcomes [Eval 2]
Evaluating Instructional Programs [Eval 3]
Instructional Design Sequence
Design & Development Sequence
Evaluation Sequence
[ELECTIVES (6 units of LINC courses, varying units)]
Real World Instructional Design & Technology [Capstone 3 units]

Minutes of the KCI Advisory Board Meeting, April 1, 2015

Advisory Meeting – Discussion of Proposal for a Certificate of Achievement in Instructional Design & Technology Notes

Notetaker: Melia Arken, Administrative Assistant, Krause Center for Innovation

April 1, 2015

Attendees:
Melia Arken
Kyle Brumbaugh
Julie Cates
Tess Chandler
Gina Dalma
Liane Freeman
Susan Hanson
Rushton Hurley
John Kern
Gay Krause
Dean Martucci
Steven McGriff
Thea Nilsson
Kelly Pope
Sarosh Vesuna
Gretchen Walker

Dr. Steven McGriff presented the proposal that is currently being submitted for a California Community College Certificate of Achievement in Instructional Design & Technology at Foothill College.

Currently, the KCI has short courses (0.5 - 2 units) under the LINC department that offer college credit to students. Currently, LINC is comprised of 59 stand-alone courses. By definition, a stand-alone course is not part of a degree or certificate program.

State of California says that in the near future, no college can offer stand-alone courses. For that reason the KCI is preparing a 27-unit Certificate of Achievement in Instructional Design & Technology, under which all current stand-alone courses will be included, thus removing the stand-alone designation. At the present time, only Cerritos College in Norwalk, CA offers a similar certificate, titled “Educational Technology,” for 18 units.

The current catalog of LINC courses does not include courses of depth and academic rigor to be included in the certificate. For the KCI, a significant component of the certificate application process is to create the new core courses. The curriculum plan underway is to create 10 core courses at 3 units each. 7 core courses are needed to earn 21 core units towards the 27-unit certificate requirement. The current LINC stand-alone courses and a few selected courses from other Fine Arts Division departments will be offered to fulfill the 6-unit elective requirement. The curriculum offerings include nine core courses and one program summation course. The certificate courses are designed within three different instructional design competencies, like themes: instructional design sequence, instructional development sequence, and an evaluation sequence. In summa-

ry, the proposed 27-unit certificate is comprised of 21 core units plus 6 elective units. The program of study can be completed in less than 2 years (6 quarters), more like 5 or 4 quarters.

The 27-unit program focuses on fundamental instructional technology, pedagogy and training skills needed to work within today's instructional technology or training environment. Students completing the certificate can find jobs as instructional technologists for curriculum developers. For example, in school districts as educational technology coordinators; in business as IT specialists who design training; in human resources as trainers; inside schools as teachers with specialized edtech training; and in non-profits where training or curriculum design is needed.

This certificate will be classified as Certificated Technical Education ("CTE") program at Foothill College and offered as part of the undergraduate program for students at Foothill college. The target population for the KCI is namely the teachers, educators, and community members interested in instructional design as a professional growth opportunity.

Discussion/questions/Comments:

Q: How does this affect MERIT & FAME programs?
A: Credit courses are imperative to MERT & FAME programs. Many of the teachers are very concerned about whether they get the credit for the classes and would not be as interested if the courses were non-credit. Every 15 units that a teacher receives credit for means an extra $2,000 in pay on their salary schedule.

Q: Is it the same content as the current LINC courses?
A: All of the courses are brand new content. They are not simply repackaging of same content but are new classes with new content; at 3-units each these have more academic rigor, held over the span of an academic quarter…not short courses any longer. Homework, projects are central to the learning experience.

Q: How will success be measured?
A: The certificate program will be provided with the intention of having the certificate be the same caliber as MERIT & FAME. The philosophy of how the classes are taught and the exemplary instructors will be upheld. As with all Foothill courses, success is measured by student completion rates, first by course, then by completion of the certificate.

Q: What does this mean to the MERIT teachers?
A: When joining the MERIT program, each accepted teacher will have to complete a 10-units of credit classes. Let's change the MERIT summer program to include 2 core certificate courses…that's 6 units towards the 27 or … other words, 2 core classes towards the 7 needed to complete the certificate, so there is incentive to have the MERIT people complete the certificate.

Q: How do we get the program to be accepted for transfer into the UC system?
A: There are not any undergraduate degree programs currently being offered in the UC system and the entire CSU system has only one minor degree (CSU Chico) on Instructional Design & Technology. While LINC courses are not approved for transfer to UC, they are transferrable to CSU! Once offered, the certificate courses will automatically tie into the current undergraduate program and therefore allow students to transfer the units to CSU. .

Q: What does this mean for the job market?

A: Better trained trainers! Here's what the KCI is learning…As part of the certification application process, school districts and corporations are being surveyed to see if they have a need for this type of certificate and have job openings. We expect that many local companies, use Instructional Designers in their Human Resources departments as part of the training of their employees. Sometimes the trainers are the best person on the job and tagged to lead instructing others in the company…that's who we want to get into this program. For school districts, we know that they are promoting or hiring people, some are teachers, who have skills in edtech, but not certification, to fulfill the kind of work that a certificated IDT professional would be qualified to do. This idea we have will allow for a certificate to be presented that meets the needs of the employers.

Q: What is the incentive for the KCI to get this certificate approved?
A: The immediate need is to preserve the access to credits we can now offer teachers with stand-alone courses. Teachers want salary increases for those credits and, without this certificate, the KCI will no longer be able to offer courses for credit. A new California law makes all credit courses have to apply toward some type of certificate or degree.

Q: Does the board recommend the KCI to complete the application for a 27-unit State approved Certificate in Instructional Design & Technology?
A: Yays all around, no nays. Unanimous support.

Summary of KCI Advisory Board Recommendations

- UC Transferrable
  - Cannot be incorporated, but CSU transferability is automatically included with the curriculum approval process.

- Use certificate effectively to maintain incentives for MERIT (and FAME) program participants
  - Future MERIT programs can use the certificate courses as the curriculum of learning for program participants, who are K-12 teachers. Invite FAME (mathematics focused curriculum program) to enroll in the certificate program.

- Measure success of the certificate program
  - The college course structure includes metrics for measuring class and program success. To go further, the KCI would need to use surveys to measure participant response to the curriculum and certificate program.

Decision process for designing the major components of the curriculum
Dr. Steven McGriff led the process of gathering feedback that would be used to inform the design of the certificate program.

Consulting with LINC part-time faculty in one-one meetings or small group discussions about the topics, themes, and structure of the 10 courses

Hiring Steven Caringella, a part-time LINC faculty, who holds a master's degree in Instructional Technology, to design and develop the curriculum with Dr. McGriff

Discussions with KCI staff to determine market projections, audience profile, and specific content topics

Discussions with MERIT program participants, who are K-12 teachers, about their need to understand the principles offered in the certificate

Discussions with a few school district administrators about the skills, knowledge and ability they felt were needed by teachers and edtech specialists in their own districts

Review the curriculum of degree programs in colleges around the country and locally to determine the most common topics

College faculty and administrators shaped the structure of units and made recommendations to increase the differentiation of content among the 10 courses through the college process of curriculum review

The college articulation officer reviewed the content to determine which CSU programs aligned with the proposed curriculum, and then advised changes to better align with already approved programs

Regional Consortia Approval Meeting Minutes

Pending a meeting of the Bay Area Community College Consortium (BACCC) to review the IDT Certificate program endorsement.

Upcoming Meeting Dates 2016-17

Friday, October 28, 2016 is the deadline to submit a request for Program Endorsement in time for the Thursday, November 17, 2016, BACCC Call, 9:30-10:45am

Friday, November 25, 2016 is the deadline to submit a request for Program Endorsement in time for the Thursday, December 15, 2016, BACCC Call, 9:30-10:45am

Friday, December 30, 2016 is the deadline to submit a request for Program Endorsement in time for the Thursday, January 19, 2017, BACCC Call, 9:30-10:45am

Friday, January 27, 2017 is the deadline to submit a request for Program Endorsement in time for the Thursday, February 16, 2017

Contacts

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Course Outline Editor

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Fine Arts and Communication

LINC 75A INTRODUCTION TO INSTRUCTIONAL DESIGN & TECHNOLOGY

Edit Course Outline

LINC 75A **INTRODUCTION TO INSTRUCTIONAL DESIGN & TECHNOLOGY** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This introductory course in instructional design and technology is for students, teachers, educators, and trainers who want to know how to create technology-based educational or training materials and resources for school, college, or business settings. Students will develop foundational knowledge and skills in systematic design processes that guide writing learning objectives, developing learning activities, applying best practices for using technology in instructional settings, and assessing learning outcomes. This is the first course in the Instructional Design & Technology program sequence.

Advisory: Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The student will be able to:

A. Understand the impact of instructional technology on the learning process (foundations)
B. Describe the principles and process of systematic instructional design in business and education settings (foundations)
C. Compare models of instructional design (foundations)
D. Understand major theories of learning (foundations)
E. Write instructional objectives using Bloom's Taxonomy and Mager's (design)
F. Apply instructional design within different learning environments (design)
G. Write an instructional design plan for a unit of instruction (design)
H. Examine best practices for using instructional technologies (evaluation)
I. Create an assessment plan that is aligned with instructional objectives (evaluation)

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. Educational technology foundations
    1. History
    2. Role in learning process
    3. Current trends
    4. Technical considerations
    5. Mediated learning
B. Principles and processes of instructional design
    1. Definition and background
    2. Intentional versus incidental learning
    3. Principles of instructional design
    4. Instructional design processes
C. Models of instructional design
    1. ADDIE
    2. Gagne's Nine Events of Instruction
    3. Kemp
    4. Dick and Carey Model
    5. Rapid Prototyping Model
    6. SAM model
    7. ARCS motivational model
D. Models of learning applied to instructional design
    1. Behaviorist
    2. Cognitivist
    3. Constructivist
E. Instructional objectives
    1. Determine intended outcomes
    2. Write effective measurable performance outcomes
    3. Aligned with assessment measures
    4. Bloom's Taxonomy
F. Learning environments

1. Instructor-led
2. Self-paced
3. Blended learning

G. Instructional design plan
1. Needs analysis: learner, environment, work
2. Goal analysis
3. Task analysis: job, content
4. Development strategy
5. Implementation plan
6. Designing instructional materials

H. Best practices for using instructional technology
1. Direct instruction and online settings
2. Discussion facilitation and feedback loops
3. Questioning and reflection
4. Cooperative learning and collaboration

I. Assessment plan
1. Formal and informal
2. Formative and summative evaluation
3. Alignment with learning objectives and instructional goal

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing and developing a systematic instructional design plan with a product or project
B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Dirksen, Julie, Design for How People Learn, Berkeley, CA, New Riders, 2012.
Allen, Michael W., and Richard H. Sites, Leaving ADDIE for SAM: An Agile Model for Developing the Best Learning Experiences, Alexandria, VA, American Society for Training and Development, 2012.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: mcgriffsteven@fhda.edu
Last updated: 2016-03-09 13:27:26

LINC 75A INTRODUCTION TO INSTRUCTIONAL DESIGN & TECHNOLOGY

Edit Course Outline

Course Outline Editor

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LINC 75B INSTRUCTIONAL TECHNOLOGY STRATEGIES

Edit Course Outline

LINC 75B **INSTRUCTIONAL TECHNOLOGY STRATEGIES** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This instructional design and technology course builds on the coursework of LINC 75A and focuses on the specific strategies for using technology in the education or training environment. Students develop instructional plans that use technology to meet the needs of a variety of learners; plan for effective use and management of technology for teaching and learning (i.e., laptop carts, mobile devices, Bring Your Own Device [BYOD], classroom audio-visual, online technologies and learning systems); and learn to manage instructional design projects. This course is part of the Instructional Design & Technology program sequence.

Advisories: It is advised, but not required, that students have the background knowledge and skill taught in LINC 75A. Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The student will be able to:

A. Examine the relationship between Instructional Systems Design [ISD] models and effective classroom instruction
B. Identify the instructional methods and strategies used to create effective learning environments with technology-based instruction
C. Understand how ISD models are used to create instructional delivery and content that is differentiated for a wide range of learners
D. Compare instructor-centered learning methods to student-centered learning methods
E. Examine instructional systems design within non-traditional and emerging instructional methods
F. Understand the role of technology in supporting student learning in the classroom
G. Apply models of ISD to analyze an instructional problem in order to create a more effective learning environment
H. Utilize models of ISD to design an instructional plan that will effectively meet the needs of a diverse range of learners
I. Develop the instructional plan to include a component that is project-based, inquiry-based, or problem-based
J. Manage the instructional plan that will work with a blended or personalized learning environment
K. Design and develop a technology plan that includes the effective use and management of technology in a classroom setting

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. ISD models and effective classroom instruction
    1. Merril's First Principles of Instruction
    2. Dick and Carey Model
    3. Gagne's Nine Events of Instruction
    4. Bloom's Taxonomy
    5. Webb's Depth of Knowledge
B. Effective learning environments
    1. Application of learning models
    2. Instructional strategies
    3. Problem-solving and application of learning
    4. Authentic assessment
C. Differentiated instruction and content
    1. Content
    2. Process
    3. Product
    4. Diverse learning needs and styles
    5. English learners
D. Instructor-centered and student-centered learning methods
    1. Traditional instructional approaches
    2. Non-traditional, student-centered approaches
    3. Instructor's role in both approaches

4. Students' roles in both approaches

E. Non-traditional and emerging instructional methods.
   1. Project-based learning
   2. Inquiry-based learning
   3. Problem-based learning
   4. Blended learning models

F. Role of technology
   1. Instructional shifts using technology
   2. Differentiating with technology
   3. Personalized learning

G. Analyze an instructional problem
   1. Instructional problem related to learning environment
   2. Application of ISD models to understand and define problem

H. Design an instructional plan
   1. Synthesize ISD models to plan instruction
   2. Outcomes and objectives
   3. Instructional sequence
   4. Application of learning
   5. Assessment

I. Develop the instructional plan
   1. Application of learning
   2. Opportunities for complex problem-solving

J. Develop an alternate instructional plan
   1. Apply technology to blend learning
   2. Design plan within hybrid, blended, or personalized learning environment

K. Manage a technology plan
   1. Effective use of web-based technology
   2. Effective use of equipment
   3. Cost, technology constraints, technical condiderations
   4. Effective management at classroom, school, organizational levels

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing, developing and managing an instructional plan and product or project
B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Dirksen, Julie, Design for How People Learn, Berkeley, CA, New Riders, 2012.
Allen, Michael W., and Richard H. Sites, Leaving ADDIE for SAM: An Agile Model for Developing the Best Learning Experiences, Alexandria, VA, American Society for Training and Development, 2012.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: **mcgriffsteven@fhda.edu**
Last updated: 2016-02-25 12:58:43

LINC 75B INSTRUCTIONAL TECHNOLOGY STRATEGIES Edit Course Outline

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LINC 75C DESIGNING ONLINE INSTRUCTION

Edit Course Outline

LINC 75C **DESIGNING ONLINE INSTRUCTION** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This course advances the knowledge of instructional design and technology taught in LINC 75A and LINC 75B while focusing on the unique design challenges and delivery options of online education or training. Students apply the methods of instruction with web-based technologies to design online learning courses, lessons, activities, and resources. Special emphasis is provided for creating multimedia resources (e.g., screen casting and instructional videos) and for designing online learning with video conferencing, threaded discussions, shared documents and online collaboration used in learning management systems. This course is part of the Instructional Design & Technology program sequence.

Prerequisite: LINC 75A or 75B.

Advisory: Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The student will be able to:

A. Apply Instructional Systems Design [ISD] principles to the design and delivery of synchronous and asynchronous online courses
B. Compare synchronous and asynchronous instructional strategies for online delivery technology
C. Identify and describe the differences between online, hybrid, and face to face learning modules
D. Compare the interactive resources of online learning, blended learning, and self-paced, web-based learning
E. Survey multimedia and other web-based tools incorporated into online learning courses
F. Compare different methods for online communication
G. Synthesize ISD principles to design a synchronous or asynchronous online learning course
H. Develop online learning course for classroom or training environment
I. Select appropriate online multimedia tools to incorporate into the online learning environment
J. Incorporate methods for online communication and collaboration
K. Identify technology requirements and constraints for delivery of online learning

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. Synchronous and asynchronous online courses
    1. Relationship between ISD models and online course design
B. Compare and contrast uses and advantages of synchronous and asynchronous online delivery technology
C. Online, hybrid, and face to face learning
    1. Instructor's role
    2. Students' roles
    3. Instructional delivery
    4. Learning methods
    5. Assessment
    6. Communication
D. Online learning, blended learning, and self-paced, web-based learning modules
    1. Online learning models
    2. Blended learning models
    3. Self-paced, web-based learning modules
E. Multimedia and web-based tools
    1. Screen casting
    2. Online video
    3. Other web-based multimedia tools
F. Online communication tools
    1. Threaded discussions
    2. Videoconferencing
    3. Web-based collaboration tools
    4. Email and other messaing tools
G. Design online learning course

1. Needs assessment
2. Learning analysis
3. Performance analysis
4. Outcomes and objectives
5. Instructional tasks
6. Assessment methods

H. Develop online learning course
1. Method for online learning
2. Technology considerations
3. Learning modules
4. Multimedia and other web-based tools
5. Method for online communication

I. Select appropriate multimedia tools
1. Aligned with instructional objectives
2. Supported by technology platform

J. Online communication
1. Aligned with instructional objective
2. Synchronous or asynchronous

K. Technology requirements and constraints
1. Delivery platforms
2. Technical requirements for instructors
3. Technical requirements for end-users

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing and developing an online lesson or activity
B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Allen, Michael W., and Richard H. Sites, Leaving ADDIE for SAM: An Agile Model for Developing the Best Learning Experiences, Alexandria, VA, American Society for Training and Development, 2012.
Arshavskiy, Marina, Instructional Design for ELearning: Essential Guide to Creating Successful ELearning Courses, Seattle, CreateSpace, 2013.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: **mcgriffsteven@fhda.edu**
Last updated: 2016-02-25 12:58:43

LINC 75C DESIGNING ONLINE INSTRUCTION Edit Course Outline

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LINC 82A INTRODUCTION TO DESIGNING INSTRUCTIONAL TECHNOLOGY PROJECTS

Edit Course Outline

LINC 82A	**INTRODUCTION TO DESIGNING INSTRUCTIONAL TECHNOLOGY PROJECTS**	**Summer 2016**
3 hours lecture.		**3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students,

teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This introductory course in designing and developing instructional projects is for students, educators, and trainers interested in the planning of instructional design and technology projects. Students will acquire the knowledge and technology skills needed to lead the design, creation, and iteration of instructional materials, specifically, basic project management, applying instructional technology principles, and using rapid prototyping models to efficiently design, make, and evaluate instructional projects for education or business learning contexts. This course is part of the Instructional Design & Technology program sequence.

Advisories: Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The student will be able to:

A. Design and develop instruction and training projects for a unit or course in a classroom or training curriculum
B. Create an instructional project using a rapid prototyping method
C. Iterate design ideas of the instructional project
D. Managing project development
E. Design project assessment plan

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. Instruction and training materials and tools
    1. Review instructional technology tools to create product
        a. Presentations
        b. Web sites
        c. Video
        d. Screencast
        e. Poster
        f. Handout
        g. Information graphic
    2. Analyze application of each tool to project outcomes
B. Rapid prototype of instruction
    1. Successive Approximation Model (SAM)
    2. Preparation phase
    3. Protyping
    4. Constructing the prototype
    5. Iterative phase
    6. Review and evaluate the outcomes
C. Iterate design project ideas
    1. Revisit the project goal
    2. Review the learning audience
    3. Brainstorm new ideas
    4. Find new instructor activities
    5. Revise and update all learner activities
D. Managing course projects
    1. Instructional project planning matrix
    2. Instructional products
    3. Selecting and evaluating the technology
E. Assessment plan
    1. Formative and summative
    2. Aligned with project goals
    3. Implementation strategies

4. Getting feedback
5. Making changes

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing and developing an instructional plan and product or project
B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Bean, Cammy, The Accidental Instructional Designer, Alexandria, VA, American Society for Training & Development (ASTD), 2014.
Hagen, Rebecca, and Kim Golombisky, WSINYE: White Space Is Not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design, New York, NY, Focal, 2013.
Vaughn, Tay, Multimedia: Making It Work, 9th ed. New York, McGraw-Hill, 2014.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: **mcgriffsteven@fhda.edu**
Last updated: 2016-03-09 13:28:03

LINC 82A INTRODUCTION TO DESIGNING INSTRUCTIONAL TECHNOLOGY PROJECTS

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Course Outline Editor

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LINC 82B DEVELOPING INSTRUCTIONAL MATERIALS

Edit Course Outline

LINC 82B **DEVELOPING INSTRUCTIONAL MATERIALS** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This instructional design and development course builds on the coursework of LINC 82A and focuses on refining the skills needed for making digital media for education or business learning contexts. Students interested in the study of instructional design will rapidly design, develop, and evaluate presentations, infographics, posters, digital resources, multimedia, and web sites for particular learning styles. Special emphasis is given for using collaborative tools to facilitate and manage group projects. This course is part of the Instructional Design & Technology program sequence.

Advisories: It is advised, but not required that students have the background knowledge and skill taught in LINC 82A. Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The student will be able to:

A. Apply Instructional Systems Design [ISD] principles to design and development of instructional resources
B. Analyze examples of effective instructional resources used in classroom and training settings
C. Ensure project alignment between objectives, instructor activity, learner activity, and assessment
D. Compare print, online, and computer media projects
E. Identify online instructional resources
F. Develop a variety of instructional print resources
G. Develop a variety of computer media instructional resources
H. Match learner profile with instructional project features
I. Develop project to align with objectives, activities, and assessment

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. Instructional resource design
    1. Revise existing materials or create new materials
    2. Method of delivery
    3. Best media to match instructional objectives
B. Effective instructional resources
    1. Best practices
    2. Examples of print and non-print materials
    3. Online resources
C. Alignment
    1. Learning objectives
    2. Instructor and learner activities
    3. Assessment
D. Comparison of print, online, and computer media resources
    1. Best media type for particular objectives and learning environments
E. Online instructional resources.
    1. Online resources already available
    2. Online tools for creation of online resources
F. Develop print resources.
    1. Job aids
    2. Handouts
    3. Manuals
G. Develop computer media resources
    1. Multimedia (infographics, posters)
    2. Video (screen casting)
    3. Web sites (interactive, information, survey)
H. Match learner needs with project features
    1. Which collaboration tools to use?
    2. Which web sites provide appropriate information?
    3. How do you build collaboration among students?
    4. Which forms of video are most effective?

5. How might interactive components facilitate learning?

I. Develop project alignment
   1. Learner needs
   2. Learning objectives
   3. Learning environment

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing and developing an instructional project that includes collaboration
B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Bean, Cammy, The Accidental Instructional Designer, Alexandria, VA, American Society for Training & Development (ASTD), 2014.
Hagen, Rebecca, and Kim Golombisky, *WSINYE: White Space Is Not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design, New York, NY, Focal, 2013.*
Vaughn, Tay, Multimedia: Making It Work, 9th ed. New York, McGraw-Hill, 2014.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: **mcgriffsteven@fhda.edu**
Last updated: 2016-03-09 13:28:35

LINC 82B DEVELOPING INSTRUCTIONAL MATERIALS Edit Course Outline

Course Outline Editor

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Course Outline Editor

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Fine Arts and Communication

LINC 82C CREATING INTERACTIVE MEDIA FOR INSTRUCTION

Edit Course Outline

LINC 82C **CREATING INTERACTIVE MEDIA FOR INSTRUCTION** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This advanced course in creating interactive media for instruction continues the coursework of LINC 82A and LINC 82B and provides the depth of skills and knowledge needed for making online learning media that includes interactive components, such as instructional video, multimedia, game-based learning, graphical user interface design, interactive tutorials, embedding collaborative elements in web sites or learning management systems. Students interested in the study of instructional design and technology will develop a project for either education or business learning contexts. This course is part of the Instructional Design & Technology program sequence.

Prerequisite: LINC 82A or 82B.

Advisory: Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The students will be able to:

A. Define levels of instructional interaction
B. Create online interactive games and activities for learners
C. Create online interactive assessments for learners
D. Utilize instructional design principles to create an instructional video
E. Apply the concept of flipped learning
F. Create a plan for flipped learning environment in the classroom
G. Embed interactive media in a website and collaborative online documents
H. Embed interactive media for use by learners in a learning management system
I. Explore the pedagogy behind game-based learning
J. Explore several tools for game-based learning

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. Levels of instructional interaction
    1. Level 1 Passive-no interaction
    2. Level 2 Limited interaction
    3. Level 3 Moderate interaction
    4. Level 4 Simulation and game-based learning
B. Online interactive games and activities
    1. Learner objectives
    2. Format
    3. Content
    4. Online tools - Flash, HTML5, other
    5. Hosting platform
C. Online interactive assessments
    1. Learner objectives
    2. Reliability and validity
    3. Format
    4. Content
    5. Online tool
    6. Hosting platform
D. Instructional video
    1. Learner objectives
    2. Instructional sequence of content
    3. Format
    4. Screencasting
    5. Screen shots and images
    6. Video
    7. Hosting platform and embedding
E. Understand flipped learning

1. Individualized/personalized learning
2. Interactive learning environment

F. Plan for flipped learning
1. Flexible environment
2. Instructor and student roles
3. Use of time
4. Technology
5. Instructional content
6. Ongoing assessment

G. Embed interactive media - website and documents
1. Enhanced instruction
2. Personalized learning
3. Technical aspects

H. Embed interactive media - learning management system
1. Enhanced instruction
2. Personalized learning
3. Technical aspects

I. Game-based learning - pedagogy
1. Collaborative problem-solving
2. Divergent thinking
3. Creativity

J. Game-based learning - tools
1. Print-based
2. Electronic
3. Online

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing and developing an interactive online instructional project
B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Bean, Cammy, The Accidental Instructional Designer, Alexandria, VA, American Society for Training & Development (ASTD), 2014.
Hagen, Rebecca, and Kim Golombisky, WSINYE: White Space Is Not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design, New York, NY, Focal, 2013.
Vaughn, Tay, Multimedia: Making It Work, 9th ed. New York, McGraw-Hill, 2014.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.

C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: **mcgriffsteven@fhda.edu**
Last updated: 2016-03-09 13:29:14

LINC 82C CREATING INTERACTIVE MEDIA FOR INSTRUCTION Edit Course Outline

Course Outline Editor

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Course Outline Editor

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Fine Arts and Communication

LINC 91A INTRODUCTION TO ASSESSING INSTRUCTIONAL TECHNOLOGY

Edit Course Outline

LINC 91A **INTRODUCTION TO ASSESSING INSTRUCTIONAL TECHNOLOGY** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This introductory course in assessing instructional technologies is for students, educators, and trainers interested in instructional design and technology. Students develop critical thinking skills and use evaluation processes, resources, and instruments to select and evaluate instructional materials, technologies, resources, and programs that meet specific learning outcomes for educational and training contexts. Coursework includes using technology to conduct survey research and basic data analysis. This course is part of the Instructional Design & Technology program sequence.

Advisories: Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The student will be able to:

A. Describe the basics of evaluation processes and research for instructional technology
B. Apply critical thinking skills
C. Use quantitative evaluation strategies
D. Use qualitative evaluation strategies
E. Use action research
F. Describe application of research methodologies to instructional design and technology
G. Apply research strategies to measure outcomes for learners, instruction, and instructional programs
H. Assess and select instructional technology tools and resources for research
I. Create an assessment instrument
J. Analyze data for instructional design purposes
K. Explain the ethical standards of educational research

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. The basics of instructional technology evaluation
    1. Research problem
    2. Variables and hypotheses
    3. Sampling
    4. Instrumentation
    5. Validity and reliability
    6. Evaluation, assessment, and testing
B. Critical thinking
    1. Observation
    2. Compare and contrast items and topics
    3. Discuss and analyze items and topics
    4. Encourage collaboration in analysis process
    5. Facilitate open-ended discussion
    6. Practice Socratic method
    7. Use argument analysis
C. Quantitative evaluation strategies
    1. Experimental research
    2. Survey research
    3. How to use quantitative research in instructional technology
D. Qualitative evaluation strategies
    1. Observation, interviews, focus groups
    2. Content analysis
    3. How to use qualitative research in instructional technology
E. Action research
    1. Practical research methods and strategies
    2. How to use action research in instructional technology
F. Choosing a research methodology to evaluate instructional technology
    1. Formative and summative assessment

2. Kirkpatrick's Four Levels of Evaluation

G. Apply research strategies to measure outcomes for learners, instruction, and instructional programs
   1. Learner analysis techniques
   2. Assessing instructional outcomes for an activity, lesson, or unit of learning
   3. Evaluating outcomes of instructional programs

H. Assess and select instructional technology tools and resources for evaluation
   1. Paper survey instruments
   2. Online resources for data collection
   3. Computer-based methods

I. Create an assessment instrument
   1. Compare instruments and contexts for use
   2. Compare delivery media
   3. Collecting data

J. Analyze data for instructional design purposes
   1. Demographic data
   2. Preferences data
   3. Evaluative data

K. Explain the ethical standards of educational research
   1. Value of research
   2. Scientific validity
   3. Fair subject selection
   4. Informed consent
   5. Confidentiality

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing and developing an evaluation plan and instrument for instructional technologies
B. Presenting the evaluation instrument and plan to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Fraenkel, Jack R., Norman Wallen, and Helen Hyun, How to Design and Evaluate Research in Education, 9th ed. New York, McGraw-Hill, 2014.
Greenstein, Laura, Assessing 21st Century Skills: A Guide to Evaluating Mastery and Authentic Learning, Thousand Oaks, Corwin, 2012.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: mcgriffsteven@fhda.edu
Last updated: 2016-03-09 13:39:22

LINC 91A INTRODUCTION TO ASSESSING INSTRUCTIONAL TECHNOLOGY Edit Course Outline

Course Outline Editor

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Course Outline Editor

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Fine Arts and Communication

LINC 91B EVALUATING TECHNOLOGY-BASED LEARNING OUTCOMES

Edit Course Outline

LINC 91B **EVALUATING TECHNOLOGY-BASED LEARNING OUTCOMES** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This instructional design and technology course builds on the coursework of LINC 91A and focuses on evaluating learning outcomes in educational and business training contexts. Students will design and develop technology-based authentic and performance-based assessments, rubrics, needs assessment plans, learner analysis instruments, adaptive testing, and surveys. Coursework includes managing data collection, analyzing results, and reporting findings. This course is part of the Instructional Design & Technology program sequence.

Advisory: It is advised, but not required that students have the background knowledge and skill taught in LINC 91A. Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The student will be able to:

A. Learning outcomes
B. Apply formative and summative assessment processes and instruments to evaluate the outcomes of instructional objectives
C. Use technology to create different evaluation and assessment tools
D. Managing the evaluation process
E. Explore techniques for creating conditional and adaptive tests
F. Designing an effective survey
G. Collect data
H. Conduct a data analysis
I. Report the results

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. Learning outcomes
    1. Goals and objectives analysis
    2. Task analysis
    3. Using Bloom's taxonomy to write learning outcomes
B. Evaluate the outcomes of instructional objectives
    1. Formative
    2. Summative
    3. Evaluation instruments
    4. Authentic assessments
    5. Performance-based assessments
    6. Rubrics
C. Use technology to create different evaluation and assessment tools
    1. Technology enabled observation tools
    2. Paper-based resources
D. Managing evaluation processes
    1. Project tracking tools and processes
    2. Finding evaluation instruments vs. making one
E. Conditional and adaptive tests
    1. Test content
    2. Adaptive software
    3. Use in personalization of learning
F. Effective surveys
    1. Objectives
    2. High quality questions
    3. Response choices
    4. Pilot
G. Data collection
    1. Questionnaires
    2. Focus groups

3. Interviews

H. Data analysis
   1. Review data
   2. Organize data
   3. Code data
   4. Conduct statistical analyses
   5. Interpret data

I. Data reporting
   1. Audience
   2. Format for presenting findings

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Writing learning outcomes and developing an evaluation method to measure the outcomes
B. Presenting the evaluation project and plan to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Fraenkel, Jack R., Norman Wallen, and Helen Hyun, How to Design and Evaluate Research in Education, 9th ed. New York, McGraw-Hill, 2014.
Greenstein, Laura, Assessing 21st Century Skills: A Guide to Evaluating Mastery and Authentic Learning, Thousand Oaks, Corwin, 2012.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: mcgriffsteven@fhda.edu
Last updated: 2016-02-25 12:58:43

Course Outline Editor

Return to Options

For authorized use only

Fine Arts and Communication

LINC 91C EVALUATING INSTRUCTIONAL PROGRAMS

Edit Course Outline

LINC 91C **EVALUATING INSTRUCTIONAL PROGRAMS** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

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13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This advanced course in evaluating instructional technology programs continues the coursework of LINC 91A and LINC 91B and further develops the skills and knowledge students need to measure and evaluate the effectiveness of educational curriculum or training programs. Using analysis skills, students examine the entire process from program design to implementation. Students interested in the study of instructional design and technology will determine and report on the effectiveness of an instructional program or curriculum for either online or classroom delivery in terms of instructor preparation, planning, delivery medium, and effective use of technology. Skill development includes effective use of technology tools for writing, conducting, analyzing, and reporting an instructional program evaluation plan. This course is part of the Instructional Design & Technology program sequence.

Prerequisites: LINC 91A or 91B.

Advisories: Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

The student will be able to:

A. Describe the processes of evaluation for an instructional curriculum or program
B. Utilize evaluation instruments in evaluation of an instructional technology program
C. Determine the effectiveness of a program in terms of content, instructor, technology
D. Use evaluation method to determine program's success over time
E. Write a program evaluation plan
F. Conduct the program evaluation plan of an instructional technology program

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with computers running either Windows and /or Macintosh operating system and internet connectivity.
B. When taught via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail software, and web browsing capability.

4. Course Content (Body of knowledge) -

A. Processes in evaluation of an instructional program
    1. Kirkpatrick's Four Levels of program evaluation
B. Utilize evaluation instruments for instructional programs
    1. Focus groups
    2. Surveys
    3. Pre- and post -tests
    4. Observations and interviews
C. Determine the program or curriculum effectiveness
    1. Content
        a. Learning objectives and outcomes
    2. Instructor effectiveness
        a. End of course surveys
        b. Observations
        c. Supervisor reports
    3. Use of technology
        a. Effectiveness and efficiency
        b. Technical considerations
        c. Cost considerations
D. Use evaluation method to determine program's success over time
    1. Surveys
    2. Focus group questions
    3. Interview questions
    4. Supervisor reports
E. Program evaluation plan
    1. Tailor plan to classroom or training environment
    2. Consider instructional problem
    3. Align with instructional sequence
    4. Create evaluation instruments
    5. Design evaluation data analysis routines

F. Conduct the program evaluation plan of an instructional technology program
    1. Implement in real world context
    2. Assess learner outcomes
    3. Assess program effectiveness
    4. Write evaluation report

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing and developing an instructional plan and data collection instrument
B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback

7. Representative Text(s) -

Fraenkel, Jack R., Norman Wallen, and Helen Hyun, How to Design and Evaluate Research in Education, 9th ed. New York, McGraw-Hill, 2014.
Greenstein, Laura, Assessing 21st Century Skills: A Guide to Evaluating Mastery and Authentic Learning, Thousand Oaks, Corwin, 2012.
Handshaw, Dick, Training That Delivers Results: Instructional Design That Aligns with Business Goals, New York, American Management Association, 2014.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
C. When taught online these methods may take the form of video, audio, animation and web page presentations. Writing assignments are completed online.

Course status: *Active*

Development status: Edit
Owner-Editor: **mcgriffsteven@fhda.edu**
Last updated: 2016-03-10 07:34:35

LINC 91C EVALUATING INSTRUCTIONAL PROGRAMS Edit Course Outline

Course Outline Editor

Return to Options

Course Outline Editor

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For authorized use only

Fine Arts and Communication

LINC 92 SEMINAR IN INSTRUCTIONAL DESIGN & TECHNOLOGY

Edit Course Outline

LINC 92 **SEMINAR IN INSTRUCTIONAL DESIGN & TECHNOLOGY** **Summer 2016**

3 hours lecture. **3 Units**

Total Contact Hours: 36 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3 **Lab Hours:** **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade with P/NP option

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 5/22/15

Division Dean Information -

Seat Count: 37 **Load Factor:** .067 **FOAP Code:** 114000151011086000

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

---

13. Need/Justification -

This Workforce Education course provides specialized training in instructional design and technology for students, teachers, and those in work transition. The primary target audience include educators from school districts within the FHDA district service area: Mountain View-Whisman, Palo Alto Unified, Sunnyvale Elementary, Mountain View-Los Altos Union HSD, Los Altos Elementary, Fremont Union HSD, and Cupertino Union and secondary regions of San

Mateo, Santa Clara, Santa Cruz, and Alameda counties. The course is relevant for current and future adult educators in university, community-college, and adult-education settings, as well as government and business trainers, consultants, and human-resource professionals.

1. Description -

This seminar course is for teachers, educators, and trainers who have completed the pre-requisite coursework in the Instructional Design and Technology program sequence. Students demonstrate ability to apply knowledge, skills, and dispositions acquired through program coursework to the design, development, evaluation, and implementation of technology-based instructional and training projects in a "real-world" scenario. The seminar experience provides students the opportunity to act as consultants in a real, client-based case study to apply theories, concepts, and principles of instructional technology to solve an instructional or a training problem in authentic education or business settings.

Prerequisites: Completion of LINC 75A and (LINC 75B or 75C); LINC 82A and (LINC 82B or 82C); and LINC 91A and (LINC 91B or 91C).

Advisory: Basic skills using standard computer systems and internet-based technologies.

2. Course Objectives -

Students will be able to:

A. Design and develop an instructional design solution for a real world scenario
B. Apply knowledge and skills of instructional design and technology to a real-world context
C. Collaborate in consulting context to develop solution paths
D. Present the solution to the client
E. Maintain an online journal of the simulated learning experience
F. Assess the effectiveness of the instructional solution using Kirkpatrick's Four Levels of Evaluation

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
B. When taught online via Foothill Global Access students must have current e-mail accounts and/or ongoing access to computers with e-mail and web browsing capability

4. Course Content (Body of knowledge) -

A. Instructional design solution development
    1. Understanding client - consultant relationships
    2. Client interview
    3. Needs assessment
B. Define the instructional problem in real-world context
    1. Identify instructional problem
    2. Write instructional analysis plan (including analysis, design, implementation, evaluation)
    3. Develop instructional tools and resources
    4. Implement solution path, process or project
    5. Evaluate outcomes and revise project
C. Consulting teams process
    1. Forming
    2. Storming
    3. Norming
    4. Performing
    5. Communication and collaboration strategies
D. Client presentation
    1. Description of instructional problem and client need
    2. Description of instructional solution
    3. Summary of process to create the project solution
    4. Self-assessment and reflection on learning
E. Consultant journal
    1. Weekly entries
    2. Collaborative dialogue between consulting teams and client
F. Project Evaluation (Kirkpatrick's Levels)
    1. Evaluation of project by client (Level 1)
    2. Evaluate knowledge and skills gained, and shifts in attitude (Level 2)
    3. Evaluate changes in behavior (Level 3)
    4. Evaluate overall results of solution program, project (Level 4)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Designing and developing a real-world, authentic product or project for a case-study client
B. Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
C. Making constructive contributions to class discussions and peer review feedback
D. Evaluation of solution by peers, instructor, and case-study client

7. Representative Text(s) -

Ertmer, Peggy A., James Quinn, and Krista D. Glazewski. The ID CaseBook: Case Studies in Instructional Design, 4th ed. Upper Saddle River, NJ: Pearson, 2013. Print.

Larson, Miriam B., and Barbara B. Lockee. Streamlined ID: A Practical Guide to Instructional Design. New York: Routledge, 2013. Print.

When course is taught on-line: Additional information, notes, handouts, syllabus, assignments, tests, and other relevant course material will be delivered by e-mail and on the World Wide Web, and discussion may be handled with internet communication tools.

8. Disciplines -

Instructional Design & Technology

9. Method of Instruction -

A. Writing notes, listening, and participating in lecture presentation
B. Observing an instructor-led demonstration and/or actively practicing the demonstrated skills
C. Presenting and communicating their ideas in discussion and/or participating in peer reviews

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
B. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.
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Course status: *Active*

Development status: Edit
Owner-Editor: **mcgriffsteven@fhda.edu**
Last updated: 2016-03-09 13:41:37

LINC 92 SEMINAR IN INSTRUCTIONAL DESIGN & TECHNOLOGY Edit Course Outline

Course Outline Editor

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Labor Market Information (LMI) and Analysis

Certificate of Achievement in Instructional Design and Technology

Net Job Market

This occupation report, compiled by Elaine Kuo, Institutional Researcher, Foothill College, focuses on two occupational codes: Training and Development Specialists (SOC 13-1151) and Instructional Coordinators/Instructional Designers and Technologists (SOC 25-9031). For purposes of this report, these occupational groupings will be combined into one occupation, Instructional Design and Technology. The occupation summary data predicts there will be ongoing job growth in this area through 2020 (10%). In Santa Clara County, there were 3,533 full- and part-time jobs in 2015, most of these occupations are accounted for by Training and Development Specialists (2,703). It is projected that Santa Clara County will add 362 Instructional Design and Technology jobs by 2020 (10% or 3,895).

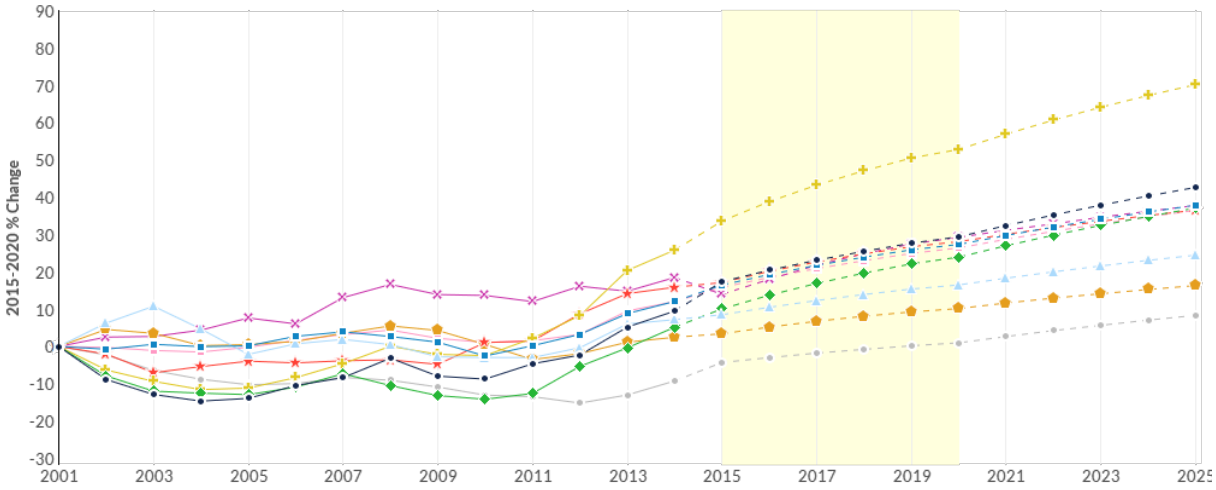
Occupation Summary for Instructional Design and Technology

3,533	**10.2%**	**$40.50/hr**
Jobs (2015)	**% Change (2015-2020)**	**Median Hourly Earnings**
23% above National average	Nation: 8.0%	Nation: $28.83/hr

Occupation	2015 Jobs	2020 Jobs	Change	% Change
Training and Development Specialists (13-1151)	2,703	2,962	259	10%
Instructional Coordinators (25-9031)	830	933	103	12%

An examination of the projected job growth among the nine counties in the Greater Bay Area region and at the state-level indicates the largest percentage rate change will be the highest In Santa Francisco County (14%), Napa (14%), San Mateo County (13%) and Santa Clara County (10%). Santa Clara County is projected to increase the most number of jobs by 2020 (362), followed by San Francisco (352), Alameda (210) and San Mateo (143) Counties.

Instructional Design and Technology Occupation Change Projections

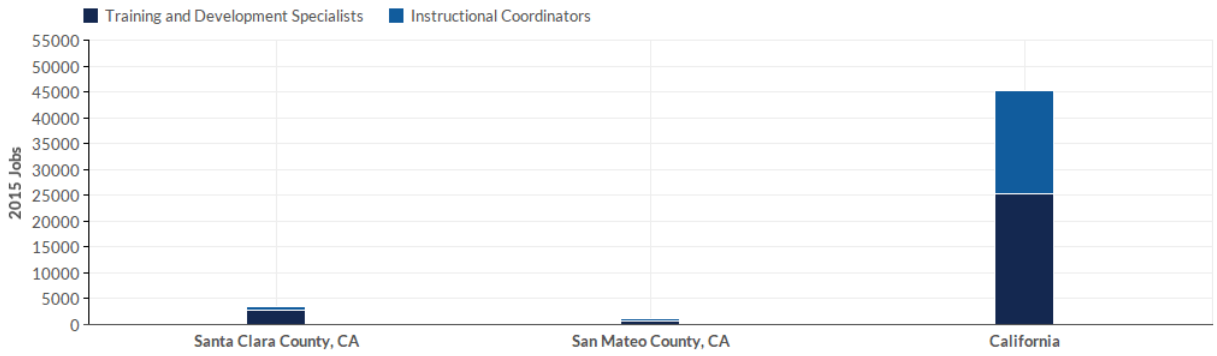


	Region	2015 Jobs	2020 Jobs	Change	% Change	Median Hourly Earnings
●	Santa Clara County, CA	3,533	3,895	362	10%	$40.50
●	Alameda County, CA	2,246	2,456	210	9%	$37.61
●	Contra Costa County, CA	1,004	1,077	73	7%	$36.76
●	San Mateo County, CA	1,140	1,283	143	13%	$35.47
●	San Francisco County, CA	2,447	2,799	352	14%	$35.16

	Region	2015 Jobs	2020 Jobs	Change	% Change	Median Hourly Earnings
●	Marin County, CA	402	439	37	9%	$33.04
●	Solano County, CA	360	383	23	6%	$32.27
●	Napa County, CA	162	184	22	14%	$31.69
●	Sonoma County, CA	460	485	25	5%	$31.63
●	California	45,261	49,397	4,136	9%	$33.43

The data and accompanying tables below show the number of jobs between 2015 and 2020, disaggregated by Santa Clara and San Mateo Counties.

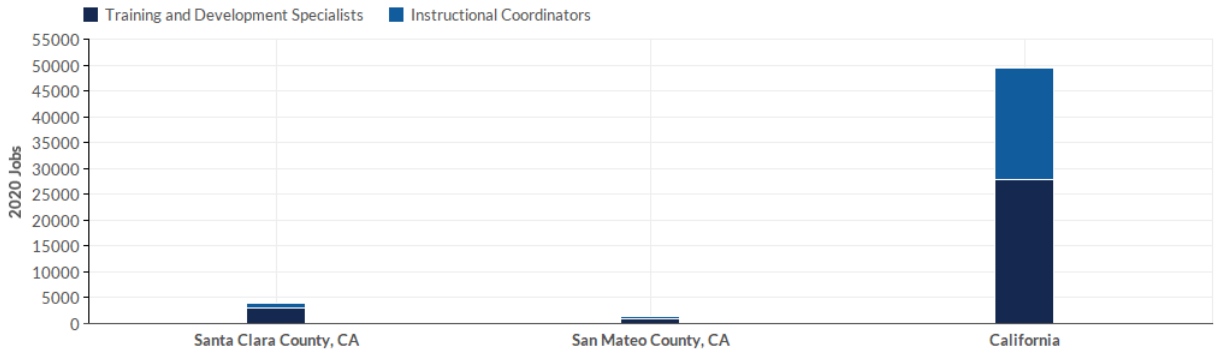
Instructional Design and Technology Occupation Breakdown - 2015 Jobs



Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California
13-1151	Training and Development Specialists	2,703	778	25,267

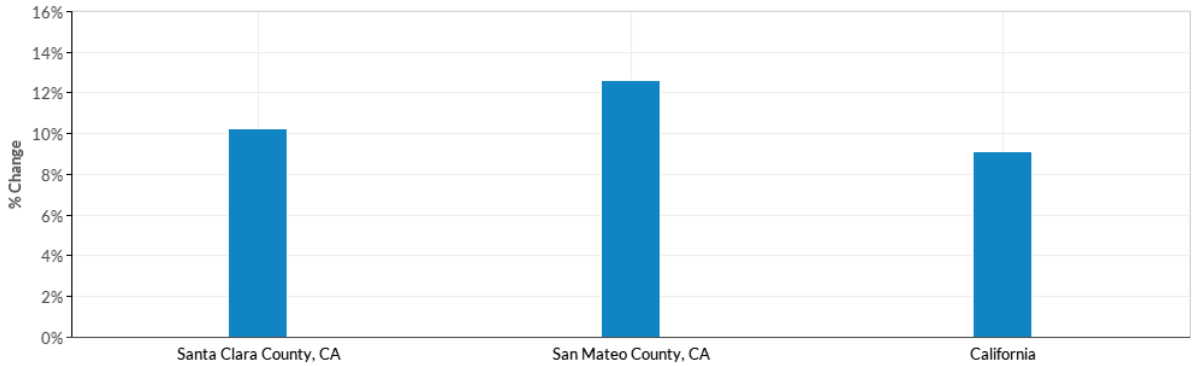
Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California
25-9031	Instructional Coordinators	830	362	19,994
	Total	3,533	1,140	45,261

Instructional Design and Technology Occupation Breakdown - 2020 Jobs



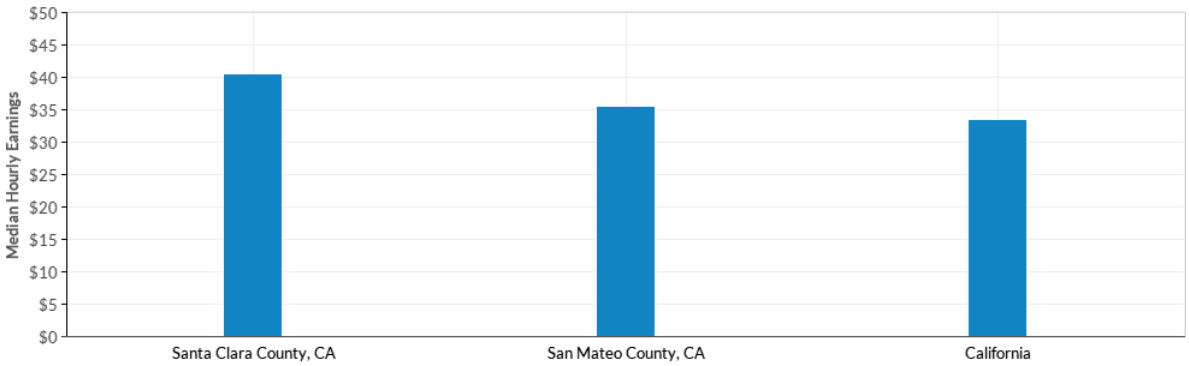
Occupa-tion	Description	Santa Clara County, CA	San Mateo County, CA	California
13-1151	Training and Development Specialists	2,962	882	27,881
25-9031	Instructional Coordinators	933	402	21,515
	Total	3,895	1,283	49,397

Occupation Breakdown - % Change



Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California
25-9031	Instructional Coordinators	12%	11%	8%
13-1151	Training and Development Specialists	10%	13%	10%
	Total	10%	13%	9%

Occupation Breakdown - Median Hourly Earnings



Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California
13-1151	Training and Development Specialists	$42.60	$37.05	$31.71
25-9031	Instructional Coordinators	$33.86	$32.20	$35.54
	Total	$40.50	$35.47	$33.43

Target Occupations Demographics

The demographics among those employed in Industrial Design and Technology occupations in Santa Clara County for 2015 show that a majority are female (64%) and about three-fourths are between the ages of 25-54 (73%) and White (59%).

Occupation Gender Breakdown

Gender	2015 Jobs	2015 Percent
Males	1,279	36.2%
Females	2,253	63.8%

Occupation Age Breakdown

Age	2015 Jobs	2015 Percent
14-18	9	0.2%
19-24	140	4.0%
25-34	785	22.2%
35-44	987	27.9%
45-54	837	23.7%
55-64	606	17.2%
65+	169	4.8%

Occupation Race/Ethnicity Breakdown

Race/Ethnicity	2015 Jobs	2015 Percent
White	2,093	59.2%
Asian	606	17.2%
Hispanic or Latino	516	14.6%
Black or African American	206	5.8%
Two or More Races	84	2.4%
Native Hawaiian or Other Pacific Islander	14	0.4%
American Indian or Alaska Native	14	0.4%

Industries Employing Instructional Design and Technology Occupations

A number of industries in Santa Clara County employ those trained in Instructional Design and Technology occupations. The following table represents a regional industry breakdown of the number of Industrial Design and Technology positions employed, the percentage of Industrial Design and Technology employed by industry and the percentage Industrial Design and Technology jobs represent within all jobs by each industry. While top five industries employed 28% of all regional Industrial Design and Technology positions in 2015, Industrial Design and Technology compose a minority of all jobs in that industry (3%).

Top Industries Employing Instructional Design and Technology Occupations

Industry	Occupation Group Jobs in Industry (2015)	% of Occupation Group in Industry (2015)	% of Total Jobs in Industry (2015)
Custom Computer Programming Services	242	6.9%	0.6%
Elementary and Secondary Schools (Local Government)	214	6.1%	0.7%
Colleges, Universities, and Professional Schools	190	5.4%	0.6%
Internet Publishing and Broadcasting and Web Search Portals	190	5.4%	0.5%
Computer Systems Design Services	178	5.0%	0.6%

* *Inverse Staffing Patterns - Settings*

Earning Potential

The range in earnings in Santa Clara County among Instructional Design and Technology show that while the median earnings are $40.50/hr, the top earning quartile earns $16.63 more an hour while the lowest quartile earns $10.12 less an hour. These data show that the range of earnings among Training and Development Specialists is higher than Instructional Coordinators/Instructional Designers and Technologists.

Instructional Design and Technology Percentile Earnings

$30.38/hr	$40.50/hr	$57.13/hr
25th Percentile Earnings	Median Earnings	75th Percentile Earnings

Occupation	25th Percentile Earnings	Median Earnings	75th Percentile Earnings
Training and Development Specialists (13-1151)	$31.60	$42.60	$59.34
Instructional Coordinators (25-9031)	$26.52	$33.86	$50.10

Data Sources and Calculations

Occupation Data

EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level EMSI earnings by industry.

Industry Data

EMSI industry data have various sources depending on the class of worker. (1) For QCEW Employees, EMSI primarily uses the QCEW (Quarterly Census of Employment and Wages), with supplemental estimates from County Business Patterns and Current Employment Statistics. (2) Non-QCEW employees data are based on a number of sources including QCEW, Current Employment Statistics, County Business Patterns, BEA State and Local Personal Income reports, the National Industry-Occupation Employment Matrix (NIOEM), the American Community Survey, and Railroad Retirement Board statistics. (3) Self-Employed and Extended Proprietor classes of worker data are primarily based on the American Community Survey, Nonemployer Statistics, and BEA State and Local Personal Income Reports. Projections for QCEW and Non-QCEW Employees are informed by NIOEM and long-term industry projections published by individual states.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

Federal Data Sources

This report uses federal data from the following agencies: Quarterly Census of Employment and Wages (QCEW) from the Bureau of Labor Statistics (BLS) and the Bureau of Economic Analysis (BEA).

Additional Areas of Discussion Not Addressed in the LMI Report

The LMI report produced by Elaine Kuo, Institutional Researcher, Foothill College did not address two suggested topics for discussion. These topics are presented below for consideration and written by Dr. Steven McGriff, adjunct faculty, Foothill College and primary author of the certificate application.

Program Credibility/Career Potential

The certificate in instructional design and technology is designed for students who are currently working in or planning for a career as human resource training and development specialists or careers within the education field, such as teachers, instructional coordinators, and information technology technicians and trainers.

The certificate enables potential students who are situated in a career to remain current in their field and creates pathways for career advancement. Students who are entering the field will learn the foundational skills and knowledge with practical application to real-world training and learning contexts. The program is organized around the core knowledge domains of the field of instructional design and technology and immerses the student in an applied learning experience. At the end of the program, students with no prior knowledge of the field will have gained appropriate depth and breadth to be a viable candidate for any position that employs these skills.

The data on the occupation race/ethnicity breakdown shows a demographic distribution that closely matches the general population. The program prepares students to work in an ethnically diverse workforce in the local region.

Career Technical Education Skills

The proposed IDT certificate is designed for students who are either entry level learners or who are already employed. The courses are designed for online and blended-learning formats to increase the opportunity for course completion. When offered in blended or classroom-based formats, the courses will be scheduled for weekdays in the late afternoon and evening. The planned sequence of courses offered in the academic year seeks to accommodate the employed student's needs, such as prior experience and knowledge, to allow the most flexibility in choosing a pathway of courses that fulfills the certificate requirements.

Education Level Data for Occupations in Instructional Design and Technology

This section about education levels was compiled by Dr. Steven McGriff, Krause Center for Innovation, Foothill College, using data from O*NET Online. The reported education information details are for occupational codes: Training and Development Specialists (SOC 13-1151) and Instructional Coordinators/Instructional Designers and Technologists (SOC 25-9031).

13-1151.00 - Training and Development Specialists

Design and conduct training and development programs to improve individual and organizational performance. May analyze training needs.

Sample of reported job titles: Computer Training Specialist, Corporate Trainer, Learning Developer, Job Training Specialist, Management Development Specialist, Senior Instructor, Supervisory Training Specialist, Technical Trainer, Trainer, Training Specialist

Education: Most of these occupations require a four-year bachelor's degree, but some do not.

Percentage of Respondents	Education Level Required
58	Bachelor's degree
17	Master's degree
11	Post-baccalaureate certificate

25-9031.00 - Instructional Coordinators

Develop instructional material, coordinate educational content, and incorporate current technology in specialized fields that provide guidelines to educators and instructors for developing curricula and conducting courses. Include educational consultants and specialists, and instructional material directors.

Sample of reported job titles: Career Technical Supervisor, Curriculum and Assessment Director, Curriculum and Instruction Director, Curriculum Coordinator, Curriculum Director, Curriculum Specialist, Education Specialist, Instructional Systems Specialist, Program Administrator, School Standards Coach

Education: Employers are usually looking for candidates with a Master's degree.

Percentage of Respondents	Education Level Required
73	Master's degree
20	Post-master's certificate
4	Post-baccalaureate certificate

25-9031.01 - Instructional Designers and Technologists

Develop instructional materials and products and assist in the technology-based redesign of courses. Assist faculty in learning about, becoming proficient in, and applying instructional technology.

Sample of reported job titles: Chief Technology Officer; Director, Educational Research and Product Strategy; Instructional Designer; Instructional Technologist; IT Senior Analyst (Instructional Technology Senior Analyst); Lead Performance Support Analyst; Learning Development Specialist; Senior Instructional Designer; Team Lead, Teacher Support and Student Intervention

Education : Employers are usually looking for candidates with a Bachelor's degree.

Percentage of Respondents	Education Level Required
65	Master's degree
36	Post-master's certificate
4	Post-baccalaureate certificate

Employer Survey

Certificate of Achievement in Instructional Design and Technology

Methodology

Local employers were surveyed in May and July 2016 via online or telephone survey to explore whether students earning a certificate of achievement in Instructional Design and Technology will have the skills and experiences necessary to find employment, generally, and specifically within their respective organizations. The target list of employers who received the survey includes: directors of instructional technology in school districts and the county office of education; assistant superintendent of curriculum and instruction; education directors of non-profit technology museums and organizations; and higher education directors of technology.

See Appendix A, Instructional Design and Technology Employer Survey, for the online survey form and questions.

Additionally, the survey sought to gather data regarding the employment opportunities for these potential certificate earners.

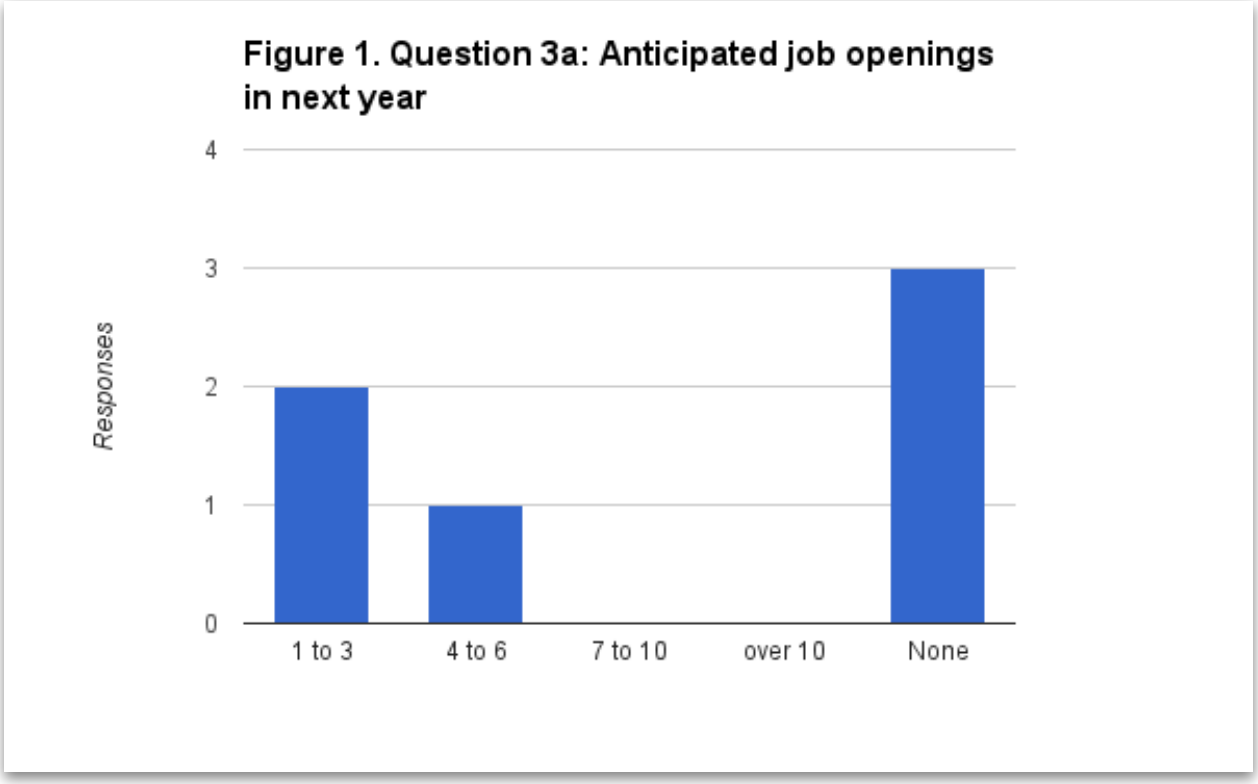
Response rate

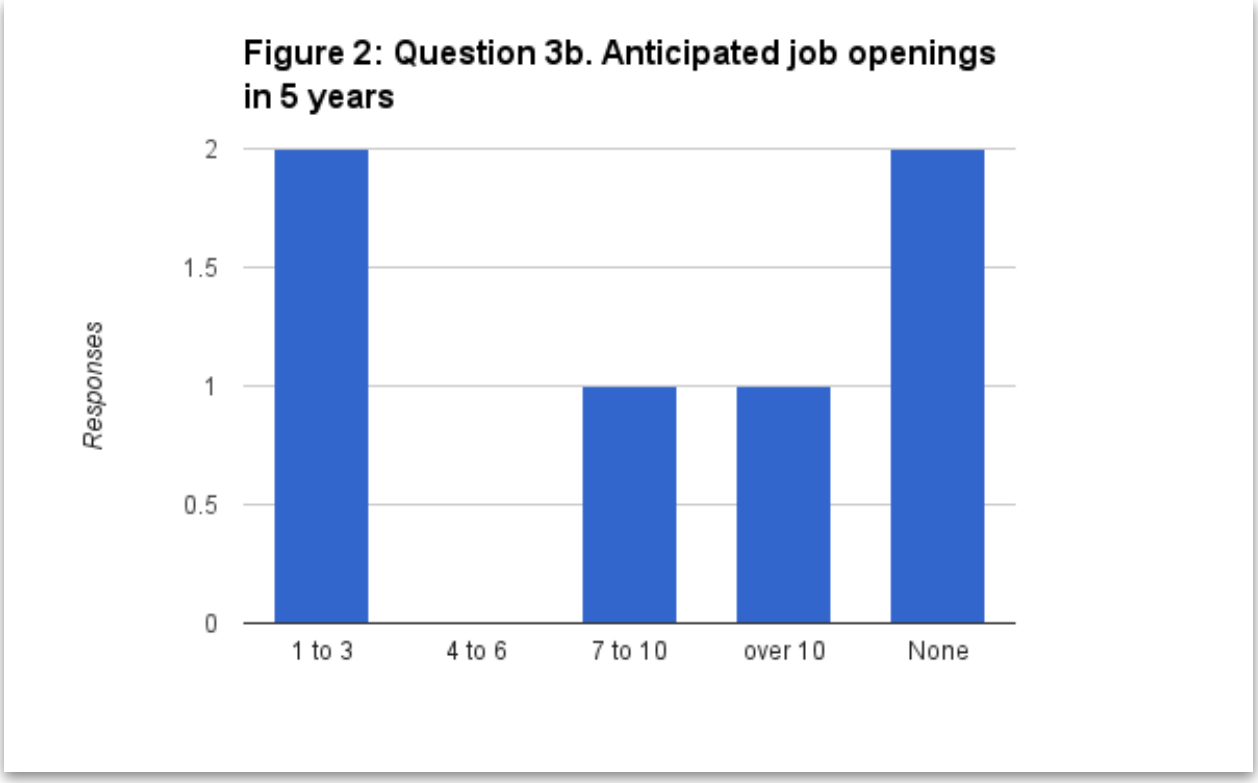
17 survey requests were sent by email and 6 responses were received (35% response rate).

Projections

Responses to question 3a show the potential for 6-12 total positions over the next year, see Figure 1, below. Two organizations expect to hire up to 3 people and one organization up to 6. Over the next five years, responses from question 3b show increasing rates of hiring with four organizations that anticipate hiring, see Figure 2. Among those, two are expecting to hire 7 or more employees to fill anticipated job openings due to both separation from service and job growth.

In response to question 1, “Does the program description reflect the education/training your organization looks for among potential employees?” the data shows an average rating of 2 on a 5-point scale, where 1 indicates “completely accurate” and 5 indicates “not accurate.” Respondents perceive the education and skills acquired in the certificate program accurately describes the type of employee they would likely hire.

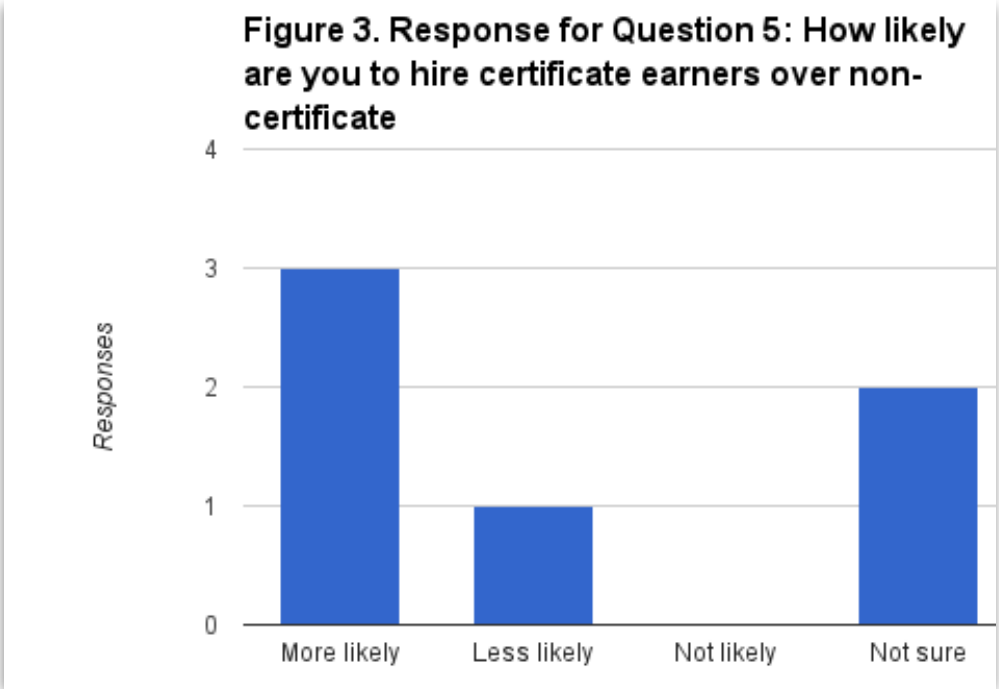




The job titles within the respondents' organizations for which the certificate would meet minimum qualifications include:

- teacher on special assignment/coach
- While we don't have a job for someone with just this certificate it would be great background for a teacher or teacher on special assignment
- Instructional designer
- teacher, Coordinator of Educational Technology, Coordinator of Professional Learning. Teachers on Special Assignment of various disciplines.
- Instructional tech coach, coordinator, specialist

In response to question 5, "How likely would you or your organization hire students who complete the certificate compared to other applicants who have not completed an equivalent certificate, if all other job considerations are equal?" Half of respondents indicated the highest response, "More likely," as shown in Figure 3.

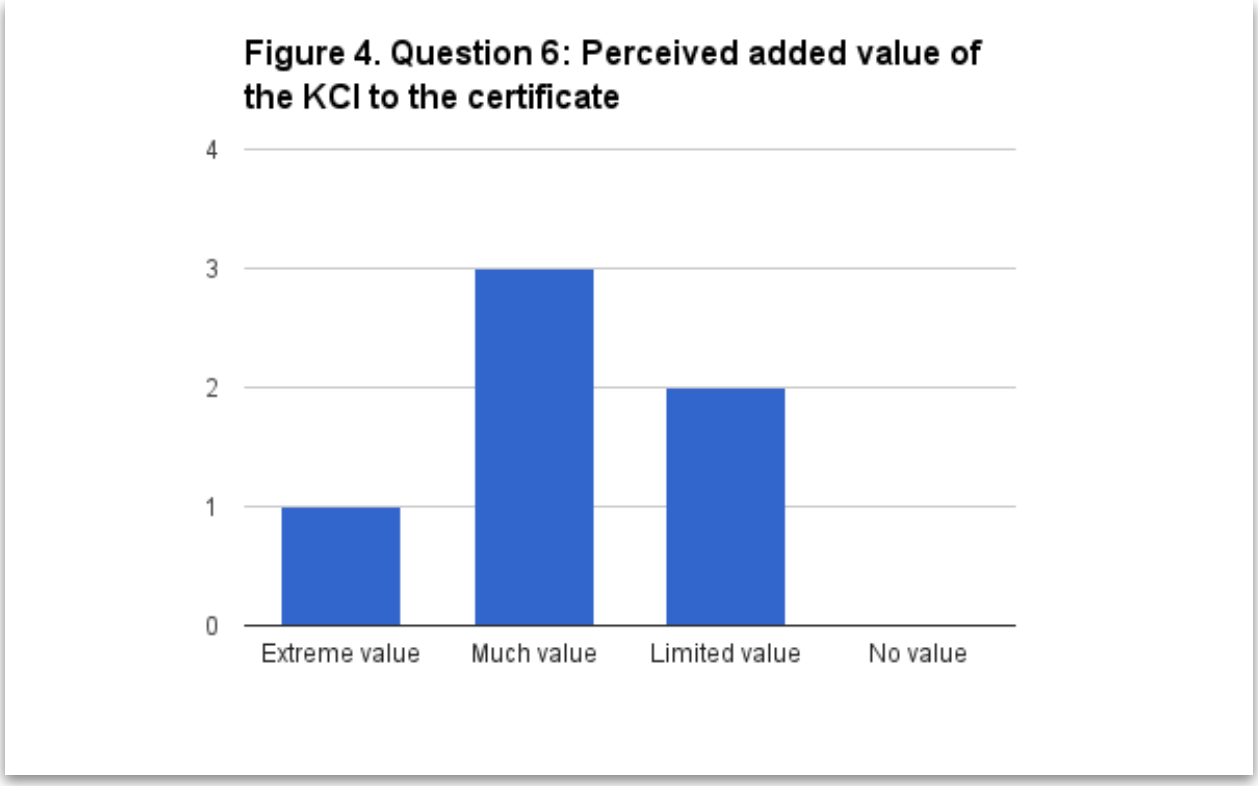


When asked if the reputation of the Krause Center for Innovation would add value to a certificate in instructional design and technology, 3 respondents replied, "Much value" and one indicated "Extreme value." See Figure 4, below. Optional open-ended elaboration responses to survey question six include:

> "I believe the reputation has grown over the years and the addition of a certificate is a great idea. Beyond tech use and into solid instructional design principles."

"They have created programs like Merit and mini Merit that help teachers get excited about using technology in their classrooms"

"The KCI is known for quality professional development and teachers who have gone through MERIT are highly regarded."



Question 7 asks about the prospects for mobility and career advancement. Figure 5, below, shows favorable possibilities with 3 responses of "good possibility" and 1 "very good possibility" ratings.

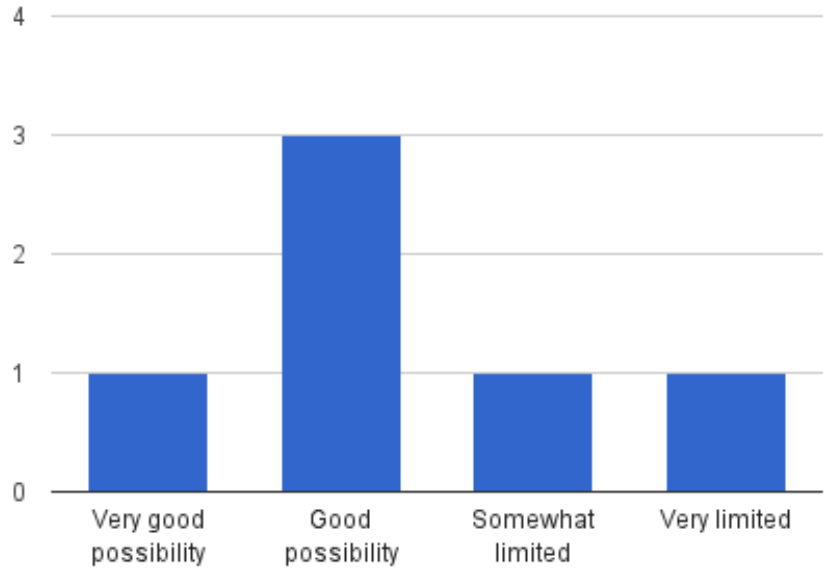
One respondent wrote an optional elaboration to their response to Question 7:

"While we [a unified school district] do not have a career ladder, there are possibilities to move, for example, from teacher, to TOSA [Teacher on Special Assignment], to Coordinator, to Director. Of course, there are fewer positions the higher it goes, but prospects are there. Also, depending on the time and need, new positions are created."

Another respondent stated,

"This type of certification also suggests an employee who likes to learn and will continue learning and thus the mobility and career advancement is quite likely and the certification will add extra chops."

Figure 5. Question 7: Certificate earner's prospects for mobility and advancement



Appendix A

Instructional Design & Technology Employer Survey

Instructional Design & Technology Employer Survey

Created by the Krause Center for Innovation at Foothill College, this survey is designed for employers who may hire professionals with certification in instructional design and technology.

* Required

KRAUSE CENTER for INNOVATION
FOOTHILL COLLEGE

Introduction

Foothill College located in Los Altos Hills, California plans to create a new Instructional Design & Technology program. Students will be able to earn a California Community Colleges authorized Certificate of Achievement on their transcript. We are surveying local employers to ensure that students who complete the certificate will have the skills and experiences to help them find employment. Additionally, your feedback can shape our new program so that the curriculum maintains its currency and relevancy.

Should you have any questions or comments regarding this survey or the development of the Certificate of Achievement in Instructional Design & Technology program at Foothill College, please contact Dr. Steven McGriff at mcgriffsteven@foothill.edu.

PROGRAM DESCRIPTION
The proposed certificate of achievement in Instructional Design & Technology (IDT) is a 27-unit program of study. The projected time to complete the certification is five quarters. The certificate is designed to meet the professional growth needs of a variety of students: those currently working in or planning for a career in human resource training and development or the education field; in-service and pre-service teachers; educators at any level; information technology professionals; and those already working as technical or soft skills trainers within any market sector.

The certificate program focuses on applying knowledge and skill for using technology to design and develop instructional resources or programs for online, as well as face-to-face learning settings.

The content includes the foundational knowledge and skills of instructional technology, pedagogy, and training techniques that are currently used in real-world work environments in schools, business, and industry.

Skills students learn include the ability to create printed and online resources, multimedia, and presentations that can be used for online instruction or in traditional classroom settings.

Upon completion of all program requirements, students will be able to design, deliver, and evaluate instructional and informational content in a variety of contexts such as, school or college classrooms, professional development programs, presentations, research, information graphic design (infographics), and business training environments.

Thank you for your time!

Additional questions or comments can be directed to
Dr. Steven McGriff, Instructional Designer and Professor in Residence
Krause Center for Innovation, Foothill College
mcgriffsteven@foothill.edu • (650) 949-7681

Questions

1. **1. Does the program description reflect the education/training your organization looks for among potential employees?** *
   Select your response using a scale of 1 to 5, where 1 = completely accurate and 5 = not accurate
   Mark only one oval.

	1	2	3	4	5	
Completely accurate	◯	◯	◯	◯	◯	Not accurate

2. **2. Identify the job titles in your organization for which students who completed the certificate in Instructional Design & Technology would meet minimum qualifications:** *
   Please list 1-4 job titles

3. **3a. How many job openings fitting the certificate description are anticipated by your organization in the next year?** *
   Mark only one oval.
   - ◯ 1 to 3
   - ◯ 4 to 6
   - ◯ 7 to 10
   - ◯ over 10
   - ◯ None

4. **3b. How many job openings fitting the certificate description are anticipated by your organization in the next 5 years?** *
   Mark only one oval.
   - ◯ 1 to 3
   - ◯ 4 to 6
   - ◯ 7 to 10
   - ◯ over 10
   - ◯ None

5. **4. Are the anticipated openings that fit the program description due primarily to separations (resignations/retirements) or new job growth?** *
   Mark only one oval.
   - ◯ Separations
   - ◯ Job growth
   - ◯ Both separation and job growth
   - ◯ Not applicable: No openings anticipated

6. **5. How likely would you or your organization hire students who complete the certificate compared to other applicants who have not completed an equivalent certificate, if all other job considerations are equal?** *

Mark only one oval.

- ◯ More likely
- ◯ Less likely
- ◯ Not likely
- ◯ Not sure

7. **6. How much value does the reputation of the Krause Center for Innovation at Foothill College add to a certificate in instructional design & technology?** *

Mark only one oval.

- ◯ Extreme value
- ◯ Much value
- ◯ Limited value
- ◯ No value

8. **6a. Please elaborate on your response to survey item 6:**

9. **7. For individuals hired by your organization with this certificate, what are the prospects for mobility and career advancement?** *

Mark only one oval.

- ◯ Very good possibility
- ◯ Good possibility
- ◯ Somewhat limited
- ◯ Very limited

10. **7a. Please elaborate on your response to survey item 7:**

Thank you, we appreciate your time

11. **If we can contact you for further information or clarification on your responses, please provide your name, title, organization, and email below:**

Powered by Google Forms

FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Humanities

Item 1. Program Goals and Objective

The goals of this certificate are to graduate students who have gained a solid foundation in the Humanities and for transfer students to apply these skills to other areas of study. This certificate emphasizes the principles and concepts in interdisciplinary thinking and problem solving that will transfer across disciplines and enrich professional careers in areas as varied as technical writers, public relation managers, lawyers and FBI agents. A certificate of Achievement in Humanities enables students to better see the interconnectedness of all areas of knowledge, develop a global perspective as a result of having studies the ideas and cultural products of cultures throughout the world, clarify one's values by comparing and contrasting them to what others have thought and deepen one's sources of wisdom by learning how others have dealt with failures, success, adversities and triumphs.

As Steve Jobs summarized his strategy when he introduced the iPad 2 in March of 2011, "It is in Apple's DNA that technology alone is not enough – it's technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing." Great ideas emerge from the intersection of technology and Humanities, and this certificate will quantify competency in the area of Humanities to perspective employers.

*See: http://www.newyorker.com/news/news-desk/steve-jobs-technology-alone-is-not-enough

Graduates will have achieved the following competencies:

- Synthesize critical, empathetic, creative, cooperative and independent thinking skills.
- Demonstrate the ability, both orally and in writing, to analyze meaning within various modes of cultural production in relation to their political, economic, social, and religious context.
- Formulate knowledge of the deep connection between and within the complexities of diverse historical periods and cultural traditions as a framework for a dynamic understanding of the contemporary world.
- Develop the practice of thinking through moral and ethical problems and examining one's own assumptions.
- Deepen sources of wisdom through a complex understanding of how others have dealt with failures, successes, adversities and triumphs.
- Cultivate the capacity for personal, as well as social change.

Item 2. Catalog Description

The Humanities Program educates students in the ways of thinking and acting from a global and interdisciplinary perspective by fostering engagement with the diverse, dynamic, and interconnected products of human thought and creativity. The study of Humanities allows students to develop a foundational understanding of personal and community values, cultural views, religious beliefs, and aesthetic practices and theories and how these shape the way we view the world and ourselves. The Certificate of Achievement in Humanities demonstrates the student's solid background in the critical and empathetic thinking skills that mark the deliberate thought processes and formation of complex questions without definitive answers that are the hallmark of Humanities. This certificate allows students to acquire lifelong practices that foster true knowledge as distinct from an aggregate of information and facts. These skills and competencies are applicable across disciplines and will enrich a wide variety of majors and professional careers.

Item 3. Program Requirements

Requirement	Course #	Title	Units	CSU-GE	IGETC	Sequence
Five Electives (20 units)	HUMN 1	Cultures, Civilization & Ideas: The Ancient World	4	X	X	Year 1, F/W/Sp Year 2, F/W
	HUMN 2	Cultures, Civilization & Ideas: Of Empires and Conflict	4	X	X	Year 1, F/W/Sp Year 2, F/W
	HUMN 3	World Myths in Literature, Arts and Film	4	X	X	Year 1, F/W/Sp Year 2, F/W
	or HUMN 3H	Honors World Myths in Literature, Arts and Film	4	X	X	
	HUMN 4	Trauma and the Arts	4	X	X	Year 1, F/W/Sp Year 2, F/W
	or HUMN 4H	Honors Trauma and the Arts	4	X	X	
	HUMN 5	Cultures, Civilization & Ideas: The Modern World	4	X	X	Year 1, F/W/Sp Year 2, F/W
	HUMN 6	Cultures, Civilization & Ideas: Contemporary World	4	X	X	Year 1, F/W/Sp Year 2, F/W
	HUMN 7	Global Religions: Contemporary Practices and Perspectives	4	X	X	Year 1, F/W/Sp Year 2, F/W

TOTAL UNITS: 20 Quarter units

Proposed Sequence:
Year 1, Fall = 4 units
Year 1, Winter = 4 units
Year 1, Spring = 4 units
Year 2, Fall = 4 units
Year 2, Winter = 4 units
TOTAL UNITS: 20 units

Item 4. Master Planning

The study of Humanities is key to the development of students as global citizens with the critical thinking skills, social responsibility, character development, and moral compass to contribute wisely to modern society. Foothill College has a long-standing allegiance to the study of Humanities, with an organizational structure that includes a Humanities Department rather than the inclusion of Humanities as a component of other academic departments. While there has recently been significant emphasis placed on educational pathways that fulfill workforce needs, the values instilled through the study of Humanities are of great importance. The Certificate of Achievement in Humanities will be a step toward correcting this imbalance by encouraging students to choose a pathway that anchors their academic development in the study of the Humanities. In a world where significant emphasis is given to science and technology, and

the culture at large values speed and conclusive answers, the study of humanities with its deliberate thought processes and formation of complex questions without definitive answers, allows students to acquire lifelong practices that foster true knowledge as distinct from an aggregate of information and facts.

Item 5. Enrollment and Completer Projections

Each course has 40-50 students per course. The number of projected certificate completers per year is 30 graduates. These figures are based on current enrollment trends, which have been on a solid upswing for the last two years when we began hiring more instructors. As of Summer 2016, the Humanities curriculum has undergone a drastic overhaul with new courses added and old courses renumbered and revised to include greater breath and depth. Enrollment in all sections this fall quarter are strong both on-line and on campus, including the course offered on the new Sunnyvale campus.

		Year 1		Year 2	
Course #	Course Title	Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
HUMN 1	Cultures, Civilization & Ideas: The Ancient World	3	140	4	180
HUMN 2	Cultures, Civilization & Ideas: Of Empires and Conflict	2	90	2	90
HUMN 3	World Myths in Literature, Arts and Film	3	140	4	180
HUMN 4	Trauma and the Arts	1	50	2	50
HUMN 5	Cultures, Civilization & Ideas: The Modern World	2	90	2	90
HUMN 6	Cultures, Civilization & Ideas: The Contemporary World	2	90	2	90
HUMN 7	Global Religions: Contemporary Practices	2	90	2	90

Item 6. Place of Program in Curriculum/Similar Programs

There is currently an AA degree in Humanities at Foothill College. However, no AA Transfer Degree in Humanities has of yet been approved for development by the State. The Certificate of Achievement in Humanities allows transfer students to demonstrate competency in Humanities while pursuing an AA transfer Degree and for degree holders, already active in the workforce, to enhance their educational portfolio.

Upon the invitation by the Mellon Foundation, the Foothill-De Anza Community College District (FHDA) is currently pursuing a 1.5 – 2 Million Dollar grant to institute a Mellon Scholar Program For Underserved Students Seeking Humanities Degrees. In collaboration with the University of San Francisco (USF), FHDA is developing Humanities infused pathways to a four-year degree completion. With financial support from the Mellon Foundation, each Mellon Scholar will participate in a two-quarter internship to be completed in a Humanities related field during the first two years of undergraduate education. To be eligible to transfer to USF as a Melon Scholar, students would have to complete both the IGETC pattern and the Certificate of Achievement in Humanities. Though the need for the Humanities certificate at Foothill College is not contingent on the Mellon Grant, the certificates at both Foothill and De Anza are integral parts of the grant proposal.

Item 7. Similar Programs at Other Colleges in Service Area

There are no other colleges within commuting distance of Foothill College that currently offer a similar certificate though the Humanities Department at De Anza is also in the process of developing such a certificate (see Mellon Foundation Grant description above).

Foothill College

Non Credit Certificate in Emergency Medical Technology

Contact: Dave Huseman, Program Director, EMS

Program Goals and Objectives

The program goal is to instruct a student to the level of Emergency Medical Technician-1 (EMT). Licensed EMTs serve as a vital link in the chain of the health care team. It is recognized that the majority of pre-hospital emergency medical care will be provided by the EMT-1.

The objectives of the program include student mastery of all skills necessary to provide emergency medical care at a basic life support level with a fire department, or other specialized service.

Units required for Certificate: 0 hours, this is a noncredit certificate

Catalog Description

This certificate provides practical skills and knowledge for entry-level students interested in a career as an EMT It prepares students to respond and provide life saving care to emergent and non-emergent incidents that involve victims of illness or injury. Students also learn to provide non-emergent patient care and inter-facility transportation.

Upon successful completion of this certificate, the student the will be eligible to take the National Registry EMT-B written exam for certification.

Program Requirements (note that courses may be listed as either required core or elective):

There are five required courses in this non-credit certificate and Supplemental Instruction. The courses must be taken in sequence as indicated here with the exception of EMT 401A which is taken concurrently with EMT 401; and EMT 402A which is taken concurrently with EMT 402.

For example, a student could complete this certificate in 3 consecutive quarters by taking the **EMR 400** *Emergency Medical Response* course (0 Units; 4 hour lecture; 4 hour lab) in Quarter 1. In Quarter 2, the student would take **EMT 401** *Emergency Medical Technician: Basic Part A* (0 Units; 4 hour lecture; 3 hour lab) concurrent with **EMT 401A** *Emergency*

Medical Technician Simulation Laboratory 1 (1.5 hour lab hours). The final quarter, a student would enroll in **EMT 402** *Emergency Medical Technician: Basic Part B* (0 Units; 4 hour lecture; 3 hour lab; 2 hour clinic) concurrent with **EMT 402A** *Emergency Medical Technical Simulation Laboratory 2* (1.5 hour lab hours).

Supplemental Instruction is taken each quarter in parallel with (1) **EMR 400** (2) **EMT 401 and 401A**, and (3) **EMT 402 and 402A** and provides additional educational support for students.

Alternatively, if a student already has taken a course comparable to EMR 400 such as a first responder course, or has equivalent work experience as determined by the instructor, the student may not be required to enroll in EMR 400 and may proceed directly to EMT 401 and 401A, followed in the final quarter with EMT 402 and 402A.

Master Planning (Need, Type of Student Served and Expected Enrollment)

Need

The need for this certificate stems from the desire to provide entry level certificates for the healthcare workforce. Licensed EMTs can work as emergency room technicians, in nursing homes, in ambulances and in fire departments. Individuals often start as EMTs and then advance with additional education to become paramedics, respiratory therapists or any one of a number of allied health care professionals.

Exact LMI data for EMT is impossible to collect because it is reported in combination with Paramedics.

Type of Student Served

The type of student that this would serve best is a low income student for whom English is not the first language. Students in this non-credit certificate will pay no college registration fees minimizing financial impact thereby lowering barriers to enrollment. Furthermore, since the classes are non-credit, a student may repeat a course such that content mastery is achieved. Students interested in health care careers would be best suited for this course.

Expected Enrollment

Our expectation is that enrollment will be high since the course will have no registration fees. We anticipate the majority of students who will enroll in the EMT course work will now enroll in the non-credit courses. Historically, unduplicated HC for our EMT (for credit courses) has varied from 434-299 from 2012-2015 and enrollment from 525-451 during the same time frame.

In addition, thru extensive marketing and outreach, we hope to bring in a new student base that would otherwise not be able to attend college (adult education students, low income newly graduated high school students, etc.)

Identification of similar program in the area:

There is no Non-Credit EMT certificate in the Bay Area

Additional Resources needed to establish program

There are no new resource requirements for this program.

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: EMT 50A

Course Title: EMERGENCY MEDICAL TECHNICIAN SIMULATION LABORATORY I

Catalog Description:

First in a two course series, which provides the student with hands on application of skills necessary to work as an emergency medical technician (EMT). Students will participate in patient assessment scenarios focused on medical complaints and treatments of various diseases, to build competence and prepare to sit for the state certification exam and enter into the EMT workforce.

Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

X____ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

Fire Science Certificate

- What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

  The certificate application is complete and approved by the BHS division 10/28/16, and will be making its way through the campus process.

NOTE: *If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and

2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions:

Vocational instruction that allows successful students to earn the EMT-1 certificate and eligibility for licensing as an EMT-1 in California as well as earn the Fire Science Certificate.

NOTE: *Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).*

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

Though this course is stand alone, it is part of a series of courses required for a student to sit for the EMT-1 certificate for licensing as an EMT-1 in California. National Registry of Emergency Medical Technicians requires that all students successfully demonstrate selected skills through case based scenarios, specifically cardiac and respiratory etiologies. This course prepares the students for this portion of the exam. This is required per Title 22 Section 100076 Required Testing: "Each component of an approved program shall include periodic and final competency based examinations to test the knowledge and skills specified in this chapter."

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. -- Curriculum Standards (please initial as appropriate)

DH The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____ This is a non-degree applicable credit course (specify which one, below)

_____ non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

DH This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

DH The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: David Huseman **Date:** 4/26/16

Division Curriculum Representative: Rachelle Campbell **Date:** 4/26/16

Date of Approval by Division Curriculum Committee: **Date:** 5/13/16

College Curriculum Co-Chairperson: _____ **Date:** ____

Biological and Health Sciences

EMT 50A EMERGENCY MEDICAL TECHNICIAN SIMULATION LABORATORY I

Edit Course Outline

EMT 50A	**EMERGENCY MEDICAL TECHNICIAN SIMULATION LABORATORY I**	**Summer 2017**
1.5 hours laboratory.		**0.5 Units**

Total Contact Hours: 18 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 18 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 0 **Lab Hours:** 1.5 **Weekly Out of Class Hours:** 0

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade Only

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 6/6/16

Division Dean Information -

Seat Count:	**Load Factor:**	**FOAP Code:**
35	.033	114000141071125000

Cross Listed as:

Related ID: EMT 401A

Instruction Office Information -

FSA Code: 2120 - HEALTH CARE SERVICES

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This is first of two scenario/critical thinking courses which are required for the EMT-1 certificate and eligibility for licensing as an EMT-1 in California. The student must successfully pass this section to continue on to subsequent sections.

1. Description -

First in a two course series, which provides the student with hands on application of skills necessary to work as an emergency medical technician (EMT). Students will participate in patient assessment scenarios focused on medical complaints and treatments of various diseases, to build competence and prepare to sit for the state certification exam and enter into the EMT workforce.

Prerequisite: None

Corequisite: EMT 50.

Advisory: EMT 50A and 51A may not be taken concurrently.

2. Course Objectives -

The student will be able to:

A. Demonstrate the ability to communicate and assess patients of various ages.
B. Demonstrate an understanding and apply good history taking, clinical decision making, to develop a working diagnosis during a scenario.
C. Demonstrate an understanding of the medications that a patient will present to the responder during the scenario.
D. Demonstrate a knowledge of airway management and ventilation of the patient during a scenario.
E. Demonstrate an understanding of nature of the illness while approaching the scene.
F. Demonstrate knowledge of the cardiac system and emergencies, while attending a patient in a scenario.
G. Demonstrate knowledge of pulmonary emergencies, while attending a patient in a scenario.
H. Demonstrate knowledge of pediatric emergencies, demonstrate a thorough patient assessment.
I. Demonstrate and have an understanding in other medical issues.

3. Special Facilities and/or Equipment -

A. Standard classroom and other areas for the use of scenario practice.
B. This includes CPR and FBAO, the use of AED, Airway Management and O2 therapy, Patient Survey both primary and secondary survey, bandages, and Vital Signs.

4. Course Content (Body of knowledge) -

A. Life span development.
    1. Identifies developmental differences for assessment with various age groups.
    2. Able to demonstrate different communication skills with different age groups.
B. History taking, clinical decision making, to develop a working diagnosis.
    1. History taking.
    2. Patient assessment.
    3. Clinical decision making.
    4. Communications.
    5. Documentation.

C. Required medications within the scope of practice for paramedics in accordance to Title 22.
    1. Venous access and medication.
    2. Mechanism of drug action.
D. Airway management and ventilation of the patient.
    1. Respiratory physiology.
    2. Airway adjuncts.
    3. Respiratory emergencies.
E. Nature of the Illness Complaint.
    1. Chest pain.
    2. Shortness of Breath.
    3. Multisystem failures and/or involvement.
F. Cardiac emergencies.
    1. ECG interpretation.
G. Pulmonary system and respiratory emergencies.
    1. COPD.
    2. Asthma.
H. Pediatric emergencies.
    1. Development of children.
    2. Pediatric assessment and Treatment modalities.
I. Environmental emergencies, identify through assessment, what environmental issue issue is taking place and demonstrate the proper treatment and transportation response.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Demonstrate thorough assessments, while being evaluated utilizing a rubric chart.
B. Demonstrate the ability to utilize resources appropriately, while being evaluated utilizing a rubric chart.
C. Be prepared to write a Patient Care Report (PCR).
D. Must achieve a 75% or better for a course completion certificate.
E. Demonstrate a professional attitude to instructors and other students and maintain a professional appearance, including wearing the program uniform, name tag, and a watch with second hand throughout program.

7. Representative Text(s) -

Mistovich, Joseph. Prehospital Emergency Care. 10th ed. Pearson Publisher, 2013. Package with My Brady Lab ISBN 978-01337-6656-1
Foothill's Skills Manual

8. Disciplines -

Emergency Medical Technologies

9. Method of Instruction -

A. Cooperative learning exercises.
B. Practice scenarios.

10. Lab Content -

Skills and scenario practice to become competent for NREMT (National Register EMT) testing.

A. Medical Patient Assessment
B. Trauma Patient Assessment
C. Airway Management
D. IV Set up
E. CPR/FBAO

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

Not applicable.

FOOTHILL COLLEGE

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In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: EMT 51A

Course Title: EMERGENCY MEDICAL TECHNICIAN SIMULATION LABORATORY II

Catalog Description:

Second in a two course series, which provides the student with hands on application of skills necessary to work as an emergency medical technician (EMT). Students will participate in patient assessment scenarios focused on trauma and treatment of various mechanisms of injuries, to build competence and prepare to sit for the state certification exam and enter into the EMT workforce.

Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

X____ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

Fire Science Certificate

- What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

  The certificate application is complete and approved by the BHS division 10/28/16, and will be making its way through the campus process.

NOTE: *If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and

2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions:

Vocational instruction that allows successful students to earn the EMT-1 certificate and eligibility for licensing as an EMT-1 in California and the Fire Science Certificate.

NOTE: *Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).*

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

Though this course is stand alone, it is part of a series of courses required for a student to sit for the EMT-1 certificate for licensing as an EMT-1 in California. National Registry of Emergency Medical Technicians requires that all students successfully demonstrate selected skills through case based scenarios, specifically altered mental status, trauma and OB-GYN/pediatrics. This course prepares the students for this portion of the exam. This is required per Title 22 Section 100076 Required Testing: "Each component of an approved program shall include periodic and final competency based examinations to test the knowledge and skills specified in this chapter."

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. -- Curriculum Standards (please initial as appropriate)

DH The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____ This is a non-degree applicable credit course (specify which one, below)

_____ non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

DH This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

DH The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: David Huseman **Date:** 4/26/16

Division Curriculum Representative: Rachelle Campbell **Date:** 4/26/16

Date of Approval by Division Curriculum Committee: **Date:** 5/13/16

College Curriculum Co-Chairperson: _____ **Date:** ____

Biological and Health Sciences

EMT 51A EMERGENCY MEDICAL TECHNICIAN SIMULATION LABORATORY II

Edit Course Outline

EMT 51A	**EMERGENCY MEDICAL TECHNICIAN SIMULATION LABORATORY II**	**Summer 2017**
1.5 hours laboratory.		**0.5 Units**

Total Contact Hours: 18 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 18 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 0 **Lab Hours:** 1.5 **Weekly Out of Class Hours:** 0

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active **Grading:** Letter Grade Only

Degree Status: Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 6/6/16

Division Dean Information -

Seat Count:	**Load Factor:**	**FOAP Code:**
35	.033	114000141071125000

Cross Listed as:

Related ID: EMT 402A

Instruction Office Information -

FSA Code: 2120 - HEALTH CARE SERVICES

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

The second of two scenario/critical thinking courses, which are required for the EMT-1 certificate as an EMT-1 in California. The student must successfully pass this section to be eligible for the NREMT test, and California State Licensure.

1. Description -

Second in a two course series, which provides the student with hands on application of skills necessary to work as an emergency medical technician (EMT). Students will participate in patient assessment scenarios focused on trauma and treatment of various mechanisms of injuries, to build competence and prepare to sit for the state certification exam and enter into the EMT workforce.

Prerequisite: None

Corequisite: EMT 51.

Advisory: EMT 51A is part two of two courses required to be eligible to take the California State written and practical exam for certification as an Emergency Medical Technician-1; EMT 50A and 51A may not be taken concurrently.

2. Course Objectives -

The student will be able to:

A. Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care, during the scenario.
B. Administer appropriate emergency medical care based on assessment findings of the patient's condition, while attending to a simulated patient.
C. Lift, move, position, and otherwise handle the patient to minimize discomfort and prevent further injury.
D. Demonstrate the proper techniques of victim access, disentanglement, and removal from the scene of a vehicular crash or other entanglement.
E. Demonstrate the ability to prioritize of care with multiple trauma victims and/or multiple victims (triage).
F. Discuss and demonstrate the proper use of transportation considerations for patients with various medical devices on a simulated patient.
G. Identify and treat musculoskeletal, soft tissue injuries.
H. Demonstrate how you handle simulated patients with behavioral problems.
I. Demonstrate an understanding of OB GYN emergencies on a simulated patient.
J. Demonstrate how to properly lift and move patients.

3. Special Facilities and/or Equipment -

Standard classroom with tables, as practice area. Audio Visual equipment. Emergency Medical Services (EMS) equipment required by the course curriculum and consistent with local procedures. This includes CPR mannequins, AED's, OB mannequin, portable airway and oxygen equipment, spinal immobilization devices, splints and bandages, patient movement devices and appropriate patient assessment equipment.

4. Course Content (Body of knowledge) -

A. Trauma Patient Assessment.
    1. Determine mechanism of injury and develop a treatment plan while responding to a simulated scenario.
B. Treatment.
    1. Demonstrate the appropriate treatment plans will be in accordance with local and state

guidelines.
2. Give appropriate treatment to improve patients condition.

C. Lifting and Techniques for moving patients in multiple positions.
1. Demonstrate the proper method to lift patients.
2. Demonstrate the use of multiple devices to move the patient.

D. Demonstrate the proper techniques to extricate or disentangle a patient from their environment.
1. Demonstrate scene safety during rescue operations during scenario.

E. Demonstrate the management of a multi-casualty incident.
1. Demonstrate the proper distribution of triage tags.
2. Discuss how the EMS system deals with this type of event and how the EMT is to work within incident command system.

F. Transportation of patients with medical devices.
1. Learn the scope of practice for the EMT Basic for patients with medical devices.

G. Demonstrate how to treat various injuries during a simulated patient scenario.
1. Musculoskeletal injuries.
2. Soft tissue and burn injuries.

H. Behavioral Emergencies.
1. Demonstrate an awareness of behavioral emergencies.
2. Demonstrate an understanding and management of the disturbed patient.

I. Obstetrics/Gynecology.
1. Anatomical and physiological changes that occur during pregnancy.
2. Demonstrate normal and abnormal deliveries.
3. Common gynecological emergencies.
4. Neonatal Resuscitation.

J. Lifting and Moving Patients.
1. Knowledge of body mechanics.
2. Lifting and carrying techniques, principles of moving patients.
3. Overview of equipment.
4. Practical skills of lifting and moving will also be developed in this lesson.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Demonstrate thorough assessments, while being evaluated utilizing a rubric chart.
B. Demonstrate the ability to utilize resources appropriately, while being evaluated utilizing a rubric chart.
C. Be prepared to write a Patient Care Report (PCR).
D. Must achieve a 75% or better for a course completion certificate.
E. Demonstrate a professional attitude to instructors and other students and maintain a professional appearance, including wearing the appropriate program uniform, name tag, a watch with a second hand throughout program.

7. Representative Text(s) -

Mistovich, Joseph. Prehospital Emergency Care. 10th ed. Pearson Publisher, 2013. Package with My Brady Lab. ISBN 978-01337-6656-1
Foothill's Skills Manual

8. Disciplines -

Emergency Medical Technologies

9. Method of Instruction -

A. Cooperative learning exercises.
B. Practice scenarios.

10. Lab Content -

Skills and scenario practice to become competent for NREMT (National Register EMT) testing.

A. Trauma Patient Assessment

B. Airway Management
C. IV Set up
D. Childbirth Deliveries
E. Traction Splints
F. Spinal Immobilization
G. Helmet Removal
H. CPR/FBAO

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

Not applicable.

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: EMT 401A

Course Title: EMERGENCY MEDICAL TECHNICIAN SIMULATION LABORATORY I

Catalog Description:

First in a two course series, which provides the student with hands on application of skills necessary to work as an emergency medical technician (EMT). Students will participate in patient assessment scenarios focused on medical complaints and treatments of various diseases, to build competence and prepare to sit for the state certification exam and enter into the EMT workforce.

Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

X____ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

Non Credit Certificate in Emergency Medical Technology

- What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

  The program application has been completed and approved by the Workforce Workgroup as well as PaRC.

NOTE: *If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and

2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions:

Vocational instruction that allows successful students to earn the EMT-1 certificate and eligibility for licensing as an EMT-1 in California.

NOTE: *Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).*

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

Though this course is stand alone, it is part of a series of courses required for a student to sit for the EMT-1 certificate for licensing as an EMT-1 in California. National Registry of Emergency Medical Technicians requires that all students successfully demonstrate selected skills through case based scenarios, specifically cardiac and respiratory etiologies. This course prepares the students for this portion of the exam. This is required per Title 22 Section 100076 Required Testing: "Each component of an approved program shall include periodic and final competency based examinations to test the knowledge and skills specified in this chapter."

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. -- Curriculum Standards (please initial as appropriate)

_____ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____ This is a non-degree applicable credit course (specify which one, below)

_____ non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

DH This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

DH The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: David Huseman **Date:** 4/26/16

Division Curriculum Representative: Rachelle Campbell **Date:** 4/26/16

Date of Approval by Division Curriculum Committee: **Date:** 5/13/16

College Curriculum Co-Chairperson: _____ **Date:** ____

Biological and Health Sciences

EMT 401A EMERGENCY MEDICAL TECHNICIAN SIMULATION LABORATORY I

Edit Course Outline

EMT 401A EMERGENCY MEDICAL TECHNICIAN SIMULATION LABORATORY I **Summer 2017**

1.5 hours laboratory. **0 Units**

Total Contact Hours: 18 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 18 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 0 **Lab Hours:** 1.5 **Weekly Out of Class Hours:** 0

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Students would gain knowledge of changes in EMS necessary for job performance at the local and state level: CPR/obstructed airway, pharmacology, lifting and moving techniques, ambulance certification laws and regulations, certification and recertification requirements change every two years.

Status -

Course Status: Active **Grading:** No Credit

Degree Status: Non-Applicable **Credit Status:** Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:** 6/22/16

Division Dean Information -

Seat Count: 35 **Load Factor:** .023 **FOAP Code:** 114000141071125000

Cross Listed as:

Related ID: EMT 50A

Instruction Office Information -

FSA Code: 2120 - HEALTH CARE SERVICES

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This is first of two scenario/critical thinking courses which are required for the EMT-1 certificate and eligibility for licensing as an EMT-1 in California. The student must successfully pass this section to continue on to subsequent sections.

1. Description -

First in a two course series, which provides the student with hands on application of skills necessary to work as an emergency medical technician (EMT). Students will participate in patient assessment scenarios focused on medical complaints and treatments of various diseases, to build competence and prepare to sit for the state certification exam and enter into the EMT workforce.

Prerequisite: None

Corequisite: EMT 401.

Advisory: EMT 401A and 402A may not be taken concurrently.

2. Course Objectives -

The student will be able to:

A. Demonstrate the ability to communicate and assess patients of various ages.
B. Demonstrate an understanding and apply good history taking, clinical decision making, to develop a working diagnosis during a scenario.
C. Demonstrate an understanding of the medications that a patient will present to the responder during the scenario.
D. Demonstrate a knowledge of airway management and ventilation of the patient during a scenario.
E. Demonstrate an understanding of nature of the illness while approaching the scene.
F. Demonstrate knowledge of the cardiac system and emergencies, while attending a patient in a scenario.
G. Demonstrate knowledge of pulmonary emergencies, while attending a patient in a scenario.
H. Demonstrate knowledge of pediatric emergencies, demonstrate a thorough patient assessment.
I. Demonstrate and have an understanding in other medical issues.

3. Special Facilities and/or Equipment -

A. Standard classroom and other areas for the use of scenario practice.
B. This includes CPR and FBAO, the use of AED, Airway Management and O2 therapy, Patient Survey both primary and secondary survey, bandages, and Vital Signs.

4. Course Content (Body of knowledge) -

A. Life span development.
    1. Identifies developmental differences for assessment with various age groups.
    2. Able to demonstrate different communication skills with different age groups.
B. History taking, clinical decision making, to develop a working diagnosis.
    1. History taking.
    2. Patient assessment.
    3. Clinical decision making.
    4. Communications.
    5. Documentation.
C. Required medications within the scope of practice for paramedics in accordance to Title 22.
    1. Venous access and medication.
    2. Mechanism of drug action.
D. Airway management and ventilation of the patient.
    1. Respiratory physiology.
    2. Airway adjuncts.
    3. Respiratory emergencies.
E. Nature of the Illness Complaint.
    1. Chest pain.
    2. Shortness of Breath.
    3. Multisystem failures and/or involvement.
F. Cardiac emergencies.
    1. ECG interpretation.
G. Pulmonary system and respiratory emergencies.
    1. COPD.
    2. Asthma.
H. Pediatric emergencies.
    1. Development of children.
    2. Pediatric assessment and Treatment modalities.
I. Environmental emergencies, identify through assessment, what environmental issue issue is taking place and demonstrate the proper treatment and transportation response.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Demonstrate thorough assessments, while being evaluated utilizing a rubric chart.
B. Demonstrate the ability to utilize resources appropriately, while being evaluated utilizing a rubric chart.
C. Be prepared to write a Patient Care Report (PCR).
D. Must achieve a 75% or better for a course completion certificate.
E. Demonstrate a professional attitude to instructors and other students and maintain a professional appearance, including wearing the program uniform, name tag, and a watch with second hand throughout program.

7. Representative Text(s) -

Mistovich, Joseph. Prehospital Emergency Care. 10th ed. Pearson Publisher, 2013. Package with My Brady Lab ISBN 978-01337-6656-1
Foothill's Skills Manual

8. Disciplines -

Emergency Medical Technologies

9. Method of Instruction -

A. Cooperative learning exercises.
B. Practice scenarios.

10. Lab Content -

Skills and scenario practice to become competent for NREMT (National Register EMT) testing.

A. Medical Patient Assessment
B. Trauma Patient Assessment
C. Airway Management
D. IV Set up
E. CPR/FBAO

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

Not applicable.

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: EMT 402A

Course Title: EMERGENCY MEDICAL TECHNICIAN SIMULATION LABORATORY II

Catalog Description:

Second in a two course series, which provides the student with hands on application of skills necessary to work as an emergency medical technician (EMT). Students will participate in patient assessment scenarios focused on trauma and treatment of various mechanisms of injuries, to build competence and prepare to sit for the state certification exam and enter into the EMT workforce.

Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

X____ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

Non Credit Certificate in Emergency Medical Technology

- What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

  The program application has been completed and approved by the Workforce Workgroup as well as PaRC.

NOTE: *If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and

2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions:

Vocational instruction that allows successful students to earn the EMT-1 certificate and eligibility for licensing as an EMT-1 in California.

NOTE: *Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).*

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

Though this course is stand alone, it is part of a series of courses required for a student to sit for the EMT-1 certificate for licensing as an EMT-1 in California. National Registry of Emergency Medical Technicians requires that all students successfully demonstrate selected skills through case based scenarios, specifically altered mental status, trauma and OB-GYN/pediatrics. This course prepares the students for this portion of the exam. This is required per Title 22 Section 100076 Required Testing: "Each component of an approved program shall include periodic and final competency based examinations to test the knowledge and skills specified in this chapter."

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. -- Curriculum Standards (please initial as appropriate)

_____ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

_____ This is a non-degree applicable credit course (specify which one, below)

_____ non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

DH This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

DH The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: David Huseman **Date:** 4/26/16

Division Curriculum Representative: Rachelle Campbell **Date:** 4/26/16

Date of Approval by Division Curriculum Committee: **Date:** 5/13/16

College Curriculum Co-Chairperson: _____ **Date:** ____

Submissions Course Outline Editor

Return to Administration

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Biological and Health Sciences

EMT 402A EMERGENCY MEDICAL TECHNICIAN SIMULATION LABORATORY II

Edit Course Outline

EMT 402A EMERGENCY MEDICAL TECHNICIAN SIMULATION LABORATORY II **Summer 2017**

1.5 hours laboratory. **0 Units**

Total Contact Hours: 18 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 18 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 0 **Lab Hours:** 1.5 **Weekly Out of Class Hours:** 0

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Students would gain knowledge of changes in EMS necessary for job performance at the local and state level: CPR/obstructed airway, pharmacology, lifting and moving techniques, ambulance certification laws and regulations, certification and recertification requirements change every two years.

Status -

Course Status: Active **Grading:** No Credit

Degree Status: Non-Applicable **Credit Status:** Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 6/6/16; 6/22/16

Division Dean Information -

Seat Count: 35 **Load Factor:** .023 **FOAP Code:** 114000141071125000

Cross Listed as:

Related ID: EMT 51A

Instruction Office Information -

FSA Code: 2120 - HEALTH CARE SERVICES

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

The second of two scenario/critical thinking courses, which are required for the EMT-1 certificate as an EMT-1 in California. The student must successfully pass this section to be eligible for the NREMT test, and California State Licensure.

1. Description -

Second in a two course series, which provides the student with hands on application of skills necessary to work as an emergency medical technician (EMT). Students will participate in patient assessment scenarios focused on trauma and treatment of various mechanisms of injuries, to build competence and prepare to sit for the state certification exam and enter into the EMT workforce.

Prerequisite: None

Corequisite: EMT 402.

Advisory: EMT 402A is part two of two courses required to be eligible to take the California State written and practical exam for certification as an Emergency Medical Technician-1; EMT 401A and 402A may not be taken concurrently.

2. Course Objectives -

The student will be able to:

A. Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care, during the scenario.
B. Administer appropriate emergency medical care based on assessment findings of the patient's condition, while attending to a simulated patient.
C. Lift, move, position, and otherwise handle the patient to minimize discomfort and prevent further injury.
D. Demonstrate the proper techniques of victim access, disentanglement, and removal from the scene of a vehicular crash or other entanglement.
E. Demonstrate the ability to prioritize of care with multiple trauma victims and/or multiple victims (triage).
F. Discuss and demonstrate the proper use of transportation considerations for patients with various medical devices on a simulated patient.
G. Identify and treat musculoskeletal, soft tissue injuries.
H. Demonstrate how you handle simulated patients with behavioral problems.
I. Demonstrate an understanding of OB GYN emergencies on a simulated patient.
J. Demonstrate how to properly lift and move patients.

3. Special Facilities and/or Equipment -

Standard classroom with tables, as practice area. Audio Visual equipment. Emergency Medical Services (EMS) equipment required by the course curriculum and consistent with local procedures. This includes CPR mannequins, AED's, OB mannequin, portable airway and oxygen equipment, spinal immobilization devices,

splints and bandages, patient movement devices and appropriate patient assessment equipment.

4. Course Content (Body of knowledge) -

A. Trauma Patient Assessment.
   1. Determine mechanism of injury and develop a treatment plan while responding to a simulated scenario.

B. Treatment.
   1. Demonstrate the appropriate treatment plans will be in accordance with local and state guidelines.
   2. Give appropriate treatment to improve patients condition.

C. Lifting and Techniques for moving patients in multiple positions.
   1. Demonstrate the proper method to lift patients.
   2. Demonstrate the use of multiple devices to move the patient.

D. Demonstrate the proper techniques to extricate or disentangle a patient from their environment.
   1. Demonstrate scene safety during rescue operations during scenario.

E. Demonstrate the management of a multi-casualty incident.
   1. Demonstrate the proper distribution of triage tags.
   2. Discuss how the EMS system deals with this type of event and how the EMT is to work within incident command system.

F. Transportation of patients with medical devices.
   1. Learn the scope of practice for the EMT Basic for patients with medical devices.

G. Demonstrate how to treat various injuries during a simulated patient scenario.
   1. Musculoskeletal injuries.
   2. Soft tissue and burn injuries.

H. Behavioral Emergencies.
   1. Demonstrate an awareness of behavioral emergencies.
   2. Demonstrate an understanding and management of the disturbed patient.

I. Obstetrics/Gynecology.
   1. Anatomical and physiological changes that occur during pregnancy.
   2. Demonstrate normal and abnormal deliveries.
   3. Common gynecological emergencies.
   4. Neonatal Resuscitation.

J. Lifting and Moving Patients.
   1. Knowledge of body mechanics.
   2. Lifting and carrying techniques, principles of moving patients.
   3. Overview of equipment.
   4. Practical skills of lifting and moving will also be developed in this lesson.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Demonstrate thorough assessments, while being evaluated utilizing a rubric chart.
B. Demonstrate the ability to utilize resources appropriately, while being evaluated utilizing a rubric chart.
C. Be prepared to write a Patient Care Report (PCR).
D. Must achieve a 75% or better for a course completion certificate.
E. Demonstrate a professional attitude to instructors and other students and maintain a professional appearance, including wearing the appropriate program uniform, name tag, a watch with a second hand throughout program.

7. Representative Text(s) -

Mistovich, Joseph. Prehospital Emergency Care. 10th ed. Pearson Publisher, 2013. Package with My Brady Lab. ISBN 978-01337-6656-1
Foothill's Skills Manual

8. Disciplines -

Emergency Medical Technologies

9. Method of Instruction -

A. Cooperative learning exercises.
B. Practice scenarios.

10. Lab Content -

Skills and scenario practice to become competent for NREMT (National Register EMT) testing.

A. Trauma Patient Assessment
B. Airway Management
C. IV Set up
D. Childbirth Deliveries
E. Traction Splints
F. Spinal Immobilization
G. Helmet Removal
H. CPR/FBAO

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

Not applicable.

California Code of Regulations
Title 22. Social Security
Division 9. Prehospital Emergency Medical Services
Chapter 2. Emergency Medical Technician

Article 1. Definitions

§ 100056. Automated External Defibrillator or AED.
"Automated external defibrillator" or AED" means an external defibrillator capable of cardiac rhythm analysis that will charge and deliver a shock, either automatically or by user interaction, after electronically detecting and assessing ventricular fibrillation or rapid ventricular tachycardia.
NOTE: Authority cited: Sections 1797.107 and 1797.170, Health and Safety Code. Reference: Sections 1797.52, 1797.107 and 1797.170, Health and Safety Code.

§100056.1 EMT AED Service Provider.
An AED service provider means an agency or organization which is responsible for, and is approved to operate, an AED.
NOTE: Authority cited: Sections 1797.107 and 1797.170, Health and Safety Code. Reference: Sections 1797.52, 1797.107 and 1797.170, Health and Safety Code.

§100056.2 Manual Defibrillator.
"Manual Defibrillator" means a monitor/defibrillator that has no capability or limited capability for rhythm analysis and will charge and deliver a shock only at the command of the operator.
NOTE: Authority cited: Sections 1797.107 and 1797.170, Health and Safety Code. Reference: Sections 1797.52, 1797.107 and 1797.170, Health and Safety Code.

§ 100057. Emergency Medical Technician Approving Authority.
"Emergency Medical Technician (EMT) approving authority" means an agency or person authorized by this Chapter to approve an EMT training program, as follows:
(a) The EMT approving authority for an EMT training program conducted by a qualified statewide public safety agency shall be the director of the Emergency Medical Services Authority (Authority).
(b) The EMT approving authority for any other EMT training programs not included in subsection (a) shall be the local EMS agency (LEMSA) within that jurisdiction.
NOTE: Authority cited: Sections 1797.107, 1797.109 and 1797.170, Health and Safety Code. Reference: Sections 1797.94, 1797.109, 1797.170 and 1797.208, Health and Safety Code.

§100058. California EMT Certifying Entity.
"California EMT certifying entity",or "EMT certifying entity", or "certifying entity" means a public safety agency or the Office of the State Fire Marshal, if the agency has a training program for EMT personnel that is approved pursuant to the standards developed pursuant to Section 1797.109 of the Health and Safety Code, or the medical director of a LEMSA.

NOTE: Authority cited: Sections 1797.62, 1797.107, 1797.109 and 1797.170, Health and Safety Code. Reference: Sections 1797.109, 1797.118, 1797.170, 1797.210 and 1797.216, Health and Safety Code.

§ 100059. EMT Certifying Written Examination.
"EMT Certifying Written Examination" means the National Registry of Emergency Medical Technicians EMT-Basic Written Examination to test an individual applying for certification as an EMT. Examination results will be valid for application purposes two (2) years from the date of examination.
NOTE: Authority cited: Sections 1797.107, 1797.109, 1797.170 and 1797.175, Health and Safety Code. Reference: Sections 1797.63, 1797.170, 1797.175, 1797.184, 1797.210 and 1797.216, Health and Safety Code.

§ 100059.1. EMT Certifying Skills Examination
"Certifying Skills Examination" means the National Registry of Emergency Medical Technicians EMT-Basic Skills Examination to test an individual applying for certification as an EMT. Examination results will be valid for one (1) year for the purpose of being eligible for the National Registry of Emergency Medical Technicians EMT-Basic Written Examination.
NOTE: Authority cited: Sections 1797.107, 1797.109, 1797.170 and 1797.175, Health and Safety Code. Reference: Sections 1797.63, 1797.170, 1797.175, 1797.184, 1797.210 and 1797.216, Health and Safety Code.

§ 100059.2. EMT Optional Skills Medical Director.
"EMT Optional skills medical director" means a Physician and Surgeon licensed in California who is certified by or prepared for certification by either the American Board of Emergency Medicine or the Advisory Board for Osteopathic Specialties and is appointed by the LEMSA medical director to be responsible for any of the EMT Optional Skills that are listed in Section 100064 of this Chapter including medical control. Waiver of the board-certified requirement may be granted by the LEMSA medical director if such physicians are not available for approval.
NOTE: Authority cited: Sections 1797.107, and 1797.170, Health and Safety Code. Reference: Sections 1797.52, 1797.90, 1797.107, 1797.170, 1797.176 and 1797.202 Health and Safety Code.

§100060. Emergency Medical Technician.
"Emergency Medical Technician," "EMT-Basic," or "EMT" means a person who has successfully completed an EMT course that meets the requirements of this Chapter, has passed all required tests, and has been certified by a California EMT certifying entity.
NOTE: Authority cited: Sections 1797.107, 1797.109 and 1797.170, Health and Safety Code. Reference: Sections 1797.61, 1797.80 and 1797.170, Health and Safety Code.

§ 100061. EMT Local Accreditation.
"Local accreditation" or "accreditation" or "accredited to practice" as used in this Chapter, means authorization by the LEMSA to practice the optional skill(s) specified in Section 100064. Such authorization assures that the EMT has been oriented to the

LEMSA and trained in the optional skill(s) necessary to achieve the treatment standard of the jurisdiction.
NOTE: Authority cited: Sections 1797.107 and 1797.170, Health and Safety Code. Reference: Sections 1797.170, 1797.176, 1797.177, 1797.178, 1797.200, 1797.204, 1797.206, 1797.210 and 1797.214, Health and Safety Code.

100061.1. Emergency Medical Services Quality Improvement Program.
"Emergency Medical Services Quality Improvement Program" or “EMSQIP” means methods of evaluation that are composed of structure, process, and outcome evaluations which focus on improvement efforts to identify root causes of problems, intervene to reduce or eliminate these causes, and take steps to correct the process, and recognize excellence in performance and delivery of care, pursuant to the provisions of Chapter 12 of this Division. This is a model program which will develop over time and is to be tailored to the individual organization’s quality improvement needs and is to be based on available resources for the EMSQIP.
NOTE: Authority cited: Sections 1797.103, 1797.107 and 1797.170 Health and Safety Code. Reference: Sections1797.204, and 1797.220 Health and Safety Code.

§ 100061.2. Authority
“Authority” means the Emergency Medical Services Authority.
NOTE: Authority cited: Sections 1797.107, and 1797.170, Health and Safety Code. Reference: Sections 1797.54 Health and Safety Code.

Article 2. General Provisions

§ 100062. Application of Chapter to Operation of Ambulances.
(a) Except as provided herein, the attendant on an ambulance operated in emergency service, or the driver if there is no attendant, shall possess a valid and current California EMT certificate. This requirement shall not apply during officially declared states of emergency and under conditions specified in Health and Safety Code, Section 1797.160.
(b) The requirements for EMT certification of ambulance attendants shall not apply, unless the individual chooses to be certified, to the following:
(1) Physicians currently licensed in California.
(2) Registered nurses currently licensed in California.
(3) Physicians’ assistants currently licensed in California.
(4) Paramedics currently licensed in California.
(5) Advanced Emergency Medical Technicians (Advanced EMTs) currently certified in California.
(c) EMTs who are not currently certified in California may temporarily perform their scope of practice in California, when approved by the medical director of the LEMSA, in order to provide emergency medical services in response to a request, if all the following conditions are met:
(1) The EMTs are registered by the National Registry of Emergency Medical Technicians or licensed or certified in another state or under the jurisdiction of a branch of the Armed Forces including the Coast Guard of the United States, National Park

Service, United States Department of the Interior-Bureau of Land Management, or the United States Forest Service; and
(2) The EMTs restrict their scope of practice to that for which they are licensed or certified.
NOTE: Authority cited: Sections 1797.107, 1797.109 and 1797.170, Health and Safety Code. Reference: Sections 1797.160 and 1797.170, Health and Safety Code.

§100063. Scope of Practice of Emergency Medical Technician.
(a) During training, while at the scene of an emergency, during transport of the sick or injured, or during interfacility transfer, a certified EMT or supervised EMT student is authorized to do any of the following:
(1) Evaluate the ill and injured.
(2) Render basic life support, rescue and emergency medical care to patients.
(3) Obtain diagnostic signs to include, but not be limited to, temperature, blood pressure, pulse and respiration rates, pulse oximetry, level of consciousness, and pupil status.
(4) Perform cardiopulmonary resuscitation (CPR), including the use of mechanical adjuncts to basic cardiopulmonary resuscitation.
(5) Administer oxygen.
(6) Use the following adjunctive airway and breathing aids:
(A) Oropharyngeal airway;
(B) Nasopharyngeal airway;
(C) Suction devices;
(D) Basic oxygen delivery devices for supplemental oxygen therapy including, but not limited to, humidifiers, partial rebreathers, and venturi masks; and
(E) Manual and mechanical ventilating devices designed for prehospital use including continuous positive airway pressure.
(7) Use various types of stretchers and spinal immobilization devices.
(8) Provide initial prehospital emergency care of trauma, including, but not limited to:
(A) Bleeding control through the application of tourniquets;
(B) Use of hemostatic dressings from a list approved by the Authority;
(C) Spinal immobilization;
(D) Seated spinal immobilization;
(E) Extremity splinting; and
(F) Traction splinting.
(9) Administer over the counter medications when approved by the medical director of the LEMSA, including, but not limited to:
(A) Oral glucose or sugar solutions; and
(B) Aspirin.
(10) Extricate entrapped persons.
(11) Perform field triage.
(12) Transport patients.
(13) Mechanical patient restraint.
(14) Set up for ALS procedures, under the direction of an Advanced EMT or Paramedic.
(15) Perform automated external defibrillation.

(16) Assist patients with the administration of physician-prescribed devices including, but not limited to, patient-operated medication pumps, sublingual nitroglycerin, and self-administered emergency medications, including epinephrine devices.
(b) In addition to the activities authorized by subdivision (a) of this Section, the medical director of the LEMSA may also establish policies and procedures to allow a certified EMT or a supervised EMT student in the prehospital setting and/or during interfacility transport to:
(1) Monitor intravenous lines delivering glucose solutions or isotonic balanced salt solutions including Ringer's lactate for volume replacement;
(2) Monitor, maintain, and adjust if necessary in order to maintain, a preset rate of flow and turn off the flow of intravenous fluid;
(3) Transfer a patient, who is deemed appropriate for transfer by the transferring physician, and who has nasogastric (NG) tubes, gastrostomy tubes, heparin locks, foley catheters, tracheostomy tubes and/or indwelling vascular access lines, excluding arterial lines; and
(4) Monitor preexisting vascular access devices and intravenous lines delivering fluids with additional medications pre-approved by the Director of the Authority. Approval of such medications shall be obtained pursuant to the following procedures:
(A) The medical director of the LEMSA shall submit a written request, Form #EMSA-0391, revised March 18, 2003, and obtain approval from the director of the Authority, who shall consult with a committee of LEMSA medical directors named by the Emergency Medical Services Medical Directors' Association of California, Inc. (EMDAC), for any additional medications that in his/her professional judgment should be approved for implementation of Section 100063(b).
(B) The Authority shall, within fourteen (14) working days of receiving the request, notify the medical director of the LEMSA submitting the request that the request has been received, and shall specify what information, if any, is missing.
(C) The director of the Authority shall render the decision to approve or disapprove the additional medications within ninety (90) calendar days of receipt of the completed request.
(c) The scope of practice of an EMT shall not exceed those activities authorized in this Section, Section 100064, and Section 100064.1.
NOTE: Authority cited: Sections 1797.107, 1797.109 and 1797.170, Health and Safety Code. Reference: Sections 1797.170 and 1797.221, Health and Safety Code.

§100063.1. EMT AED Service Provider
An EMT AED service provider is an agency or organization that employs individuals as defined in Section 100060, and who obtain AEDs for the purpose of providing AED services to the general public.
(a) An EMT AED service provider shall be approved by the LEMSA, or in the case of state or federal agencies, the Authority, prior to beginning service. The Authority shall notify LEMSAs of state or federal agencies approved as EMT AED service providers. In order to receive and maintain EMT AED service provider approval, an EMT AED service provider shall comply with the requirements of this section.
(b) An EMT AED service provider approval may be revoked or suspended for failure to maintain the requirements of this section.

(c) An EMT AED service provider applicant shall be approved if they meet and provide the following:
(1) Provide orientation of AED authorized personnel to the AED;
(2) Ensure maintenance of AED equipment;
(3) Prior to January 1, 2002, ensure initial training and, thereafter, continued competency of AED authorized personnel;
(4) Collect and report to the LEMSA where the defibrillation occurred, as required by the LEMSA but no less than annually, data that includes, but is not limited to:
(A) The number of patients with sudden cardiac arrest receiving CPR prior to arrival of emergency medical care.
(B) The total number of patients on whom defibrillatory shocks were administered, witnessed (seen or heard) and not witnessed; and
(C) The number of these persons who suffered a witnessed cardiac arrest whose initial monitored rhythm was ventricular tachycardia or ventricular fibrillation.
(5) Authorize personnel and maintain a current listing of all EMT AED service providers authorized personnel and provide listing upon request to the LEMSA or the Authority.
(d) An approved EMT AED service provider and their authorized personnel shall be recognized statewide.
(e) Authorized personnel means EMT personnel trained to operate an AED and authorized by an approved EMT AED service provider.
NOTE: Authority cited: Sections 1797.107 and 1797.170, Health and Safety Code. Reference: Sections 1797.170, 1797.178, 1797.196, 1797.200, 1797.202, 1797.204, 1797.220, 1798 and 1798.2, Health and Safety Code.

§ 100064. EMT Optional Skills.
(a) In addition to the activities authorized by Section 100063 of this Chapter, LEMSA may establish policies and procedures for local accreditation of an EMT student or certified EMT to perform any or all of the following optional skills specified in this section.
(1) Accreditation for EMTs to practice optional skills shall be limited to those whose certificate is active and are employed within the jurisdiction of the LEMSA by an employer who is part of the organized EMS system.
(b) Use of perilaryngeal airway adjuncts.
(1) Training in the use of perilaryngeal airway adjuncts shall consist of not less than five (5) hours to result in the EMT being competent in the use of the device and airway control. Included in the above training hours shall be the following topics and skills:
(A) Anatomy and physiology of the respiratory system.
(B) Assessment of the respiratory system.
(C) Review of basic airway management techniques, which includes manual and mechanical.
(D) The role of the perilaryngeal airway adjuncts in the sequence of airway control.
(E) Indications and contraindications of the perilaryngeal airway adjuncts.
(F) The role of pre-oxygenation in preparation for the perilaryngeal airway adjuncts.
(G) perilaryngeal airway adjuncts insertion and assessment of placement.
(H) Methods for prevention of basic skills deterioration.
(I) Alternatives to perilaryngeal airway adjuncts.

(2) At the completion of initial training, a student shall complete a competency-based written and skills examination for airway management which shall include the use of basic airway equipment and techniques and use of perilaryngeal airway adjuncts.
(3) A LEMSA shall establish policies and procedures for skills competency demonstration that requires the accredited EMT to demonstrate skills competency at least every two (2) years, or more frequently as determined by EMSQIP.
(c) Administration of naloxone for suspected narcotic overdose.
(1) Training in the administration of naloxone shall consist of no less than two (2) hours to result in the EMT being competent in the administration of naloxone and managing a patient of a suspected narcotic overdose. Included in the training hours listed above shall be the following topics and skills:
(A) Common causative agents
(B) Assessment findings
(C) Management to include but not be limited to:
(D) Need for appropriate personal protective equipment and scene safety awareness
(E) Profile of Naloxone to include, but not be limited to:
1. Indications
2. Contraindications
3. Side/ adverse effects
4. Routes of administration
5. Dosages
(F) Mechanisms of drug action
(G) Calculating drug dosages
(H) Medical asepsis
(I) Disposal of contaminated items and sharps
(2) At the completion of this training, the student shall complete a competency based written and skills examination for administration of naloxone which shall include:
(A) Assessment of when to administer naloxone,
(B) Managing a patient before and after administering naloxone,
(C) Using universal precautions and body substance isolation procedures during medication administration,
(D) Demonstrating aseptic technique during medication administration,
(E) Demonstrate preparation and administration of parenteral medications by a route other than intravenous.
(F) Proper disposal of contaminated items and sharps.
(3) A LEMSA shall establish policies and procedures for skills competency demonstration that requires the accredited EMT to demonstrate skills competency at least every two (2) years, or more frequently as determined by EMSQIP.
(d) Administration of epinephrine by auto-injector for suspected anaphylaxis and/or severe asthma.
(1) Training in the administration of epinephrine shall consist of no less than two (2) hours to result in the EMT being competent in the administration of epinephrine and managing a patient of a suspected anaphylactic reaction and/or experiencing severe asthma symptoms. Included in the training hours listed above shall be the following topics and skills:
(A) Common causative agents
(B) Assessment findings

(C) Management to include but not be limited to:
(D) Need for appropriate personal protective equipment and scene safety awareness
(E) Profile of epinephrine to include, but not be limited to:
1. Indications
2. Contraindications
3. Side/ adverse effects
4. Administration by auto-injector
5. Dosages
6. Mechanisms of drug action
(F) Medical asepsis
(H) Disposal of contaminated items and sharps
(2) At the completion of this training, the student shall complete a competency based written and skills examination for administration of epinephrine which shall include:
(A) Assessment of when to administer epinephrine,
(B) Managing a patient before and after administering epinephrine,
(C) Using universal precautions and body substance isolation procedures during medication administration,
(D) Demonstrating aseptic technique during medication administration,
(E) Demonstrate preparation and administration of epinephrine by auto-injector.
(F) Proper disposal of contaminated items and sharps.
(3) A LEMSA shall establish policies and procedures for skills competency demonstration that requires the accredited EMT to demonstrate skills competency at least every two (2) years, or more frequently as determined by EMSQIP.
(e) Administer the medications listed in this subsection.
(1) Using prepackaged products, the following medications may be administered:
(A) Atropine
(B) Pralidoxime Chloride
(2) This training shall consist of no less than two (2) hours of didactic and skills laboratory training. In addition basic weapons of mass destruction training is recommended.
(A) Indications
(B) Contraindications
(C) Side/ adverse effects
(D) Routes of administration
(E) Dosages
(F) Mechanisms of drug action
(G) Disposal of contaminated items and sharps
(H) Medication administration.
(3) At the completion of this training, the student shall complete a competency based written and skills examination for the administration of medications listed in this subsection which shall include:
(A) Assessment of when to administer these medications,
(B) Managing a patient before and after administering these medications,
(C) Using universal precautions and body substance isolation procedures during medication administration,
(D) Demonstrating aseptic technique during medication administration,
(E) Demonstrate the preparation and administration of medications by the intramuscular

route,
(F) Proper disposal of contaminated items and sharps.
(4) A LEMSA shall establish policies and procedures for skills competency demonstration that requires the accredited EMT to demonstrate skills competency at least every two (2) years, or more frequently as determined by EMSQIP.
(f) The medical director of the LEMSA shall develop a plan for each optional skill allowed. The plan shall, at a minimum, include the following:
(1) A description of the need for the use of the optional skill.
(2) A description of the geographic area within which the optional skill will be utilized, except as provided in Section 100064(l).
(3) A description of the data collection methodology which shall also include an evaluation of the effectiveness of the optional skill.
(4) The policies and procedures to be instituted by the LEMSA regarding medical control and use of the optional skill.
(5) The LEMSA shall develop policies for accreditation action, pursuant to Chapter 6 of this Division, for individuals who fail to demonstrate competency.
(g) A LEMSA medical director who accredits EMTs to perform any optional skill shall:
(1) Establish policies and procedures for the approval of service provider(s) utilizing approved optional skills.
(2) Approve and designate selected base hospital(s) as the LEMSA deems necessary to provide direction and supervision of accredited EMTs in accordance with policies and procedures established by the LEMSA.
(3) Establish policies and procedures to collect, maintain and evaluate patient care records.
(4) Establish an EMSQIP. EMSQIP means a method of evaluation of services provided, which includes defined standards, evaluation of methodology(ies) and utilization of evaluation results for continued system improvement. Such methods may include, but not be limited to, a written plan describing the program objectives, organization, scope and mechanisms for overseeing the effectiveness of the program.
(5) Establish policies and procedures for additional training necessary to maintain accreditation for each of the optional skills contained in this section, if applicable.
(h) The LEMSA medical director may approve an optional skill medical director to be responsible for accreditation and any or all of the following requirements.
(1) Approve and monitor training programs for optional skills including refresher training within the jurisdiction of the LEMSA.
(2) Establish policies and procedures for continued competency in the optional skill which will consist of organized field care audits, periodic training sessions and/or structured clinical experience.
(i) The optional skill medical director may delegate the specific field care audits, training, and demonstration of competency, if approved by the LEMSA medical director, to a Physician, Registered Nurse, Physician Assistant, Paramedic, or Advanced EMT, licensed or certified in California or a physician licensed in another state immediately adjacent to the LEMSA jurisdiction.
(j) An EMT accredited in an optional skill may assist in demonstration of competency and training of that skill.
(k) In order to be accredited to utilize an optional skill, an EMT shall demonstrate competency through passage, by pre-established standards, developed and/or

approved by the LEMSA, of a competency-based written and skills examination which tests the ability to assess and manage the specified condition.
(l) During a mutual aid response into another jurisdiction, an EMT may utilize the scope of practice for which s/he is trained, certified and accredited according to the policies and procedures established by his/her certifying or accrediting LEMSA.
NOTE: Authority cited: Sections 1797.107 and 1797.170, Health and Safety Code. Reference: Sections 1797.8, 1797.52, 1797.58, 1797.90, 1797.170, 1797.173, 1797.175, 1797.176, 1797.202, 1797.208, 1797.212, 1798, 1798.2, 1798.100, 1798.102 and 1798.104, Health and Safety Code.

§ 100064.1. EMT Trial Studies.
An EMT may perform any prehospital emergency medical care treatment procedure(s) or administer any medication(s) on a trial basis when approved by the medical director of the LEMSA and the director of the Authority. The medical director of the LEMSA shall review the medical literature on the procedure or medication and determine in his/her professional judgment whether a trial study is needed.
(a) The medical director of the LEMSA shall review a trial study plan which, at a minimum, shall include the following:
(1) A description of the procedure(s) or medication(s) proposed, the medical conditions for which they can be utilized, and the patient population that will benefit.
(2) A compendium of relevant studies and material from the medical literature.
(3) A description of the proposed study design, including the scope of study and method of evaluating the effectiveness of the procedure(s) or medication(s), and expected outcome.
(4) Recommended policies and procedures to be instituted by the LEMSA regarding the use and medical control of the procedure(s) or medication(s) used in the study.
(5) A description of the training and competency testing required to implement the study. Training on subject matter shall be consistent with the related topic(s) and skill(s) specified in Section 100159, Chapter 4 (Paramedic regulations), Division 9, Title 22, California Code of Regulations.
(b) The medical director of the LEMSA shall appoint a local medical advisory committee to assist with the evaluation and approval of trial studies. The membership of the committee shall be determined by the medical director of the LEMSA, but shall include individuals with knowledge and experience in research and the effect of the proposed study on the EMS system.
(c) The medical director of the LEMSA shall submit the proposed study and a copy of the proposed trial study plan at least forty-five (45) calendar days prior to the proposed initiation of the study to the director of the Authority for approval in accordance with the provisions of Section 1797.221 of the Health and Safety Code. The Authority shall inform the Commission on EMS of studies being initiated.
(d) The Authority shall notify the medical director of the LEMSA submitting its request for approval of a trial study within fourteen (14) working days of receiving the request that the request has been received.
(e) The Director of the Authority shall render the decision to approve or disapprove the trial study within forty-five (45) calendar days of receipt of all materials specified in subsections (a) and (b) of this section.

(f) Within eighteen (18) months of the initiation of the procedure(s) or medication(s), the medical director of the LEMSA shall submit to the Commission on EMS a written report which includes at a minimum the progress of the study, number of patients studied, beneficial effects, adverse reactions or complications, appropriate statistical evaluation, and general conclusion.
(g) The Commission on EMS shall review the above report within two (2) meetings and advise the Authority to do one of the following:
(1) Recommend termination of the study if there are adverse effects or if no benefit from the study is shown.
(2) Recommend continuation of the study for a maximum of eighteen (18) additional months if potential but inconclusive benefit is shown.
(3) Recommend the procedure or medication be added to the EMT scope of practice.
(h) If option (g)(2) is selected, the Commission on EMS may advise continuation of the study as structured or alteration of the study to increase the validity of the results.
(i) At the end of the additional eighteen (18) month period, a final report shall be submitted to the Commission on EMS with the same format as described in (f) above.
(j) The Commission on EMS shall review the final report and advise the Authority to do one of the following:
(1) Recommend termination or further extension of the study.
(2) Accept the study recommendations.
(3) Recommend the procedure or medication be added to the EMT scope of practice.
(k) The Authority may require a trial study(ies) to cease after thirty-six (36) months.
NOTE: Authority cited: Section 1797.107 and 1797.170, Health and Safety Code.
Reference: Sections 1797.170 and 1797.221, Health and Safety Code.

Article 3. Program Requirements for EMT Training Programs

§ 100065. Approved Training Programs

(a) The purpose of an EMT training program shall be to prepare individuals to render prehospital basic life support at the scene of an emergency, during transport of the sick and injured, or during interfacility transfer within an organized EMS system.
(b) EMT training may be offered only by approved training programs. Eligibility for program approval shall be limited to:
(1) Accredited universities and colleges including junior and community colleges, school districts, and private post-secondary schools as approved by the State of California, Department of Consumer Affairs, Bureau of Private Postsecondary and Vocational Education.
(2) Medical training units of a branch of the Armed Forces including the Coast Guard of the United States.
(3) Licensed general acute care hospitals which meet the following criteria:
(A) Hold a special permit to operate a Basic or Comprehensive Emergency Medical Service pursuant to the provisions of Division 5; and
(B) Provide continuing education to other health care professionals.
(4) Agencies of government including public safety agencies.
(5) LEMSAs.

NOTE: Authority cited: Sections 1797.107, 1797.109, 1797.170 and 1797.173, Health and Safety Code. Reference: Sections 1797.170, 1797.173, 1797.208 and 1797.213 Health and Safety Code.

§100066. Procedure for EMT Training Program Approval.

(a) Eligible training programs may submit a written request for EMT program approval to an EMT approving authority.

(b) The EMT approving authority shall review and approve the following prior to approving an EMT training program:

(1) A statement verifying usage of the U.S. Department of Transportation (DOT) National EMS Education Standards (DOT HS 811 077A, January 2009).

(2) A statement verifying CPR training equivalent to the current American Heart Association's Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care at the Healthcare Provider level is a prerequisite for admission to an EMT basic course.

(3) Samples of written and skills examinations used for periodic testing.

(4) A final skills competency examination.

(5) A final written examination.

(6) The name and qualifications of the program director, program clinical coordinator, and principal instructor(s).

(7) Provisions for clinical experience, as defined in Section 100068 of this Chapter.

(8) Provisions for course completion by challenge, including a challenge examination (if different from final examination).

(9) Provisions for a twenty-four (24) hour refresher course including subdivisions (1)-(6) above, required for recertification.

(A) A statement verifying usage of the United States Department of Transportation's EMT-Basic Refresher National Standard Curriculum, DOT HS 808 624, September 1996. The U.S. Department of Transportation's EMT-Basic Refresher National Standard Curriculum can be accessed through the U.S. Department of Transportation's website, http://www.nhtsa.gov/people/injury/ems/pub/basicref.pdf.

(10) The location at which the courses are to be offered and their proposed dates.

(11) Table of contents listing the required information listed in this subdivision, with corresponding page numbers.

(c) In addition to those items listed in subdivision (b) of this Section, the Authority shall assure that a statewide public safety agency meets the following criteria in order to approve that agency as qualified to conduct a statewide EMT training program:

(1) Has a statewide role and responsibility in matters affecting public safety.

(2) Has a centralized authority over its EMT training program instruction which can correct any elements of the program found to be in conflict with this Chapter.

(3) Has a management structure which monitors all of its EMT training programs.

(4) Has designated a liaison to the Authority who shall respond to problems or conflicts identified in the operation of its EMT training program.

(5) In addition, these agencies shall meet the following additional requirements:

(A) Designate the principal instructor as a liaison to the EMT approving authority for the county in which the training is conducted; and

(B) Consult with the EMT approving authority for the county in which the training is located in developing the EMS System Orientation portion of the EMT course.

(d) The EMT approving authority shall make available to the Authority, upon request, any or all materials submitted pursuant to this Section by an approved EMT training program in order to allow the Authority to make the determination required by Section 1797.173 of the Health and Safety Code.
NOTE: Authority cited: Sections 1797.107, 1797.109 and 1797.170, Health and Safety Code. Reference: Sections 1797.170, 1797.173, 1797.208 and 1797.213, Health and Safety Code.

§ 100067. Didactic and Skills Laboratory.
An approved EMT training program shall assure that no more than ten (10) students are assigned to one (1) principal instructor/teaching assistant during skills practice/laboratory sessions.
NOTE: Authority cited: Sections 1797.107, 1797.109, 1797.170 and 1797.173, Health and Safety Code. Reference: Sections 1797.170, 1797.173 and 1797.208, Health and Safety Code.

§ 100068. Clinical Experience for EMT.
Each approved EMT training program shall have written agreement(s) with one or more general acute care hospital(s) and/or operational ambulance provider(s) or rescue vehicle provider(s) for the clinical portion of the EMT training course. The written agreement(s) shall specify the roles and responsibilities of the training program and the clinical provider(s) for supplying the supervised clinical experience for the EMT student(s). Supervision for the clinical experience shall be provided by an individual who meets the qualifications of a principal instructor or teaching assistant. No more than three (3) students will be assigned to one (1) qualified supervisor during the supervised clinical experience.
NOTE: Authority cited: Sections 1797.107, 1797.109, 1797.170 and 1797.173, Health and Safety Code. Reference: Sections 1797.170, 1797.173 and 1797.208, Health and Safety Code.

§ 100069. EMT Training Program Notification.
(a) In accordance with Section 100057 the EMT Approving Authority shall notify the training program submitting its request for training program approval within seven (7) working days of receiving the request that:
(1) The request has been received,
(2) The request contains or does not contain the information requested in Section 100066 of this Chapter and,
(3) What information, if any, is missing from the request.
(b) Program approval or disapproval shall be made in writing by the EMT approving authority to the requesting training program within a reasonable period of time after receipt of all required documentation. This time period shall not exceed three (3) months.
(c) The EMT approving authority shall establish the effective date of program approval in writing upon the satisfactory documentation of compliance with all program requirements.
(d) Program approval shall be for four (4) years following the effective date of program approval and may be renewed every four (4) years subject to the procedure for program

approval specified in this section.
(e) Approved EMT training programs shall also receive approval as a continuing education CE provider effective the same date as the EMT training program approval. The CE program expiration date shall be the same expiration date as the EMT training program. The CE provider shall comply with all of the requirements contained in Chapter 11 of this Division.
(f) The LEMSA shall notify the Authority concurrently with the training program of approval, renewal of approval, or disapproval of the training program, and include the effective date. This notification is in addition to the name and address of training program, name of the program director, phone number of the contact person, frequency and cost for both basic and refresher courses, student eligibility, and program approval/ expiration date of program approval.
NOTE: Authority cited: Sections 1797.107, 1797.109 and 1797.170, Health and Safety Code. Reference: Sections 1797.109, 1797.170, 1797.173 and 1797.208, Health and Safety Code.

§ 100070. Teaching Staff.
Each EMT training program shall provide for the functions of administrative direction, medical quality coordination, and actual program instruction. Nothing in this section precludes the same individual from being responsible for more than one of the following functions if so qualified by the provisions of this section:
(a) Each EMT training program shall have an approved program director who shall be qualified by education and experience in methods, materials, and evaluation of instruction which shall be documented by at least forty (40) hours in teaching methodology. The courses include but are not limited to the following examples:
(1) State Fire Marshal Instructor 1A and 1B,
(2) National Fire Academy's Instructional Methodology,
(3) Training programs that meet the United States Department of Transportation/National Highway Traffic Safety Administration 2002 Guidelines for Educating EMS Instructors such as the National Association of EMS Educators Course.
(b) Duties of the program director, in coordination with the program clinical coordinator, shall include but not be limited to:
(1) Administering the training program.
(2) Approving course content.
(3) Approving all written examinations and the final skills examination.
(4) Coordinating all clinical and field activities related to the course.
(5) Approving the principal instructor(s) and teaching assistants.
(6) Signing all course completion records.
(7) Assuring that all aspects of the EMT training program are in compliance with this Chapter and other related laws.
(c) Each training program shall have an approved program clinical coordinator who shall be either a Physician, Registered Nurse, Physician Assistant, or a Paramedic currently licensed in California, and who shall have two (2) years of academic or clinical experience in emergency medicine or prehospital care in the last five (5) years. Duties of the program clinical coordinator shall include, but not be limited to:
(1) Responsibility for the overall quality of medical content of the program;
(2) Approval of the qualifications of the principal instructor(s) and teaching assistant(s).

(d) Each training program shall have a principal instructor(s), who may also be the program clinical coordinator or program director, who shall be qualified by education and experience in methods, materials, and evaluation of instruction, which shall be documented by at least forty hours in teaching methodology. The courses include but are not limited to the following examples:
(1) State Fire Marshal Instructor 1A and 1B,
(2) National Fire Academy's Instructional Methodology,
(3) Training programs that meet the United States Department of Transportation/National Highway Traffic Safety Administration 2002 Guidelines for Educating EMS Instructors such as the National Association of EMS Educators Course.
and who shall:
(A) Be a Physician, Registered Nurse, Physician Assistant, or a Paramedic currently licensed in California; or,
(B) Be an Advanced EMT or EMT who is currently certified in California.
(C) Have at least two (2) years of academic or clinical experience in the practice of emergency medicine or prehospital care in the last five (5) years.
(D) Be approved by the program director in coordination with the program clinical coordinator as qualified to teach the topics to which s/he is assigned. All principal instructors from approved EMT Training Programs shall meet the minimum qualifications as specified in subsection (d) of this Section.
(e) Each training program may have teaching assistant(s) who shall be qualified by training and experience to assist with teaching of the course and shall be approved by the program director in coordination with the program clinical coordinator as qualified to assist in teaching the topics to which the assistant is to be assigned. A teaching assistant shall be supervised by a principal instructor, the program director and/or the program clinical coordinator.
NOTE: Authority cited: Sections 1797.107, 1797.109 and 1797.170, Health and Safety Code. Reference: Sections 1797.109, 1797.170 and 1797.208, Health and Safety Code.

§ 100071. EMT Training Program Review and Reporting.
(a) All program materials specified in this Chapter shall be subject to periodic review by the EMT approving authority.
(b) All programs shall be subject to periodic on-site evaluation by the EMT approving authority.
(c) Any person or agency conducting a training program shall notify the EMT approving authority in writing, in advance when possible, and in all cases within thirty (30) calendar days of any change in, program director, program clinical coordinator, principal instructor, change of address, phone number, and contact person.
(d) For the purposes of this Chapter, student records shall be kept for a period of not less than four (4) years.
NOTE: Authority cited: Sections 1797.107, 1797.109 and 1797.170, Health and Safety Code. Reference: Sections 1797.109, 1797.170 and 1797.208, Health and Safety Code.

§ 100072. Withdrawal of EMT Training Program Approval.
(a) Noncompliance with any criterion required for program approval, use of any unqualified teaching personnel, or noncompliance with any other applicable provision of

this Chapter may result in denial, probation, suspension or revocation of program approval by the EMT training program approving authority.
Notification of noncompliance and action to place on probation, suspend, or revoke shall be done as follows:
(1) An EMT training program approving authority shall notify the approved EMT training program course director in writing, by registered mail, of the provisions of this Chapter with which the EMT training program is not in compliance.
(2) Within fifteen (15) working days of receipt of the notification of noncompliance, the approved EMT training program shall submit in writing, by registered mail, to the EMT training program approving authority one of the following:
(A) Evidence of compliance with the provisions of this Chapter, or
(B) A plan for meeting compliance with the provisions of this Chapter within sixty (60) calendar days from the day of receipt of the notification of noncompliance.
(3) Within fifteen (15) working days of receipt of the response from the approved EMT training program, or within thirty (30) calendar days from the mailing date of the noncompliance notification if no response is received from the approved EMT training program, the EMT training program approving authority shall notify the Authority and the approved EMT training program in writing, by registered mail, of the decision to accept the evidence of compliance, accept the plan for meeting compliance, place on probation, suspend or revoke the EMT training program approval.
(4) If the EMT training program approving authority decides to suspend, revoke, or place an EMT training program on probation the notification specified in subsection (a)(3) of this section shall include the beginning and ending dates of the probation or suspension and the terms and conditions for lifting of the probation or suspension or the effective date of the revocation, which may not be less than sixty (60) calendar days from the date of the EMT training program approving authority's letter of decision to the Authority and the EMT training program.
NOTE: Authority cited: Sections 1797.107, 1797.109 and 1797.170, Health and Safety Code. Reference: Sections 1797.109, 1797.170, and 1797.208, Health and Safety Code; 11505, Government Code.

§ 100073. Components of an Approved Program.
(a) An approved EMT training program shall consist of all of the following:
(1) The EMT course, including clinical experience;
(2) Periodic and a final written and skill competency examinations;
(3) A challenge examination; and
(4) A refresher course required for recertification.
(b) The LEMSA may approve a training program that offers only refresher course(s).
NOTE: Authority cited: Sections 1797.107, 1797.109, 1797.170 and 1797.175, Health and Safety Code. Reference: Sections 1797.109, 1797.170 and 1797.208, Health and Safety Code.

§100074. EMT Training Program Required Course Hours.
(a) The EMT course shall consist of not less than one-hundred sixty (160) hours. These training hours shall be divided into:
(1) A minimum of one hundred thirty-six (136) hours of didactic instruction and skills laboratory; and

(2) A minimum of twenty-four (24) hours of supervised clinical experience. The clinical experience shall include a minimum of ten (10) documented patient contacts wherein a patient assessment and other EMT skills are performed and evaluated.
(3) Existing EMT training programs approved prior to the effective date of this chapter shall have a maximum of twelve (12) months from the date that this provision becomes effective to meet the minimum hourly requirements specified in this Section.
(b) The minimum hours shall not include the examinations for EMT certification.
NOTE: Authority cited: Sections 1797.107, 1797.109 and 1797.170, Health and Safety Code. Reference: Section 1797.170 and 1797.208 Health and Safety Code.

§100075. Required Course Content.
(a) The content of an EMT course shall meet the objectives contained in the U.S. Department of Transportation (DOT) National EMS Education Standards (DOT HS 811 077A, January 2009), incorporated herein by reference, to result in the EMT being competent in the EMT basic scope of practice specified in Section 100063 of this Chapter. The U.S. DOT National EMS Education Standards (DOT HS 811 077A, January 2009) can be accessed through the U.S. DOT National Highway Traffic Safety Administration at the following website address:
http://ems.gov/pdf/811077a.pdf
(b) Training in the use of hemostatic dressings shall consist of not less than one (1) hour to result in the EMT being competent in the use of the dressing. Included in the training shall be the following topics and skills:
(1) Review of basic methods of bleeding control to include but not be limited to direct pressure, pressure bandages, tourniquets, and hemostatic dressings;
(2) Review treatment of open chest wall injuries;
(3) Types of hemostatic dressings; and
(4) Importance of maintaining normal body temperature.
(c) At the completion of initial training, a student shall complete a competency-based written and skills examination for controlling bleeding and the use of hemostatic dressings.
NOTE: Authority cited: Sections 1797.107, 1797.109 and 1797.170, Health and Safety Code. Reference: Sections 1797.170 and 1797.173, Health and Safety Code.

§ 100076. Required Testing.
Each component of an approved program shall include periodic and final competency-based examinations to test the knowledge and skills specified in this Chapter. Satisfactory performance in these written and skills examinations shall be demonstrated for successful completion of the course. Satisfactory performance shall be determined by pre-established standards, developed and/or approved by the EMT approving authority pursuant to Section 100066 of this Chapter.
NOTE: Authority cited: Sections 1797.107, 1797.109 and 1797.170, Health and Safety Code. Reference: Sections 1797.109, 1797.170, 1797.208 and 1797.210, Health and Safety Code.

§ 100077. EMT Training Program Course Completion Record.

(a) An approved EMT training program provider shall issue a tamper resistant course completion record to each person who has successfully completed the EMT course, refresher course, or challenge examination.
(b) The course completion record shall contain the following:
(1) The name of the individual.
(2) The date of course completion.
(3) Type of EMT course completed (i.e., EMT, refresher, or challenge), and the number of hours completed.
(4) The EMT approving authority.
(5) The signature of the program director.
(6) The name and location of the training program issuing the record.
(7) The following statement in bold print: **"This is not an EMT certificate".**
(c) This course completion record is valid to apply for certification for a maximum of two (2) years from the course completion date and shall be recognized statewide.
(d) The name and address of each person receiving a course completion record and the date of course completion shall be reported in writing to the appropriate EMT certifying authority within fifteen (15) working days of course completion.
(e) Approved EMT training programs which are also approved EMT Certifying Entities need not issue a Course Completion record to those students who will receive certification from the same agency.
NOTE: Authority cited: Sections 1797.107, 1797.109 and 1797.170, Health and Safety Code. Reference: Sections 1797.109, 1797.170, and 1797.208 Health and Safety Code.

§100078. EMT Training Program Course Completion Challenge Process.
(a) An individual may obtain an EMT course completion record from an approved EMT training program by successfully passing by pre-established standards, developed and/or approved by the EMT approving authority pursuant to Section 100066 of this Chapter, a course challenge examination if s/he meets one of the following eligibility requirements:
(1) The individual is currently licensed in the United States as a Physician, Registered Nurse, Physician Assistant, Vocational Nurse, or Licensed Practical Nurse.
(2) The individual provides documented evidence of having successfully completed an emergency medical service training program of the Armed Forces of the United States within the preceding two (2) years that meets the U.S. DOT National EMS Education Standards (DOT HS 811 077A, January 2009). Upon review of documentation, the EMT certifying entity may also allow an individual to challenge if the individual was active in the last two (2) years in a prehospital emergency medical classification of the Armed Services of the United States, which does not have formal recertification requirements. These individuals may be required to take a refresher course or complete CE courses as a condition of certification.
(b) The course challenge examination shall consist of a competency-based written and skills examination to test knowledge of the topics and skills prescribed in this Chapter.
(c) An approved EMT training program shall offer an EMT challenge examination no less than once each time the EMT course is given (unless otherwise specified by the program's EMT approving authority).
(d) An eligible individual shall be permitted to take the EMT course challenge examination only one (1) time.

(e) An individual who fails to achieve a passing score on the EMT course challenge examination shall successfully complete an EMT course to receive an EMT course completion record.
NOTE: Authority cited: Sections 1797.107, 1797.109 and 1797.170, Health and Safety Code. Reference: Sections 1797.109, 1797.170, 1797.208 and 1797.210, Health and Safety Code.

Article 4. EMT Certification

§100079. EMT Initial Certification Requirements.

(a) An individual who meets one of the following criteria shall be eligible for initial certification upon fulfilling the requirements of subdivision (b) of this Section:
(1) Pass the written examination and skills examination specified in Sections 100059 and 100059.1 of this Chapter and have either:
(A) A valid EMT course completion record or other documented proof of successful completion of any initial EMT course approved pursuant to Section 100066 of this Chapter dated within the last two (2) years,
(B) Documentation of successful completion of an approved out-of-state initial EMT training course, within the last two (2) years, that meets the requirements of this Chapter, or
(C) A current and valid out-of-state EMT certificate.
(2) Possess a current and valid National Registry EMT-Basic registration certificate.
(3) Possess a current and valid out-of-state or National Registry EMT-Intermediate or Paramedic certificate.
(4) Possess a current and valid California Advanced EMT or EMT-II certification or a current and valid California Paramedic license.
(b) In addition to meeting one of the criteria listed in subdivision (a), to be eligible for initial certification, an individual shall:
(1) Be eighteen (18) years of age or older;
(2) Complete the criminal history background check requirement as specified in Article 4, Chapter 10 of this Division;
(3) Complete an application form that contains this statement: “I hereby certify **under penalty of perjury** that all information on this application is true and correct to the best of my knowledge and belief, and I understand that any falsification or omission of material facts may cause forfeiture on my part of all rights to EMT certification in the state of California. I understand all information on this application is subject to verification, and I hereby give my express permission for this certifying entity to contact any person or agency for information related to my role and function as an EMT in California.”;
(4) Disclose any certification or licensure action:
(A) Against an EMT, Advanced EMT, or EMT-II certificate, or any denial of certification by a LEMSA, including any active investigations;
(B) Against a Paramedic license, or any denial of licensure by the Authority, including any active investigations;
(C) Against any EMS-related certification or license of another state or other issuing entity, including any active investigations; or
(D) Against any health-related license.

(5) Pay the established fee.
(c) The EMT certifying entity shall issue a wallet-sized certificate card, pursuant to Section 100344, subdivisions (c) and (d), of Chapter 10 of this Division, within forty-five (45) days to eligible individuals who apply for an EMT certificate and successfully complete the requirements of this Chapter.
(d) The effective date of initial certification shall be the day the certificate is issued.
(e) The expiration date for an initial EMT certificate shall be as follows:
(1) For an individual who meets the criteria listed in subdivisions (a)(1)(A) or (a)(1)(B) of this Section, the expiration date shall be the last day of the month two (2) years from the effective date of the initial certification.
(2) For an individual who meets the criteria listed in subdivisions (a)(1)(C), (a)(2), (a)(3) or (a)(4) of this Section, the expiration date shall be the lesser of the following:
(A) The last day of the month two (2) years from the effective date of the initial certification; or
(B) The expiration date of the certificate or license used to establish eligibility under subdivision (a) of this Section.
(f) The EMT shall be responsible for notifying the certifying entity of her/his proper and current mailing address and shall notify the certifying entity in writing within thirty (30) calendar days of any and all changes of the mailing address, giving both the old and the new address, and EMT registry number.
(g) An EMT shall only be certified by one (1) certifying entity during a certification period.
NOTE: Authority cited: Sections 1797.107, 1797.109, 1797.170 and 1797.175, Health and Safety Code. Reference: Sections 1797.61, 1797.62, 1797.63, 1797.109, 1797.118, 1797.175, 1797.177, 1797.185, 1797.210 and 1797.216, Health and Safety Code.

Article 5. Maintaining EMT Certification and Recertification

§100080. EMT Recertification.

(a) In order to recertify, an EMT shall:
(1) Possess a current EMT Certification issued in California.
(2) Obtain at least twenty-four (24) hours of continuing education hours (CEH) from an approved CE provider in accordance with the provisions contained in Chapter 11 of this Division, or successfully complete a twenty-four (24) hour refresher course from an approved EMT training program. An individual who is currently licensed in California as a Paramedic or certified as an Advanced EMT or EMT-II, or who has been certified within six (6) months of the date of application, may be given credit for CEH earned as a Paramedic, Advanced EMT or EMT-II to satisfy the CE requirement for EMT recertification as specified in this Chapter.
(3) Complete an application form and other processes as specified in Section 100079, subdivisions (b)(3)-(b)(5), of this Chapter.
(4) Complete the criminal history background check requirements as specified in Article 4, Chapter 10 of this Division.
(5) Submit a completed skills competency verification form, EMSA-SCV (08/10). Form EMSA-SCV (08/10) is herein incorporated by reference. Skills competency shall be verified by direct observation of an actual or simulated patient contact. Skills competency shall be verified by an individual who is currently certified or licensed as an

EMT, AEMT, Paramedic, Registered Nurse, Physician's Assistant, or Physician and who shall be designated by an EMS approved training program (EMT training program, AEMT training program, Paramedic training program or CE provider) or an EMS service provider. EMS service providers include, but are not limited to, public safety agencies, private ambulance providers and other EMS providers. Verification of skills competency shall be valid for a maximum of two (2) years for the purpose of applying for recertification.
(b) The EMT certifying entity shall issue a wallet-sized certificate card, pursuant to Section 100344, subdivisions (c) and (d), of Chapter 10 of this Division, within forty-five (45) days to eligible individuals who apply for EMT recertification and successfully complete the requirements of this Chapter.
(c) If the EMT recertification requirements are met within six (6) months prior to the current certification expiration date, the EMT Certifying entity shall make the effective date of recertification the date immediately following the expiration date of the current certificate. The certification will expire two (2) years from the day prior to the effective date.
(d) If the EMT recertification requirements are met greater than six (6) months prior to the expiration date, the EMT Certifying entity shall make the effective date of recertification the date the individual satisfactorily completes all certification requirements and has applied for recertification. The certification expiration date will be the last day of the month two (2) years from the effective date.
(e) A California certified EMT who is a member of the Armed Forces of the United States and whose certification expires while deployed on active duty, or whose certification expires less than six (6) months from the date they return from active duty deployment, with the Armed Forces of the United States shall have six (6) months from the date they return from active duty deployment to complete the requirements of Section 100080, subdivisions (a)(2)-(a)(5). In order to qualify for this exception, the individual shall submit proof of their membership in the Armed Forces of the United States and documentation of their deployment starting and ending dates. Continuing education credit may be given for documented training that meets the requirements of Chapter 11 of this Division while the individual was deployed on active duty. The documentation shall include verification from the individual's Commanding Officer attesting to the training attended.
NOTE: Authority cited: Sections 1797.107, 1797.109, 1797.170 and 1797.175, Health and Safety Code. Reference: Sections 1797.61, 1797.62, 1797.109, 1797.118, 1797.170, 1797.184, 1797.210 and 1797.216, Health and Safety Code; and United States Code, Title 10, Subtitle A, Chapter 1, Section 101.

§100081. Recertification of an Expired California EMT Certificate.
(a) The following requirements apply to individuals who wish to be eligible for recertification after their California EMT Certificates have expired:
(1) For a lapse of less than six (6) months, the individual shall complete the requirements of Section 100080, subdivisions (a)(2)-(a)(5).
(2) For a lapse of six (6) months or more, but less than twelve (12) months, the individual shall:
(A) Complete the requirements of Section 100080, subdivisions (a)(2)-(a)(5), and
(B) Complete an additional twelve (12) hours of continuing education.

(3) For a lapse of twelve (12) months or more, but less than twenty-four (24) months, the individual shall:
(A) Complete the requirements of Section 100080, subdivisions (a)(2)-(a)(5), and
(B) Complete an additional twenty-four (24) hours of continuing education, and
(C) Pass the written and skills certification exams as specified in Sections 100059 and 100059.1.
(4) For a lapse of greater than twenty-four (24) months the individual shall meet the requirements of Section 100079, subdivisions (a) and (b).
(b) For individuals who meet the requirements of Section 100081, subdivision (a)(1), (a)(2), or (a)(3), the EMT certifying entity shall make the effective date of recertification the day the certificate is issued. The certification expiration date will be the last day of the month two (2) years from the effective date. For individuals who meet the requirements of Section 100081, subdivision (a)(4), the EMT certifying entity shall make the certification effective and expiration dates consistent with Section 100079, subdivisions (d) and (e)..
(c) The EMT certifying entity shall issue a wallet-sized certificate card, pursuant to Section 100344, subdivisions (c) and (d), of Chapter 10 of this Division, within forty-five (45) days to eligible individuals who apply for EMT recertification and successfully complete the requirements of this Chapter.
NOTE: Authority cited: Sections 1797.107, 1797.109, 1797.170 and 1797.175, Health and Safety Code. Reference: Sections 1797.61, 1797.62, 1797.109, 1797.118, 1797.170, 1797.175, 1797.184, 1797.210 and 1797.216, Health and Safety Code; and United States Code, Title 10, Subtitle A, Chapter 1, Section 101.

Article 6. Record Keeping and Fees

§ 100082. Record Keeping.

(a) Each EMT approving authority shall maintain a list of approved training programs within its jurisdiction and provide the Authority with a copy. The Authority shall be notified of any changes in the list of approved training programs as such occur.
(b) Each EMT approving authority shall maintain a list of current EMT program directors, clinical coordinators and principal instructors within its jurisdiction.
(c) The Authority shall maintain a record of approved EMT training programs.
(d) A LEMSA may develop policies and procedures which require basic life support services to make available the records of calls maintained in accordance with Section 1100.7, Title 13 of the California Code of Regulations.
NOTE: Authority cited: Sections 1797.107, 1797.109, 1797.170 and 1797.175, Health and Safety Code. Reference: Sections 1797.61, 1797.62, 1797.109, 1797.170, 1797.173, 1797.200, 1797.202, 1797.204, 1797.208, 1797.211 and 1797.220, Health and Safety Code.

§ 100083. Fees.

A LEMSA may establish a schedule of fees for EMT training program review, approval, EMT certification and EMT recertification in an amount sufficient to cover the reasonable cost of complying with the provisions of this Chapter.

NOTE: Authority cited: Sections 1797.107, 1797.109 and 1797.170, Health and Safety Code. Reference: Sections 1797.61, 1797.62, 1797.118, 1797.170, 1797.212, 1797.213, and 1797.217 Health and Safety Code.

THIS REGULATION WAS SUPPORTED BY THE PREVENTIVE HEALTH AND HEALTH SERVICES BLOCK GRANT. ITS CONTENTS ARE SOLELY THE RESPONSIBILITY OF THE AUTHORS AND DO NOT NECESSARILY REPRESENT THE OFFICIAL VIEWS OF CDC.

FOOTHILL COLLEGE
Curriculum Committee(s) Responsibilities

Current Process

The Foothill College curriculum process has included divisional review of course outlines since 1992. The Division Curriculum Committees are considered subcommittees under the College Curriculum Committee, which in turn, is a subcommittee of the Academic Senate. The integration of Division and College Curriculum Committees meets the standard set in Title 5, § 55002 for a "curriculum committee:"

> **Title 5, § 55002** gives curriculum committees the responsibility for recommending to the governing board in areas regarding curriculum, including new or modified course approval, grading policies, prerequisites, and others. Title 5 Section 55002 states that the curriculum committee "shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate." (Source: http://www.ccccurriculum.net/faq/#A1)

Division Curriculum Committee Responsibilities

- Review curricula to ensure compliance with Title 5, other state/local regulations and accreditation standards
  - Recommend approval of new and revised Course Outlines of Record
  - Recommend approval of new programs and program revisions to the College Curriculum Committee
  - Recommend approval of Stand Alone courses to the College Curriculum Committee
  - Review curricula with faculty for student equity considerations/cultural competency, which may include content, delivery, and/or assessment.

College Curriculum Committee Responsibilities

- Establish practices and processes for curriculum development in collaboration with the Academic Senate
- Review new course proposals that may impact curriculum in other divisions
- Review and approve new degrees, certificates, and stand-alone courses based on the following criteria:
  - Consistent with the College's Educational Master Plan
  - Avoids unnecessary duplication/overlap among college curriculum
  - Promotes students' access to curricula through consideration of articulation, curricular sequences, requisites and advisories, and units required
  - Adheres to the rigor and standards of community college courses
- Review and approve courses for inclusion in Foothill GE pattern
- Ensure compliance with Title 5, other state/local regulations and accreditation standards