College Curriculum Committee Meeting Agenda
Tuesday, November 22, 2016
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter
1. Minutes: November 8, 2016	Action	#11/22/16-1	Escoto
2. Announcements a. New Course Proposal b. CCC Co-Chair c. New AP Legislation	Information	 #11/22/16-2 #11/22/16-3	Escoto Day
3. Noncredit Subject Codes	1st Read	#11/22/16-4	Escoto
4. New Department Code: EMS	Information	#11/22/16-5	Escoto
5. Stand Alone Approval Request: EMT 50A	2nd Read/ Action	#11/22/16-6 & 10	Escoto
6. Stand Alone Approval Request: EMT 51A	2nd Read/ Action	#11/22/16-7 & 10	Escoto
7. Stand Alone Approval Request: EMT 401A	2nd Read/ Action	#11/22/16-8 & 10	Escoto
8. Stand Alone Approval Request: EMT 402A	2nd Read/ Action	#11/22/16-9 & 10	Escoto
9. New Program Application: Humanities Certificate of Achievement	2nd Read/ Action	#11/22/16-11	Escoto
10. New Program Application: Emergency Medical Technology Non-Credit Certificate	2nd Read/ Action	#11/22/16-12	Escoto
11. Stand Alone Approval Request: ALTW 223	1st Read	#11/22/16-13	Escoto
12. Stand Alone Approval Request: ALTW 229	1st Read	#11/22/16-14	Escoto
13. Stand Alone Approval Request: NCEL 470	1st Read	#11/22/16-15	Escoto
14. Stand Alone Approval Request: NCEL 471	1st Read	#11/22/16-16	Escoto
15. Stand Alone Approval Request: NCEL 480	1st Read	#11/22/16-17	Escoto
16. Stand Alone Approval Request: PSE 56	1st Read	#11/22/16-18	Escoto
17. Adding a Course Discipline	Discussion	#11/22/16-19	Escoto
18. Foothill Courses Offered at Local High Schools	Discussion	#11/22/16-20	Escoto/ Garcia
19. Report Out from Division Reps	Discussion		All
20. Good of the Order			Escoto
21. Adjournment			Escoto

Attachments:

#11/22/16-1 Draft Minutes: November 8, 2016
#11/22/16-2 New Course Proposal: EDUC
#11/22/16-3 Assembly Bill No. 1985
#11/22/16-4 Noncredit Subject Codes Policy draft
#11/22/16-5 New Department Code: EMS
#11/22/16-6 Stand Alone Course Approval Request: EMT 50A
#11/22/16-7 Stand Alone Course Approval Request: EMT 51A
#11/22/16-8 Stand Alone Course Approval Request: EMT 401A
#11/22/16-9 Stand Alone Course Approval Request: EMT 402A
#11/22/16-10 Title 22 Reference (supporting documentation for EMT Stand Alone)

#11/22/16-11 Humanities Certificate of Achievement Narrative
#11/22/16-12 Emergency Medical Technology Non-Credit Certificate Narrative
#11/22/16-13 Stand Alone Course Approval Request: ALTW 223
#11/22/16-14 Stand Alone Course Approval Request: ALTW 229
#11/22/16-15 Stand Alone Course Approval Request: NCEL 470
#11/22/16-16 Stand Alone Course Approval Request: NCEL 471
#11/22/16-17 Stand Alone Course Approval Request: NCEL 480
#11/22/16-18 Stand Alone Course Approval Request: PSE 56
#11/22/16-19 ASCCC Who Gets to Teach That Course? The Importance of Assigning Courses to Disciplines
#11/22/16-20 Dual Enrollment Courses for 2016-17

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: 11/22/16

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

Teresa Ong, Dave Huseman, Jazmine Garcia, Bruce McLeod

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

Item	Discussion
1. Minutes: October 25, 2016	Minutes approved as written. Motion to approve **M/S** (Schultz, Serna). **Approved by consent**.
2. Announcements a. New Course Proposals	**Speaker: Isaac Escoto** The following proposals were presented: ALLD 402; ALTW 230, 430, 431; HIST 3A, 3B, 3C. HIST courses: These World History courses will help with development of Elementary Teacher Education ADT. Question regarding courses possibly replacing Western Civilization series—plan is to offer both series. Courses might also be included on Global Studies ADT.
b. Notification of Proposed Requisites	Ongoing requisite, for which a Content Review form was not on file. Day noted that PHIL 1 satisfies the IGETC requirement for Critical Thinking, which specifically prohibits the use of ESLL as a prerequisite, so this prerequisite will be adjusted accordingly. Day has already met with faculty to discuss.
c. GE Subcommittees for 2016-17	Lists of Foothill GE subcommittee members for 2016-17; Escoto noted that Rosa Nguyen will also serve on Area III. Thanks to everyone who stepped up to serve, and who shared the request. Serna noted interest from a non-PSME faculty for Natural Sciences (Area III); Schultz volunteered to serve on Area III. Concern expressed that, because application for Natural Sciences involves showing that course teaches critical thinking when conducting experiments, faculty from non-science discipline may have difficulty interpreting the language to adequately review the application. Escoto agreed with importance of discipline expertise, noting that it would be an issue if no one from sciences was serving; encouraged conversation at a later time around pros and cons of non-discipline faculty serving. Question regarding Area III—are people specifically concerned about the exclusion of non-sciences faculty in the membership of this subcommittee? No specific concern noted. Comment that one of the current members is Math faculty, which is not specifically science. LaManque noted that most current subcommittees have a mix of disciplines serving. Escoto noted that call for volunteers was general, and he did not specifically match certain faculty/disciplines with certain areas, nor was anyone excluded from serving. Concern expressed regarding no Communication faculty serving on Area V. FA reps will seek volunteer. Vanatta will send the first batch of GE applications to the subcommittees this week.
d. ASCCC Fall Plenary Update	Escoto will distribute final version of approved resolutions once document is available; provided quick update on resolutions mentioned at previous meeting: • Single Process for Local Curriculum Approval (9.01). Passed, asking statewide senate to urge colleges to ensure single (per college) local process. State senate will be conducting regional meetings around curriculum process planning for curriculum

	chairs, coordinators, faculty, administrators. • Faculty Involvement in the Creation of Dual Enrollment Programs (9.02). Passed. Intent is for colleges to engage in discussion regarding what programs are taught where, and ensure that they don't affect local programs. • California State University Quantitative Reasoning Task Force Report (15.01). Passed with amendments, asking local senates to distribute report and return to spring plenary with feedback. Senators have previously sent out report; connect with Escoto if you have not received it. Report is regarding quantitative reasoning courses appropriate for that CSU GE area. Carolyn Holcroft and Escoto will be seeking feedback. Additionally, discussion occurred around resolutions regarding CTE that were late-coming, and difficulty of having proper time to discuss ahead of plenary. One such resolution, 21.13, passed, urging colleges to include CTE faculty in discussions around CTE funding. Also announced was a new memo from Chancellor's Office regarding approval of credit courses occurring at the local college level. The state's new inventory system will be able to auto-approve courses upon submission. Discussion will occur regarding how this may affect our process, with focus on ensuring that our local approval process follows state guidelines. Day provided update on a resolution that was mentioned at the previous meeting, regarding ADT submissions with courses that have been submitted for C-ID but have not yet received C-ID approval. Resolution (15.02) passed, and senate will work with Chancellor's Office to revise guidelines. Escoto noted resolution regarding colleges grounding Apprenticeship courses, which was not approved. *[Note: point of clarification—Resolution 7.01 was approved, but amended to* ***strike*** *the first resolved that mentioned "…urge local curriculum committees to ensure that degrees and certificates are not comprised solely of apprenticeship units, but are grounded in one or more disciplines related to the program of study."]* Next plenary session will be in the spring.
e. Adding a Course Discipline	Adding a discipline to a course dictates the minimum qualifications required to adequately teach the course. At times, a discipline from another division is added to a course—what process should that go through? We don't currently have a process for this specific situation. Escoto would like to begin this conversation, so that CCC can agree on additional steps to be taken, if any, in this situation. ASCCC has written papers related to adding disciplines; Escoto will share with group. Discussion will occur at a later meeting. Question regarding disciplines being a local decision—Escoto noted that state does dictate minimum qualifications (in consultation with state senate), which are used by all CA community colleges, but the assignment of a discipline to a course is a local decision. LaManque noted related topic of creation of discipline/subject codes, such as IDS. Escoto suggested CCC team take first step of creating document listing items to consider when discussing discipline assignments.
3. Cross-Listed Course Approval Request Form	**Speaker: Isaac Escoto** Second read of document. Note that draft has been updated, based on conversation at previous meeting, to include unit information for each course, as well as a note that both CORs must match.

	Question regarding at what point in the process the form should be submitted, and if the CORs should be attached. Agreement that the finished CORs should be available when form is reviewed. Motion to approve **M/S** (Armstrong, Cooper). **Approved.**
4. New Program Application: Instructional Design & Technology Certificate of Achievement.	**Speaker: Isaac Escoto** Second read of new IDT certificate of achievement. Gay Krause and Steve McGriff, from KCI, present for discussion. Question regarding inclusion of PSE 56 on the certificate, as an elective course. Note that course has not yet been approved by the state. McGriff noted that list of elective courses was kept lean. Escoto noted that program could be approved with understanding that PSE 56 may be added. Motion to approve **M/S** (Francisco, Serna). **Approved.**
5. New Program Application: Humanities Certificate of Achievement	**Speaker: Isaac Escoto** First read of new Humanities certificate of achievement. Faculty could not attend; Escoto will share any comments or concerns. Day noted that transfer work group held special meeting to discuss; none of the courses satisfy lower division requirements for any CSU or UC. Concern from work group that, although certificate does offer good slate of courses, it doesn't actually prepare a student for transfer and is being marketed as such. Work group didn't see it as their purview to address this concern—perhaps it should be addressed by CCC. Work group recommended certificate but with reservations. Question regarding the intent behind the way certificate is packaged. Comment that the push toward STEM makes some feel like focus is being taken off of arts and humanities but that GE pattern helps serve the purpose of providing students with liberal arts and humanities education. Question as to whether the certificate is focused on getting the related grant. LaManque noted oddity of certificate not being workforce-related, although it could be of interest to a person who already has degree and wants to broaden their skill set. Noted that certificate is not being sold as such, though. Noted benefit of adding courses to get certificate to 27 units, to be eligible for financial aid—no plan to do so. No mention on application of how list of courses may overlap with local Humanities degree. Day noted that the only certificates of achievement that may be categorized as transfer are our CSU GE and IGETC certificates. Other options are CTE and local/other, which this would fall under; category includes special partnerships with other colleges. Noted that we have received no response from USF regarding either their involvement in the partnership or articulation. LaManque noted difficulty of separating discussion of grant with that of curriculum. BSS noted discussion at division regarding addition of units; recalled faculty following specific format to develop, and working with De Anza who are developing their own version. Note that grant is district-wide. Question regarding to whom the certificate is being marketed, especially around concerns of equity. Second read and possible action will occur at next meeting.
6. New Program Application: Emergency Medical Technology Non-Credit Certificate	**Speaker: Isaac Escoto** First read of new Emergency Medical Technology (EMT) non-credit certificate. Faculty could not attend. BHS noted that non-credit pathway will allow the student to sit for state licensing while taking the courses for free. LaManque noted that non-credit allows

	students to repeat courses, if necessary. If certificate is approved, we will collect apportionment for the courses at the same rate as the credit versions. Comment that repeatability helpful for students for whom English is not their first language. Second read and possible action will occur at next meeting.
7. Stand Alone Approval Request: EMT 50A	**Speaker: Isaac Escoto** First read of Stand Alone Approval Request for EMT 50A. Intent is to eventually include in a new Fire Science certificate. Second read and possible action will occur at next meeting.
8. Stand Alone Approval Request: EMT 51A	**Speaker: Isaac Escoto** First read of Stand Alone Approval Request for EMT 51A. Intent is to eventually include in a new Fire Science certificate. Second read and possible action will occur at next meeting.
9. Stand Alone Approval Request: EMT 401A	**Speaker: Isaac Escoto** First read of Stand Alone Approval Request for EMT 401A. Non-credit version of EMT 50A. Question regarding non-credit versions taught at the same time as credit version—yes, taught simultaneously. Note that outcome for students does not differ, regarding jobs, as employers unaware if student took course for credit or not. Escoto noted very specific parameters around when a course may be offered as non-credit. Question as to why non-credit course is within same subject code as credit course, and not in its own subject code. Vanatta noted that there are a few other examples, including ALCB. LaManque noted that 400-level does denote non-credit but concerned about confusion for students, when searching for courses. Question regarding differences between credit and non-credit CORs—they are mostly the same, except a grade is not given for non-credit. Note that student must have the same competency, if they intend to sit for licensing exam. Escoto asked reps to come back with feedback from their constituents regarding the use of separate subject codes for non-credit courses. Counseling expressed need for uniformity, especially for students; would like all non-credit to fall under codes beginning with NC. Question regarding allowance of two courses with same COR—LaManque noted that two credit courses may not have same COR, but can duplicate COR for non-credit. Day noted concern regarding EMT 50A & 51A as CSU transferable and possible consequences in the future, if we offer the same curriculum as non-credit. Noted possibility of adding more to CORs for credit versions or changing them to non-transferable. Second read and possible action will occur at next meeting.
10. Stand Alone Approval Request: EMT 402A	**Speaker: Isaac Escoto** First read of Stand Alone Approval Request for EMT 402A. Non-credit version of EMT 51A. Second read and possible action will occur at next meeting.
11. Division Curriculum Committee Equity Lens	**Speaker: Isaac Escoto** Importance of divisions addressing equity while doing work around curriculum. Our Curriculum Committee Responsibilities document states, “Review curricula with faculty for student equity considerations/cultural competency, which may include content,

	delivery, and/or assessment." Mentioned presentation at senate by those who attended Faculty Teaching and Learning Academy; one shared example of adjusting syllabi to address different types of learning styles. Escoto will reach out to outside groups, including student equity, for ideas on how we can ensure we're addressing equity and supporting each other to do so.
12. Curriculum Sheet Review Process	**Speaker: Isaac Escoto** At previous meeting, Escoto asked group to discuss at division level and return with information regarding division process of reviewing curriculum sheets: LA: Each department makes and reviews changes, and then sheet is presented at division CC. Process is quick. FA: Similar process to LA. PSME: Division sends out sheets to department reps. Lists of course changes maintained at division level to help ensure changes to sheets are applied. Division usually sees limited results from departments updating sheets, so updates usually happen at the division level. Counseling: Experiencing similar issues with reviewing courses and having trouble contacting faculty who are not necessarily on campus. Question regarding updating ADTs. Day noted that the changes must meet TMC requirements. Vanatta noted that, currently, ADT sheets cannot be edited in C3MS by the divisions and that, last year, she and Day reviewed each ADT and applied any necessary changes to the sheet. LaManque noted importance of ensuring proper process, and making sure that we're putting the correct information on our website, for students. Day noted impact that unit changes to courses can have on an ADT.
13. Report Out from Division Reps	**Speaker: All** Moved to next meeting, due to time constraint.
14. Good of the Order	
15. Adjournment	**3:33 PM**

Attendees: Ben Armerding (LA), Kathy Armstrong (PSME), Milissa Carey (FA), Sara Cooper (BH), Bernie Day (Articulation Officer), Leticia Delgado (CNSL), Isaac Escoto (Faculty Co-Chair), Basil Farooq (ASFC), Marnie Francisco (PSME), Robert Hartwell (FA), Kay Jones (LIBR), Gay Krause (guest—KCI), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Steve McGriff (guest—KCI), Gillian Schultz (BH), Lety Serna (CNSL), Lori Silverman (Interim Dean, PSME), 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: Nicole Kerbey

Proposed Number: EDUC (number TBD) **Proposed Units:** 4
Proposed Hours: 4 hours lecture
Proposed Transferability: IGETC/CSU
Proposed Title: Introduction to Education

Proposed Catalog Description & Requisites:
This course provides students who may be interested in teaching grades K-12 with an overview of the education system in the United States. The philosophical theories of education, history of education in the United States and major economic, political, and social policies that have affected the American school system will all be explored. In addition, the K-12 school system structure, the teaching profession, the social and cultural contexts of schooling and an overview of curriculum design will be covered.

Proposed Discipline:
Education discipline, under the newly proposed "Department of Early Childhood and Elementary Education" (expansion/rebranding of the "Child Development" program)

To which Degree(s) or Certificate(s) would this course potentially be added?
Elementary Education AD-T

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Philosophy: will briefly cover basic philosophies of Education
History: will summarize the history of the American school system
Political Science: will cover current and past political acts that have affected the American school system
Sociology: course covers the social and cultural contexts of schooling

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

AUTHENTICATED

Assembly Bill No. 1985

CHAPTER 513

An act to add Article 9 (commencing with Section 79500) to Chapter 9 of Part 48 of Division 7 of Title 3 of the Education Code, relating to Advanced Placement credit.

[Approved by Governor September 23, 2016. Filed with Secretary of State September 23, 2016.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1985, Williams. Advanced Placement credit.

Existing law requires the Board of Governors of the California Community Colleges, the Regents of the University of California, and the Trustees of the California State University, with appropriate consultation with the Academic Senates of the respective segments, to jointly develop, maintain, and disseminate a shared core curriculum in general education courses for the purposes of transfer.

This bill would, commencing January 1, 2017, require the office of the Chancellor of the California Community Colleges to begin development of, and would subsequently require each community college district to begin adoption and implementation of, a uniform policy to award a pupil who passes an Advanced Placement examination course credit for certain requirements in a course with subject matter similar to that of the Advanced Placement examination. The bill would require each community college campus to post the most recent policy on its Internet Web site. If a policy is not implemented for the entering class in the fall 2017 academic term, the bill would require the California Community Colleges to adopt and implement, commencing with the 2017–18 academic year, the Advanced Placement policy adopted by the California State University.

To the extent that this bill would impose new duties on community college districts, it would constitute a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares all of the following:

(a) It is the intent of the Legislature to establish a uniform Advanced Placement (AP) credit policy for general education within the California Community Colleges. It is the intent of the Legislature that the Chancellor of the California Community Colleges, in collaboration with the Academic Senate for the California Community Colleges, consider, when adopting the uniform policy, granting course credit to a pupil who passes an Advanced Placement examination with a minimum score of three.

(b) Studies consistently find that pupils who earn AP exam scores of three and higher are likely to demonstrate multiple measures of college success.

(c) The lack of a uniform AP credit policy often serves as an academic and financial barrier for students enrolling in California Community Colleges and is a transfer obstacle for many pupils.

SEC. 2. Article 9 (commencing with Section 79500) is added to Chapter 9 of Part 48 of Division 7 of Title 3 of the Education Code, to read:

Article 9. Advanced Placement Credit

79500. (a) The office of the Chancellor of the California Community Colleges shall, in collaboration with the Academic Senate for California Community Colleges, do both of the following:

(1) Commencing January 1, 2017, begin development of, and each community college district subsequently shall begin adoption and implementation of, a uniform policy to award a pupil who passes an Advanced Placement examination course credit for California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, or local community college general education requirements, as appropriate for the pupil's needs, in a course with subject matter similar to that of the Advanced Placement examination.

(2) Periodically review and adjust the policy adopted pursuant to subdivision (a) to align it with policies of other public postsecondary educational institutions.

(b) If the policy to be adopted pursuant to subdivision (a) is not implemented for the entering class in the fall 2017 academic term, the California Community Colleges shall adopt and implement, commencing with the 2017–18 academic year, the Advanced Placement policy adopted by the California State University.

(c) Each community college campus shall post on its Internet Web site the most recent policy adopted pursuant to this section.

SEC. 3. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

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FOOTHILL COLLEGE
College Curriculum Committee
Noncredit Subject Codes Policy Proposal

The Foothill College Curriculum Committee has previously approved the use of 400-499 as course numbers for noncredit courses.

Additionally, many noncredit course subject codes begin with "NC." Noncredit subject codes currently include:

ALCB
EMR
EMT
NCBH
NCBS
NCEL
NCLA
NCP
NCSV

To avoid confusion for students, faculty, and staff, especially in cases where the same subject code is used for both credit and noncredit courses, **it is proposed that all noncredit courses begin with "NC**."

Draft

06/28/16

MEMO

Request: The designation for EMR, EMT and EMTP be changed to EMS.

Reason for Request: To reduce confusion for students attempting to differentiate between the Paramedic (EMTP), EMT, and EMR course offerings. By creating one designation, the **individual course titles** will serve as a guide for the interested student rather than the designation code.

The following courses would be affected by this change. The EMT credit course numbers would change.

EMR – Current Designation
50 EMERGENCY MEDICAL RESPONSE
400 EMERGENCY MEDICAL RESPONSE

EMT – Current Designation
50 EMERGENCY MEDICAL TECHNICIAN: BASIC PART A **– Renumber to 52**
50A EMERGENCY MEDICAL TECHNICIAN SIMULATION LABORATORY I **– Renumber to 52A**
51 EMERGENCY MEDICAL TECHNICIAN: BASIC PART B **– Renumber to 53**
51A EMERGENCY MEDICAL TECHNICIAN SIMULATION LABORATORY II **– Renumber to 53A**
203 EMERGENCY MEDICAL TECHNICIAN: BASIC CONTINUING EDUCATION
120 EMERGENCY MEDICAL SERVICES ACADEMY
401 EMERGENCY MEDICAL TECHNICIAN: BASIC PART A
401A EMERGENCY MEDICAL TECHNICIAN SIMULATION LABORATORY I
402 EMERGENCY MEDICAL TECHNICIAN: BASIC PART B
402A EMERGENCY MEDICAL TECHNICIAN SIMULATION LABORATORY II

EMTP – Current Designation
60A PARAMEDIC COGNITIVE & AFFECTIVE IA
60B PARAMEDIC COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB
61A PARAMEDIC COGNITIVE & AFFECTIVE IIA
61B PARAMEDIC COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIB
62A PARAMEDIC COGNITIVE & AFFECTIVE IIIA
62B PARAMEDIC COGNITIVE, AFFECTIVE & PSYCHOMOTOR IIIB
63A PARAMEDIC HOSPITAL SPECIALTY ROTATIONS
63B PARAMEDIC HOSPITAL EMERGENCY DEPARTMENT ROTATIONS
64A PARAMEDIC AMBULANCE FIELD INTERNSHIP I
64B PARAMEDIC AMBULANCE FIELD INTERNSHIP II
200 PARAMEDIC ACADEMY

Faculty Requestor: Dave Huseman
Approved by the BHS Division: 6/10/16

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

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 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

For authorized use only

View for Printing (New Window) *Run Compare Utility (New Window)*

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
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 #: ALTW 223

Course Title: Independent Living Skills: Financial Literacy

Catalog Description:

Basic banking and personal saving concepts with emphasis placed on establishing credit and responsible credit card use, personal budgeting, connecting employment choices to financial outcomes and making responsible financial choices. Intended for students with disabilities enrolled in the Transition to Work Program.

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

BS 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

_____ 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:

- 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?)

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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

This course is part of a vocational program for students with more severe cognitive disabilities seeking vocational training and independent living skills. It meets both standards (1) and (2) mentioned above.

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.)

The Transition to Work Program is for students with disabilities who are not ready or are not able to take regular college classes. The year-long vocational program offers a series of classes each quarter relating to work.

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)

BS 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)

BS 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)

BS 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: Benjamin Schwartzman **Date:** 11/1/16

Division Curriculum Representative: Leticia Serna **Date:** 11/1/16

Date of Approval by Division Curriculum Committee: **Date:** 11/1/16

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

Submissions Course Outline Editor

Return to Administration

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Adaptive Learning

ALTW 223 INDEPENDENT LIVING SKILLS: FINANCIAL LITERACY

Edit Course Outline

ALTW 223 **INDEPENDENT LIVING SKILLS: FINANCIAL LITERACY** **Summer 2017**

4 hours lecture. **4 Units**

Total Contact Hours: 48 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 144 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 4 **Lab Hours:** 0 **Weekly Out of Class Hours:** 8

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

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:** 6/4/15

Division Dean Information -

Seat Count:	Load Factor:	FOAP Code:
25	.089	122010131081493031

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is a requirement for the Transition to Work Program, a program for students with disabilities who are not ready to take regular college classes. An understanding of banking, saving and personal budgeting will assist students moving toward work and independence.

1. Description -

Basic banking and personal saving concepts with emphasis placed upon establishing credit and responsible credit card use, personal budgeting, connecting employment choices to financial outcomes, and making responsible financial choices. Intended for students with disabilities enrolled in the Transition to Work Program.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. Use banking tools, including:
    1. Savings and checking accounts
    2. ATM cards
    3. Debit cards
    4. Online accounts
    5. Direct deposit
B. Understand how banks and credit unions operate
C. Explain how credit works and factors that affect credit
D. Recognize the importance of employment choices for financial independence
E. Read a paycheck and understand deductions
F. Develop an understanding of options for saving that may be offered from a job, including:
    1. Basic retirement savings
    2. Flexible spending accounts
G. Research typical expenses incurred when living independently, including:
    1. Rent
    2. Utilities
    3. Food
    4. Entertainment
H. Prepare a personal budget and develop system for cash flow management
I. Minimize the risk of identity theft

3. Special Facilities and/or Equipment -

Accessible classroom with computer projection equipment, document camera and internet access.

4. Course Content (Body of knowledge) -

A. Types of financial institutions and services provided
B. Checking accounts and savings accounts
    1. Setting up an account
    2. The purpose of different accounts
    3. Managing and monitoring money in accounts
C. Use of ATM and debit cards
D. Building and managing credit
    1. Evaluate costs, benefits and pitfalls of credit cards
    2. Maintaining a good credit score
    3. Explanation of how credit is damaged

4. Identify how credit cards and debit cards differ

E. Employment and financial independence
   1. Earning potential for different jobs
   2. Plan to reach job goal
   3. Saving programs that may be offered by an employer, including:
      a. Basic retirement accounts
      b. Flexible spending accounts
   4. Reading a paycheck
      a. Gross pay versus net pay
      b. Taxes
      c. Payroll deductions

F. Budget based on expected income and expenses
   1. Setting financial goals
   2. Planning for unexpected expenses
   3. Researching and comparing realistic expenses
   4. Making wise budgeting decisions
   5. Managing cash flow to avoid overspending
   6. Paying bills

G. Internet and financial safety
   1. Appropriate personal information sharing and passwords
   2. Identity theft
   3. Consumer rights and protection laws

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Group and individual projects
B. Participation in in-class activities
C. Quiz/Final exam

7. Representative Text(s) -

Ryan, Joan. Personal Financial Literacy. 2nd ed. Cengage Learning, 2012. ISBN-13 9780840058294.

8. Disciplines -

Disabled Students Services and Programs

9. Method of Instruction -

Lecture, discussion, industry guest speakers, cooperative learning exercises.

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. Students identify appropriate jobs and determine average yearly salary through internet research.
B. Students research the current rental market to determine average rent for suitable accommodations.
C. Students create plan for of expenses for independent living, including rent, entertainment, utilities, phone, and transportation costs.
D. Students compare credit cards rates and offers, create a presentation and report findings to class.
E. Students read chapter one of textbook and define key terms.
F. Students visit the Federal Trade Commission website at www.consumer.ftc.gov to locate information on protecting identity. Complete a worksheet and present answers to classmates.
G. Students write a 250 word reflection paper on industry speaker presentation.

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 #: ALTW 229

Course Title: Healthy Relationships

Catalog Description:

Development of understanding of personal boundaries and making positive choices in relationships. Emphasis placed upon increasing self-esteem, developing appropriate personal rules for intimate, personal, professional and general relationships and recognizing and effectively handling personal safety issues. Provides students with disabilities tools to effectively communicate and make good relationship choices. Intended for students enrolled in the Transition to Work program.

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

X 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

_____ 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:

- 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?)

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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: 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:

This course is part of a vocational program for students with more severe cognitive disabilities seeking vocational training and independent living skills. It meets both standards (1) and (2) mentioned above.

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.)

The Transition to Work Program is for students with disabilities who are not ready or are not able to take regular college classes. The year-long vocational program offers a series of classes each quarter relating to work.

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)

BS 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)

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

FOOTHILL COLLEGE

Criteria E. – Compliance (please initial as appropriate)

BS 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: Benjamin Schwartzman **Date:** 11/1/16

Division Curriculum Representative: Leticia Serna **Date:** 11/1/16

Date of Approval by Division Curriculum Committee: **Date:** 11/1/16

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

Submissions Course Outline Editor

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Adaptive Learning

ALTW 229 HEALTHY RELATIONSHIPS

Edit Course Outline

ALTW 229 **HEALTHY RELATIONSHIPS** **Summer 2017**

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:** 0 **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: Non-Applicable **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:** 6/4/15

Division Dean Information -

Seat Count:	Load Factor:	FOAP Code:
25	.067	122010131081493031

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is a requirement for the Transition to Work Program, a program for students with disabilities who are not ready to take regular college classes. The knowledge and skills required to develop healthy relationships will assist students moving toward work and independence.

1. Description -

Development of understanding of personal boundaries and making positive choices in relationships. Emphasis placed upon increasing self-esteem, developing appropriate personal rules for intimate, personal, professional and general relationships, and recognizing and effectively handling personal safety issues. Provides students with disabilities tools to effectively communicate and make good relationship choices. Intended for students with disabilities enrolled in the Transition to Work program.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. Understand different types of relationships in their lives
B. Define appropriate boundaries for each type of relationship
C. Recognize unhealthy relationships and abuse
D. Analyze choices so that they make decisions leading to healthy relationships
E. Develop a personal code of conduct
F. Understand the importance of self-care in communicating respect for yourself and others and supporting self-esteem
G. Identify behaviors involved in physical, psychological/emotional, financial and cyber safety
H. Demonstrate effective communication, active listening and body language in the context of healthy relationship development
I. Develop strategies to reduce bullying

3. Special Facilities and/or Equipment -

Accessible classroom with computer projection equipment, document camera and internet access.

4. Course Content (Body of knowledge) -

A. Types of relationships
    1. Intimate relationships
    2. Family relationships
    3. Friends
    4. Acquaintances
    5. General community members
B. Personal boundaries based on the type of relationship
    1. Appropriate touches for each relationship
    2. Concentric circles of levels and stages of relationships
    3. Levels of conversation
        a. Common questions and discussion topics in general, personal and intimate conversations
    4. Developing trust
C. Unhealthy relationships and abuse
    1. The spectrum of unhealthy relationships ranging from subtle to explicit and illegal behaviors
    2. Red flag behaviors that signal potentially unhealthy relationships
    3. Seeking help
D. Analyzing choices for healthy decision-making

1. Legal issues
2. Ethical questions
3. Physiological, psychological and social safety concerns
4. Appropriateness for the situation
5. Alignment with individual values

E. Developing a personal code of conduct
1. Making friends and keeping friends
2. Attraction and dating
3. Building a safety net of people to help and support when needed

F. Supporting self-esteem
1. Positive self-talk
2. Communicating self-respect through personal hygiene and grooming
3. Giving and receiving respectful feedback
4. Stress reduction

G. Physical, psychological/emotional, financial and cyber safety
1. Actions that can cause physical harm
2. Examples of psychological abuse
3. Retaining control of money and gifts
4. Appropriate use of social networking sites and cell phones
    a. Safe disclosure of information
    b. Fact checking new online acquaintances
    c. Avoidance of posting risky information
    d. Sexually explicit pictures and material

H. Effective communication
1. Use of body language in communication
2. Active listening
3. Resolving conflict
4. Use of “I” statements
5. Self-advocacy

I. Anti-bullying
1. Identify types of bullying
2. Strategies for dealing with bullies
3. Strategies if you are the bully
4. Peer intervention

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Group and individual projects
B. In-class participation
C. Quiz/Final exam

7. Representative Text(s) -

Loiewski, Diana and Tarane Sondoozi. Healthy Relationships: Making Good Decisions Begins with You! 2014. ISBN: 978-0-9852491-5-1

8. Disciplines -

Disabled Students Services and Programs

9. Method of Instruction -

Lecture, discussion, cooperative learning exercises, examination of case studies.

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. Students read Levels of Conversation on pages 47-49 in textbook, and list questions that might be asked in general conversation, personal conversation and intimate conversation.
B. After viewing movie clips containing instances of bullying and discussing what students were feeling, seeing, hearing and experiencing in class, students write a reflection paper on different strategies to change the situation.
C. Students write their own positive self-talk and repeat it daily.
D. Students read a scenario that describes a situation where trust was violated, and prepare written answers to questions.
E. Students review their social media presence and that of people they know, and prepare a paragraph on changes necessary to ensure safety.
F. Students have assigned weekly journal entries to analyze and reflect upon communication.

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 #: NCEL 470

Course Title: Low to Intermediate Vocational ESL for Food Workers

Catalog Description:

Introductory low to intermediate level vocational English course for non-native speakers in the food service industry. Focus on improving comprehension and communication in a food service workplace.

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

x 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

_____ 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:

NA

- 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?)

  NA

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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: 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:

1. Primary: offer academic and vocational instruction at the lower division level.
   -- This course is focused on offering vocational instruction at the non-credit level.
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
   --The course is designed to improve students' workplace English, which in turn will strengthen California's work force.

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.)

Student need:

This course is designed to improve students overall English and specifically their restaurant English. After interviewing several chefs and restaurant managers, it became apparent that as restaurant workers' English improves so does their position, pay and job security. Workers are often stopped from advancing into the most well paid management positions of sous chef and chef simply because they do not have the English competency needed for those positions.

Need in the service area:

The food and beverage industry is a thriving one in the Bay Area with hospitality and tourism cited as one of the top industry clusters predicted to grow. In the South Bay alone, there were over 300 job positions listed between June 3 and June 10, 2016. -Craigslist Foothill could benefit many in our service area by offering a NCEL course for food workers as the need for restaurant workers and specifically cooks in San Benito and Santa Clara Counties "is expected to grow much faster than average growth rate for all occupations. Jobs for Cooks, Restaurant are expected to increase by 24.2 percent, or 1,460 jobs between 2012 and 2022." -State of California Employment Development Department.

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.

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

MJ 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)

MJ 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)

MJ 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: Melissa Jaquish **Date:** 6/10/16

Division Curriculum Representative: Ben Armerding **Date:** 11/4/16

Date of Approval by Division Curriculum Committee: **Date:** 11/16/16

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

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Language Arts

NCEL 470 LOW TO INTERMEDIATE VOCATIONAL ESL FOR FOOD WORKERS

Edit Course Outline

NCEL 470 LOW TO INTERMEDIATE VOCATIONAL ESL FOR FOOD WORKERS **Summer 2017**

48 hours total. **0 Units**

Total Contact Hours: 48 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 48 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 4 **Lab Hours:** 0 **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: Repeating the course will give students an expanded educational experience because the course will depend, in part, on a student's context. The student's situation will often be different each time a student takes the course. Example: If the student takes the course when they are a dishwasher, the type of English the student will be using at work will vary quite a bit from the English they will need to use if they get promoted to prep cook. Example: A student may go from working in catering to working in a restaurant so the language needed will vary. As a student's context changes, so will aspects of the course's content.

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:** 6/6/16

Division Dean Information -

Seat Count: 43 **Load Factor:** .061 **FOAP Code:** 114000123041493085

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is part of a sequence of courses that provides students with English language skills in preparation for work in the food service industry.

1. Description -

Introductory low-to-intermediate level vocational English course for non-native speakers in the food service industry. Focus on improving comprehension and communication in a food service workplace.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. identify and pronounce basic kitchen vocabulary, such as ingredients, kitchen utensils, and equipment.
B. understand and engage in basic conversation related to food preparation.
C. understand and produce common safety language.
D. understand and produce common sanitation and food storage language.
E. read and understand typical work forms.

3. Special Facilities and/or Equipment -

Kitchen/cooking realia.

4. Course Content (Body of knowledge) -

A. Identify and pronounce basic kitchen vocabulary, such as ingredients, kitchen utensils, and equipment
    1. Common ingredients
        a. Recognize/comprehend vocabulary for common vegetables/meats/fruits/seasonings
        b. Pronounce common vegetables/meats/fruits/seasonings
    2. Common kitchen utensils and equipment
        a. Recognize/comprehend vocabulary for common kitchen utensils and equipment
        b. Pronounce common kitchen utensils and equipment
B. Understand and engage in basic conversation related to food preparation
    1. Understand and use low-to-intermediate level grammar
        a. Present tense and aspects (present simple, present continuous)
        b. Past tense
        c. Future
        d. Imperatives (e.g., Boil the potatoes)

e. Clarification questions (e.g., Did you say…?)
f. Modals to ask questions (e.g., Should I …?)
g. Prepositions of location (e.g., in, on, next to)

2. Basic cooking techniques/food preparation
    a. Recognize verbs associated with basic cooking (e.g., boil, cut)
    b. Pair correct verb with the corresponding utensil (e.g., pots are used to boil/steam)

C. Understand and produce common safety language
1. Safety
    a. Basic safety vocabulary (e.g., Slippery!)
    b. Basic safety warnings (e.g., It's hot! Watch out!)
    c. Know body parts and describe basic injuries (e.g., burn, cut)

D. Understand and produce common sanitation and food storage language
1. Sanitation
    a. Basic sanitation postings (e.g., Wash hands)
    b. Know vocabulary for common cleaning procedures (e.g., soap, wash, rinse, sanitize)
2. Food storage
    a. Read, write, understand expiration dates on food

E. Read and understand typical work forms
1. Information about benefits, wages
2. Paychecks
3. Hiring papers
4. Work schedule

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. In-class assignments.
1. Individual work.
2. Pair and group work.

B. Class performance.
C. Speaking/pronunciation exercises.
D. Listening and speaking exercises.
E. Informal evaluations.

7. Representative Text(s) -

A. Grammar:
1. Elbaum, Sandra and Judi P. Pemán. Grammar in Context: Basic. 5th ed. Boston: Heinle Cengage, 2010.

B. Dictionary:
1. Longman Dictionary of American English. 5th ed. White Plains, NY: Pearson Education, Inc. 2014.

C. Other Instructional Materials:
1. Instructor will provide food service specific materials, such as vocabulary lists, food safety worksheets, work oriented readings, and workplace role-plays.

D. Suggested online sources:
1. Sunrise Basic Training: Food Service Series. http://sunrisebasictraining.com/index.html
2. ServSafe California Food Handler Guide. https://www.servsafe.com/home
3. English for My Job: http://www.englishformyjob.com/ell_foodandbeverage.html

8. Disciplines -

ESL Noncredit Instruction

9. Method of Instruction -

Lecture, Discussion, Oral presentations, Demonstration, Role Plays.

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. Readings in the text.
B. Work related readings.
C. Vocabulary exercises.

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 #: NCEL 471

Course Title: Intermediate to Advanced Vocational ESL for Food Workers

Catalog Description:

Intermediate to advanced level vocational English course for non-native speakers in the food service industry. Focus on improving comprehension and communication in a food service workplace.

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

x 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

_____ 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:

NA

- 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?)

  NA

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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: 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:

1. Primary: offer academic and vocational instruction at the lower division level.
   -- This course is focused on offering vocational instruction at the non-credit level.
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
   --The course is designed to improve students' workplace English, which in turn will strengthen California's work force.

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.)

Student need:

This course is designed to improve students overall English and specifically their restaurant English. After interviewing several chefs and restaurant managers, it became apparent that as restaurant workers' English improves so does their position, pay and job security. Workers are often stopped from advancing into the most well paid management positions of sous chef and chef simply because they do not have the English competency needed for those positions.

Need in the service area:

The food and beverage industry is a thriving one in the Bay Area with hospitality and tourism cited as one of the top industry clusters predicted to grow. In the South Bay alone, there were over 300 job positions listed between June 3 and June 10, 2016. -Craigslist Foothill could benefit many in our service area by offering a NCEL course for food workers as the need for restaurant workers and specifically cooks in San Benito and Santa Clara Counties "is expected to grow much faster than average growth rate for all occupations. Jobs for Cooks, Restaurant are expected to increase by 24.2 percent, or 1,460 jobs between 2012 and 2022." -State of California Employment Development Department.

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.

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

MJ 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)

MJ 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)

MJ 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: Melissa Jaquish **Date:** 6/10/16

Division Curriculum Representative: Ben Armerding **Date:** 11/4/16

Date of Approval by Division Curriculum Committee: **Date:** 11/16/16

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

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Language Arts

NCEL 471 INTERMEDIATE TO ADVANCED ESL FOR FOOD WORKERS

Edit Course Outline

NCEL 471 INTERMEDIATE TO ADVANCED ESL FOR FOOD WORKERS **Summer 2017**

48 hours total. **0 Units**

Total Contact Hours: 48 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 48 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 4 **Lab Hours:** 0 **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: Repeating the course will give students an expanded educational experience because the course will depend, in part, on a student's context. The student's situation will often be different each time a student takes the course. Example: If the student takes the course when they are a prep cook, the type of English the student will be using at work will vary quite a bit from the English they will need to use if they get promoted to grill. Example: A student may go from working in catering to working in a restaurant so the language needed will vary. As a student's context changes, so will aspects of the course's content.

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:** 6/6/16

Division Dean Information -

Seat Count: 43 **Load Factor:** .061 **FOAP Code:** 114000123041493085

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is part of a sequence of courses that provides students with English language skills in preparation for work in the food service industry.

1. Description -

Intermediate-to-advanced level vocational English course for non-native speakers in the food service industry. Focus on improving comprehension and communication in a food service workplace.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. understand and produce intermediate-to-advanced vocabulary and engage in conversation related to safety and food handling procedures.
B. understand and produce intermediate-to-advanced vocabulary and engage in conversation related to food preparation.
C. follow recipes and read/convert units of measurement.
D. read workplace communications, such as food tickets and invoices.
E. interact with customers concerning questions, orders, and complaints.
F. use and pronounce language needed for job interactions and advocacy (ask for a raise/advancement).

3. Special Facilities and/or Equipment -

Kitchen/cooking realia.

4. Course Content (Body of knowledge) -

A. Understand and produce intermediate-to-advanced vocabulary and engage in conversation related to on the job safety and food handling procedures
    1. Safety
        a. Understand intermediate-to-advanced safety instructions (e.g., Don't wear jewelry while operating, Bend your knees when lifting)
        b. Describe injuries and ask for help
    2. Food handling
        a. Safe food preparation (e.g., cross contamination)
        b. Safe food service (e.g., food temperature)
        c. Safe food storage (e.g., rotating stock)
B. Understand and produce intermediate-to-advanced vocabulary and engage in intermediate-to-

advanced conversation related to food preparation

1. Understand and use intermediate-to-advanced level grammar
    a. Present tense and aspects (present simple, present continuous)
    b. Past tense and aspects (past simple, past progressive, present perfect)
    c. Future tense
    d. Questions in various tenses/aspects (e.g., Am I late? Have you seen…?)
2. Cooking techniques and equipment
    a. Recognize intermediate-to-advanced cooking verbs (e.g., julienne, dice, baste)
    b. Recognize more specified cooking utensils needed for their specific restaurant (e.g., chinois, mandolines)
    c. Pair correct verb with the corresponding utensil (e.g., Mandolines are used to slice)

C. Follow recipes and read/convert units of measurement
1. Read basic recipes
    a. Know verbs common in recipes (e.g., dice, chop, steam)
    b. Cooking terms in typical recipes (e.g., dredge, thicken, sprinkle)
2. Read and convert units of measurement
    a. Basic units of measure and their abbreviations (e.g., tbsp = tablespoon)
    b. Reduce and increase measurements (e.g., double the salt)

D. Read workplace communications: food tickets and invoices
1. Read food tickets
    a. Understand common restaurant abbreviations (e.g., S.O.S = sauce on the side)
    b. Understand common food ticket communications (e.g., Allergy! Extra sauce)
2. Read invoices (e.g., quantity, product)

E. Interact with customers concerning questions, orders, and complaints
1. Respond to food related questions (e.g., Does this have nuts? Is this vegan?)
2. Clarification strategies
3. Restate orders/requests
4. Apologize for mistakes
5. Offer to correct mistakes (e.g., Can I get you a different salad?)

F. Use and pronounce language needed for job interactions and advocacy (ask for a raise/advancement)
1. Make small talk with bosses and supervisors
2. Call in sick
3. Apology language (e.g., for being late)
4. Explain reasons for being late/absent
5. Advocacy
    a. Ask for a raise
    b. Ask for a promotion
    c. Ask for time off/vacation
    d. Report misconduct/harassment to management
    e. Be aware of where/how to report misconduct/harassment at a city/state level

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. In-class assignments.
1. Individual work.
2. Pair and group work.

B. Class performance.
C. Speaking/pronunciation exercises.
D. Listening and speaking exercises.
E. Informal evaluations.

7. Representative Text(s) -

A. Grammar:
1. Elbaum, Sandra and Judi P. Pemán. Grammar in Context: Basic. 5th ed. Boston: Heinle Cengage, 2010.

B. Dictionary:
1. Longman Dictionary of American English. 5th ed. White Plains, NY: Pearson Education, Inc., 2014.

C. Other Instructional Materials:
1. Instructor will provide food service specific materials, such as vocabulary lists, food safety

worksheets, work oriented readings, and workplace role-plays.

D. Suggested online sources:
   1. Sunrise Basic Training: Food Service Series. http://sunrisebasictraining.com/index.html
   2. ServSafe California Food Handler Guide. https://www.servsafe.com/home
   3. English for My Job: http://www.englishformyjob.com/ell_foodandbeverage.html

8. Disciplines -

ESL Noncredit Instruction

9. Method of Instruction -

Lecture, Discussion, Oral presentations, Demonstration, Role Plays.

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. Readings in the text.
B. Work related readings.
C. Vocabulary exercises.

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 #: NCEL 480

Course Title: ESL for Job Searching

Catalog Description:

Designed to teach English for job searching to non-native speakers. Focus on developing reading/writing/speaking/listening skills needed for job searching and interviewing as well as improved understanding of American work culture.

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

x 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

_____ 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:

NA

- 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?)

  NA

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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: 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:

1. Primary: offer academic and vocational instruction at the lower division level.
   -- This course is focused on offering vocational instruction at the non-credit level.
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
   --The course is designed to improve students' job searching English and abilities, which in turn will strengthen California's work force.

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.)

Student need:

This course is designed to improve students overall English and specifically their job searching English. Looking for jobs online, writing resumes, and preparing for job interviews are very challenging and this challenge is only compounded when English is a second language. This course can enable students to not only find but also get hired for positions that may have been out of reach otherwise.

Need in the service area:

Foothill's service area will see an increase in employment since "industry employment … in Santa Clara and San Benito counties, is expected to reach 1,129,100 by 2022, an increase of 14 percent over the 10-year projections period. Twelve of 13 nonfarm industry sectors are projected to grow between 2012 and 2022." -State of California Employment Development Department. There will be many new jobs but students may be unable to access or get hired for these jobs if their job search skills are not refined.

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.

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

MJ 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)

MJ 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)

MJ 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: Melissa Jaquish **Date:** 6/10/16

Division Curriculum Representative: Ben Armerding **Date:** 11/4/16

Date of Approval by Division Curriculum Committee: **Date:** 11/16/16

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

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Language Arts

NCEL 480 ESL FOR JOB SEARCHING

Edit Course Outline

NCEL 480 ESL FOR JOB SEARCHING **Summer 2017**

48 hours total. **0 Units**

Total Contact Hours: 48 *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 48 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 4 **Lab Hours:** 0 **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: Repeating the course will give students an expanded educational experience because the course will depend, in part, on a student's context. The student's situation will often be different each time a student takes the course. Example: A student may initially take the course when they are applying for lower level jobs that only require an application. The next time they take the course, they may be applying for jobs that require a resume. Example: A student may initially take the course when they are only being interviewed in their native language. The next time they take the course, they may be interviewing only in English. As a student's context changes, so will aspects of the course's content.

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:** 6/6/16

Division Dean Information -

Seat Count: 43 **Load Factor:** .061 **FOAP Code:** 114000123041493085

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course provides students with English language skills needed to find a job or a better position.

1. Description -

Designed to teach English for job searching to non-native speakers. Focus on developing reading/writing/speaking/listening skills needed for job searching and interviewing as well as improved understanding of American work culture.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. develop job search skills.
B. navigate interviews and discuss their skills, training, and education.
C. demonstrate knowledge of American work culture.

3. Special Facilities and/or Equipment -

Lecture room equipped with overhead projector, white/black board, and a demonstration computer connected online. Computer laboratory equipped with online computers, network server access, and printers.

4. Course Content (Body of knowledge) -

A. Develop job search skills
    1. Compose and update resume
        a. Vocabulary used to describe work experience
        b. Appropriate names and titles of jobs/positions
        c. Standard American resume form
    2. Perform basic Internet job searches
        a. Use key words in search engines and online job sites (e.g., Craigslist)
        b. Interpret vocabulary typical in want ads (e.g., job requirements, duties, salary)
    3. Apply for jobs
        a. Understand and fill out paper job applications
        b. Understand and fill out online job applications
        c. Vocabulary and grammar for basic email/cover letter for prospective employers
B. Navigate interviews and discuss skills, training, and education
    1. Polite/formal English
        a. Standard greetings
        b. Polite forms of address (e.g., Mr., Ms.)

2. Answer questions about education, skills, experience
    a. Use correct tense (e.g., past vs present perfect)
    b. Vocabulary and grammar to describe education
    c. Vocabulary and grammar to describe skills
    d. Vocabulary and grammar to describe experience
3. Ask culturally appropriate questions about the job (e.g., pay, benefits)
4. Display culturally appropriate non-verbal language
    a. Eye contact
    b. Handshake
    c. Confident body language

C. Demonstrate knowledge of American work culture
1. American work values
    a. Timeliness
    b. Directness
    c. Respecting diversity
    d. Expected behavior with superiors/peers
2. Appropriate dress standard for specific jobs
3. Appropriate work “small talk”

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. In-class assignments.
1. Individual work.
2. Pair and group work.

B. Class performance.
C. Listening and speaking exercises.
D. Job search vocabulary use.
E. Informal evaluations.
F. Role-play job interview.
G. Filled out applications.
H. Resumes.

7. Representative Text(s) -

A. Grammar:
1. Gaer, Susan and Sarah Lynn. Project Success 5. White Plains, NY: Pearson Education, Inc., 2014.

B. Dictionary:
1. Longman Dictionary of American English. 5th ed. White Plains, NY: Pearson Education, Inc., 2014.

C. Other Instructional Materials:
1. Instructor will provide job search specific materials, such as key words for job search sites, vocabulary lists, examples of want ads/job applications/resumes, job search related readings, and interview role-plays.

8. Disciplines -

ESL Noncredit Instruction

9. Method of Instruction -

Lecture, Discussion, Oral presentations, Demonstration, Role Plays.

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. Readings in text.
B. Job search related readings.
C. Vocabulary exercises.
D. Resume and cover letter writing.

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 #: PSE 56

Course Title: SEMINAR IN TEACHING PRE-COLLEGIATE MATHEMATICS

Catalog Description:

Strategies to successfully teach topics in pre-collegiate mathematics. Topics include number theory, fraction operations, proportional reasoning, statistics, linear relationships and problem solving. Intended as professional development for middle and high school mathematics teachers.

Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> 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:

Certificate of Achievement in Instructional Design & 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?)

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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: 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:

This course support Mission #2 above, to contribute to work force development by addressing the need for continual teacher training in K-12

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.)

This course is a restricted support course for instructional technology integration in pre-collegiate mathematics courses within the broader curriculum of the proposed Certificate of Achievement in Instructional Design & Technology. It is widely understood that the need for computer literacy outpaces the growth and complexity in technology. A certificate in instructional technology will enable teachers in K-12 education, higher education and corporate education to implement technology-driven delivery mechanisms in order to most effectively enhance learning.

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)

KA ___ 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)

KA ___ 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)

KA ___ 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: Sumi Sukumar **Date:** 11/15/16
Division Curriculum Representative: K Armstrong, M Francisco **Date:** 11/15/16
Date of Approval by Division Curriculum Committee: **Date:** 11/15/16
College Curriculum Co-Chairperson: **Date:**

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Physical Sciences, Mathematics & Engineering

PSE 56 SEMINAR IN TEACHING PRE-COLLEGIATE MATHEMATICS

Edit Course Outline

PSE 56 **SEMINAR IN TEACHING PRE-COLLEGIATE MATHEMATICS** **Summer 2017**

1 hour lecture. **1 Unit**

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

Total Student Learning Hours: 36 *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 1 **Lab Hours:** 0 **Weekly Out of Class Hours:** 2

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

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU **Validation:** 1/29/16

Division Dean Information -

Seat Count:	Load Factor:	FOAP Code:
40	.022	114000125091190100

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is a restricted support course for instructional technology integration in pre-collegiate mathematics courses within the broader curriculum of the proposed Certificate of Achievement in Instructional Design & Technology. It is widely understood that the need for computer literacy outpaces the growth and complexity in technology. A certificate in instructional technology will enable teachers in K-12 education, higher education and corporate education to implement technology-driven delivery mechanisms in order to most effectively enhance learning.

1. Description -

Strategies to successfully teach topics in pre-collegiate mathematics. Topics include number theory, fraction operations, proportional reasoning, statistics, linear relationships and problem solving. Intended as professional development for middle and high school mathematics teachers.

Prerequisite: None

Co-requisite: None

Advisory: Completion of MATH 105 or 108 or the equivalent; basic competency in using computers and online software.

2. Course Objectives -

The student will be able to:

A. Apply instructional strategies to successfully teach number theory ideas to find patterns in factoring whole numbers
B. Use manipulatives to enhance students' understanding of fraction models and conceptual problem solving
C. Develop skills to effectively teach proportional reasoning topics
D. Use effective instructional strategies to teach statistical variability, data distribution and interpretation
E. Apply instructional techniques to teach linear relationships and functions
F. Match algebra skills with interesting problem solving strategies

3. Special Facilities and/or Equipment -

A. When offered on/off campus: Lecture room equipped with LCD projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with online PCs and/or Macintosh computers, network server access, and printers.
B. When taught via the Internet: Students must have current email accounts and/or ongoing access to computers with email software, web browsing capability, and access to the World Wide Web.

4. Course Content (Body of knowledge) -

A. Teach number theory
    1. Apply strategies to find patterns in factoring whole numbers
    2. Explain identification of prime and composite numbers
    3. Explain prime factorization (common multiple, greatest common factor)
    4. Explain Fundamental theorem of arithmetic
    5. Develop strategies to integrate technology into instructing this topic
    6. Define academic vocabulary for number theory
B. Teach fraction models and conceptual problem solving
    1. Apply strategies to use manipulatives to explain part of a whole, whole/part comparison, common denominators, comparing fractions
    2. Use spreadsheets for adding, subtracting and problem solving with fractions
    3. Develop techniques to use collaborative work in the classroom
    4. Define academic vocabulary for fractions
C. Teach proportional reasoning topics

1. Solve multi-step problems involving rates, ratios, percent, and proportional relationships
2. Lead students to translate between percent, decimals, and fractions, represent percent increase and decrease as multiplication
3. Develop models for solving ratio problems
4. Implement collaborative math project activity in classroom using proportional reasoning, rates and percent problems
5. Define academic vocabulary for proportional reasoning

D. Teach statistical variability, data distribution and interpretation
1. Integrate software tools and technology into data representation and interpretation
2. Integrate software tools for linear association of bivariate data
3. Explain probability concepts
4. Define academic vocabulary for statistical variability, data distribution and interpretation

E. Teach linear relationships and functions
1. Apply strategies to represent quantitative relationships graphically
2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions)
3. Apply graphing strategies and techniques
4. Define academic vocabulary for linear relationships and functions

F. Match algebra skills with problem solving strategies
1. Apply general problem solving strategies
2. Teach how to solve problems using patterns through collaborative learning
3. Incorporate technology and critical thinking into problem solving in math classrooms
4. Analyze instructional methods to emphasize communication, collaboration, and creativity blended with the mathematics content and technology
5. Define academic vocabulary for mathematics problem solving

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency by:

A. Developing an integrated student-centered, technology enhanced lesson plan or activity
B. Presenting the project to peers for feedback
C. Making constructive contributions to class discussions
D. Completing coursework assignments in group collaboration and individually

7. Representative Text(s) -

Van De Walle, John A., Karen S. Karp, and Jennifer M. Bay-Williams. Elementary and Middle School Mathematics: Teaching Developmentally. 1st ed. Boston, MA: Allyn & Bacon, 2012.

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

8. Disciplines -

Mathematics

9. Method of Instruction -

During periods of instruction the student will be:

A. Listening actively to lecture presentations delivered in student-centered learning style by taking notes, following demonstrations, or completing an activity
B. Participating in facilitated discussions of live presentations, readings or video presentations
C. Presenting in small group and whole class situations

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 revised mathematics lesson plan that integrates technology and a portfolio with journal entries, peer evaluations, and critical analysis of peers' lesson plans.
B. Outside assignments include: making a screencast of mathematics concept, a group project, reading articles, and participating in online peer collaboration activities.

When taught online these methods may take the form of video, audio, animation and webpage presentations. Assignments will be submitted online as well.

Who Gets to Teach That Course? The Importance of Assigning Courses to Disciplines

September 2016

John Freitas, ASCCC Standards and Practices Committee Chair

Assigning courses to disciplines is designated as an academic and professional matter under the purview of academic senates in Title 5 §53200(c): "(1) Curriculum, including establishing prerequisites and placing courses within disciplines." While the vast majority of courses at California community colleges were assigned to disciplines following the passage of AB 1725, changes to college curriculum and to the Disciplines List often necessitate the need for local senates to review the decisions they have made locally in this area. However, misconceptions often arise regarding what it means to assign courses to disciplines. Sometimes this process is confused with equivalency, and sometimes it is incorrectly perceived as being the same as granting single-course equivalency. Other times faculty and colleges are confused about what to do if no corresponding discipline for a course appears in the Disciplines List[1] and how to appropriately use the interdisciplinary studies option. It is important that local senates and curriculum committees understand these issues in order to make effective and appropriate decisions regarding the assignment of courses to disciplines.

In order to teach credit and noncredit courses at a California community college, faculty must meet the required minimum qualifications for the discipline or disciplines to which a course is assigned. Minimum qualifications for faculty are established and revised by the Board of Governors upon recommendation of the Academic Senate for California Community Colleges. Title 5 §53407 and §53410 require that faculty who teach credit courses must meet the minimum qualifications as stated in the Disciplines List, while for noncredit courses faculty must meet either the minimum qualifications in the Disciplines List or the noncredit minimum qualifications stated in Title 5 §53412.[2]

While minimum qualifications for disciplines are established at the state level, the assignment of courses to disciplines is locally determined and is primarily the responsibility of local academic senates, with the specific work of assigning courses to disciplines typically delegated to curriculum committees. While the criteria for assigning courses to disciplines are locally determined, the ASCCC established the following principles in its paper *Qualifications for Faculty Service in the*

California Community Colleges, which was adopted Spring 2004[3] :

A college curriculum committee must be very careful to place courses in disciplines accordingto the preparation needed by the person who will be determined qualified to teach them. Curriculum committee members should remember that placing courses within disciplines is done to assure that the instructor qualified to teach those courses are [sic] likely to possess the appropriate preparation to teach them effectively. Curriculum committee members should resist the impulse to place courses in disciplines primarily to broaden the pool of those who may be considered qualified to teach those courses or to restrict the pool of potential instructors as a means of protecting the assignments of any faculty member or group of faculty who have traditionally taught such courses.

Thus, local senates have a responsibility to establish criteria that ensure that faculty assigned to teach a course will have the proper academic preparation needed to teach that course with the scope and rigor expected of all college instruction. The assignment of courses to disciplines for reasons other than proper academic preparation may result in students completing courses that inadequately prepare them for transfer or employment, loss of articulation, and accreditation sanctions.

Standard practice is to assign each course to a single discipline from the Disciplines List. This practice is preferred because it clearly demonstrates to the students, the public, accreditors, transfer institutions, and employers that the courses are taught by faculty with appropriate academic preparation. An example of the differing applications of this process might involve a case in which a college decides to expand its curriculum to offer courses in geography, geology, and oceanography. As part of the curriculum approval process, the curriculum committee should recommend the disciplines to which those courses would be assigned. In the case of the geography courses, the assignment to a discipline is straightforward: geography is a discipline listed in the Disciplines List, and therefore the curriculum committee should assign the geography courses to the geography discipline. The decisions regarding the geology and oceanography classes are less obvious because the Disciplines List does not included specific listings for geology and oceanography. However, if one reads the Disciplines List carefully, one notices that the earth sciences discipline encompasses geology and oceanography:

> *Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology*
> *OR*
> *bachelor's in geology*
> *AND*
> *master's in geography, physics, or geochemistry*
> *OR*
> *the equivalent.*

Based on the detail and listed degrees in the earth sciences description, the curriculum committee can logically conclude that courses in subjects such as geology and oceanography should logically be assigned to this discipline.

While standard practice involves assigning a course to a single discipline, colleges do have the option to assign a specific course to more than one discipline, and doing so may be appropriate provided that valid curricular reasons exist. For example, faculty in the African-American studies[4] and English departments at a college might propose to the curriculum committee that a course in African-American literature be assigned to both the African-American studies and English

disciplines, given that a person with expertise in either discipline might legitimately be considered properly trained to teach the subject matter of the course. The curriculum committee must then critically review the proposal and consider possible unintended consequences and potential harm to students if the assignment to both disciplines is approved. If the African-American literature course is assigned to both the English and African-American studies disciplines, then any faculty member who meets the minimum qualifications for either discipline may teach the course, including an English faculty member with no background in African-American literature.

This situation can become especially problematic in climates that involve class cancellations or reductions in the work force and faculty seniority or bumping rights. The supervising administrator has the right of assignment of faculty to teach courses and is responsible for ensuring that the requirements of the local collective bargaining agreement regarding faculty teaching load, seniority, and part-time faculty rehiring rights are met. Thus, an unintended consequence of assigning the African-American literature course to both disciplines may be that an English faculty with no expertise in African-American literature is assigned to teach the course in lieu of a faculty member who has a master's degree in African-American studies and who is expert in African-American literature. Such a decision might be perceived as a disservice to the students. Therefore, the assignment of courses to multiple disciplines should be done judiciously, and care must be taken to ensure that assignment of a course to multiple disciplines does not adversely affect the rigor of courses, is done for valid curricular reasons, and does not harm students.

A common misconception about assigning a specific course to multiple disciplines is that it is somehow the same as granting single course equivalency, but such is not the case. Assigning courses to disciplines is the means by which a district determines the specific minimum qualifications faculty must meet to teach each of its courses, and whereas equivalency involves the decision as to whether an individual person meets those qualifications. If the African-American literature course is assigned only to the African-American studies discipline, then only faculty who meet the African-American studies minimum qualifications can teach that course. If that same African-American literature course is instead assigned to both the African-American studies and English disciplines, then the faculty who teach that course must meet either the African-American studies or the English minimum qualifications. If a person who meets the English minimum qualifications is hired by the college to teach the African-American literature course, that person is not only qualified to teach that particular course but is also qualified to teach any course assigned to the English discipline. This situation does not constitute single course equivalency because the faculty member not only meets the minimum qualifications required to teach the African-American literature course but also meets the minimum qualifications to teach all of the other courses assigned to the English discipline.

Courses that are commonly assigned to multiple disciplines are those that do not have a corresponding discipline in the Disciplines List. For example, many colleges offer courses in environmental science, and four-year institutions offer degrees in environmental science, yet the Disciplines List does not include a listing for an environmental science discipline. Therefore, the curriculum committee must assign environmental science courses to appropriate disciplines listed in the Disciplines List. For example, based on the content and objectives of the courses, a curriculum committee might decide to assign an environmental science – physical processes course to the chemistry and geology disciplines and to assign an environmental science –environmental biology course to the biological sciences and ecology disciplines. The drawback to this practice is that a person with a master's degree in environmental science would be prevented from teaching an environmental science course at that college unless he or she is granted equivalency to one of the disciplines to which that environmental science course is assigned. An alternative approach is for the curriculum committee to assign all of the

environmental science courses to the Interdisciplinary Studies discipline. The minimum qualifications for interdisciplinary studies are as follows:

> *Master's in the Interdisciplinary area*
> *OR*
> *master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline(s).*

If environmental science is the interdisciplinary area in question, a person with a master's degree in environmental science is qualified to teach all of the environmental science courses offered by the college. The benefit to students is clear because the environmental science courses they take are taught by faculty with academic preparation in environmental science and who are thus subject matter experts in that discipline. The curriculum committee also needs to assign the environmental science courses to constituent disciplines from the Disciplines List. However, a person with a master's degree in one of those constituent disciplines still needs to have completed the requisite upper division or graduate coursework, as determined locally, in another one of the constituent disciplines in order to be qualified to teach the environmental sciences courses.

In summary, all courses must be assigned to a discipline in the Disciplines List. Education Code and Title 5 provide a fair amount of flexibility to local senates in recommending how courses are assigned to disciplines. In most cases courses are assigned to a single discipline, while in other cases it might be appropriate to assign courses to more than one discipline or to assign courses to interdisciplinary studies. Furthermore, as the Disciplines List is revised local senates should review the assignment of courses to disciplines as appropriate to ensure that students take courses that are taught by faculty with the appropriate academic preparation. In each case faculty leadership and professional expertise through local senates is critical for ensuring that assignment of courses to disciplines is done for sound curricular reasons so that students are enrolled in courses taught by qualified faculty with the academic preparation and knowledge necessary to allow the students to succeed not only in the courses offered at the college but also after transfer or joining the workforce.

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[1] The Disciplines List is incorporated in the publication *Minimum Qualifications for Faculty and Administrators in the California Community Colleges* published by the California Community Colleges Chancellor's Office. The Disciplines List is available at http://www.asccc.org/sites/default/files/2014MinuimumQualifications.pdf (http://www.asccc.org/sites/default/files/2014MinuimumQualifications.pdf).

[2] The noncredit minimum qualifications are also listed in the Disciplines List for convenience. However, changes to these minimum qualifications still require changes to Title 5 §53412 by the Board of Governors.

[3] *Qualifications for Faculty Service in the California Community Colleges* is available at http://asccc.org/sites/default/files/publications/FacultyQuals_0.pdf (http://asccc.org/sites/default/files/publications/FacultyQuals_0.pdf)

[4] The African-American Studies discipline was approved by the Board of Governors in 2015 for incorporation into the 2016 edition of *Minimum Qualifications for Faculty and Administrators in the California Community Colleges.* However, the 2016 edition has not yet been published.

The articles published in the Rostrum do not necessarily represent the adopted positions of the academic senate. For adopted positions and recommendations, please browse this website.

Dual Enrollment Courses for Summer 2016

District	High School	Academy/ Pathway	FH Course	FH Required Course Hours	2016 Summer Quarter Schedule 6/27/16-8/6/16	Approx. # of Students	FTES
PAUSD	Palo Alto	NA	Nano 10 - Introduction to Nanotechnology	4 hrs - Lecture 3 hrs - Lab 84 total/quarter	M; 1:30-2:30PM TTH; 12:15-1:30PM *8/15/16-12/16/16*	18	2.9
MVLAHSD	Mountain View	NA	KINS 16A - Prevention of Athletic Injuries	2 hrs - Lecture 3 hrs - Lab 60 hours/quarter	MTF; 8:10-9:00AM *8/15/16-12/16/16*	25	2.9
MetroED	SVCTE	EMT	EMR 50 - Emergency Medical Technician: Basic Part A	4 hrs - lecture 4 hrs - lab 84 hrs/quarter	TTH; 5:30-7:20PM TTH; 7:30-8:45PM	16	2.6

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Dual Enrollment Courses for Fall 2016

District	High School	Academy/ Pathway	FH Course	FH Required Course Hours	2016 Fall Quarter Schedule 9/26/16 - 12/16/16	Approx. # of Students	FTES
MVLAHSD	Los Altos	NA	Math 1C - Calculus	5 hrs - Lecture 60 hrs/quarter	MTF; 9-9:50AM W; 8:50-10:30AM	13 (20)	1.5 (2.3)
MetroED	SVCTE	EMT	EMR 51 - Emergency Medical Technician: Basic Part A	4 hrs - lecture 4 hrs - lab 84 hrs/quarter		17	2.7
East Side Prep	East Side Prep	NA	English 1A - Composition & Reading	5 hrs - lecture 60hrs/quarter	MW; 1:35-3:25PM F; 1:55-2:45PM	17	1.9
		NA	English 1A - Composition & Reading	5 hrs - lecture 60hrs/quarter	MW; 8:00-9:50AM F; 8:00-8:50AM	23	2.6
		NA	English 1A - Composition & Reading	5 hrs - lecture 60hrs/quarter	MW; 10:00-11:50AM F; 10:00-10:50AM	17	1.9

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Dual Enrollment Courses for Winter 2017

District	High School	Academy/ Pathway	FH Course	FH Required Course Hours	2017 Winter Quarter Schedule 1/9/17-3/31/17	Approx. # of Students	FTES
MVLAHSD	Los Altos	NA	Math 1D - Calculus	5 hrs - Lecture 60 hrs/quarter	MTF; 9-9:50AM W; 8:50-10:30AM	13 (20)	1.5 (2.3)
	Mountain View	NA	KINS 16B - Emergency Athletic Injury Care	2 hrs - lecture 2 hrs - lab 60 hrs/quarter	MTF; 8:10-9:00AM	25	2.9
		NA	KINS 15 - First Aid & CPR/AED	1 hr - lecture 1 hr - lab 24 hrs/quarter	MTF; 8:10-9:00AM	25	1.1
East Side Prep	East Side Prep	NA	English 1B - Composition, Critical Reading & Thinking Through Literature	5 hrs - lecture 60hrs/quarter	MW; 1:55-3:45PM F; 1:55-2:45PM	17	1.9
		NA	English 1B - Composition, Critical Reading & Thinking Through Literature	5 hrs - lecture 60hrs/quarter	MW; 8:00-9:50AM F; 8:00-8:50AM	23	2.6
		NA	English 1B - Composition, Critical Reading & Thinking Through Literature	5 hrs - lecture 60hrs/quarter	MW; 10:00-11:50AM F; 10:00-10:50AM	17	1.9

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DRAFT - Dual Enrollment Courses for Spring 2017

District	High School	Academy/ Pathway	FH Course	FH Required Course Hours	2017 Spring Quarter Schedule 4/10/17-6/30/17	Approx. # of Students	FTES
MVLAHSD	Alta Vista	NA	CRLP 71 - Exploring Career Fields	1 hr - Lecture 12 hrs/quarter	TBD - 2 classes	50	1.1
FUHSD	Sunnyvale-Cupertino ACE	NA	PHT 200L - Pharmacy Technician As A Career	1 hr - lecture 12 hrs/quarter	Saturday - Time TBD		

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