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1. Minutes: October 25, 2016	Action	#11/8	
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#11/8/16-16 Stand Alone Course Approval Request: EMT 51A
#11/8/16-17 Stand Alone Course Approval Request: EMT 401A
#11/8/16-18 Stand Alone Course Approval Request: EMT 402A
#11/8/16-19

COLLEGE CURRICULUM COMMITTEE

Meeting Date

By Email

✓ Isaac Escoto 7350 Vice President, Academic Senate (breaks vote only)

Professor of Psychology
Ingenius President, Determination and Intellectual Research

Andrew M...

g Membership (12 total; 1 vote per division)

Voting

Mark Anderson 7156 F.A. andersonmark@fhda.edu

Ray Jones 7302 PSM jonesray@fhda.edu

Mark Knabe HW 829 7379 PSM knabesmark@fhda.edu

Bill Egeger HW 829 7379 PSM egegerbill@fhda.edu

Non-Voting Membership (4)

✓ Basil Farooq 7231 ASFC Rep.

GLD Coordinator

Visitors

Visitors

Draft Minutes, October 25, 2016

College Curriculum Committee
Meeting Minutes
Tuesday,

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f DiCC ~~GM~~

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Instructional Design and !

1/29/2016. Program Goals and Objectives

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

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

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

Proposed Sequence

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

or

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

Electives (Choose 6 units)

LINC 50 INTEGRATING TECHNOLOGY INTO A STANDARDS-BASED CURRICULUM I (2 units)

LINC 58 GLOBAL PROJECT-BASED LEARNING (2 units)

LINC 58 CHOOSING THE BEST MEDIA FOR PROJECTS (2 units)

LINC 76 CREATING EDUCATIONAL WEBSITES (2 units)

LINC 79 MULTIMEDIA PROJECT PRODUCTION (2 units)

LINC 87 Seminar in Educational Technology (5 units)

Item 4. Master Planning

Item 6. Place of Program in Curriculum/Similar Programs

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

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

No related programs are offered by Foothill College.

Item 7. Similar Programs at Other Colleges in Service Area

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

SUPPORTING DOCUMENTATION

Course Outlines of Records

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

Advisory Committee Recommendation

Roster of KCI Advisory Board, April 1, 2015

Name	Association/position	Business
Barbara, Manny	VP Advocacy & Thought Leadership	Silicon Valley Education Foundation
Brown, Shelley	Community Volunteer, KCI Supporter	
Brumbaugh, Kyle		

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

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

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

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

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

April 1, 2015

Attendees:

Melia Arken

Kyle Brumbaugh

Julie Cates

Tess Chandler

Gina Dalma

Liane Freeman

Susan Hanson

Rushton Hurley

John Kern

Gay Krause

Dean Martucci

Steven McGriff

Thea Nilsson

Kelly Pope

Sarosh Vesuna

Gretchen Walker

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

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

State of California says that in the near future, no college can offer stand-alone courses. For that reason the KCI is preparing a 27-unit Certificate of Achievement in Instructional Design & Technology, under which all current stand-alone courses will be included, thus removing the stand-alone designation.

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

Q: What is the incentive for the KCI to get this certificate approved?

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

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Q: Does the board recommend the KCI to complete the application for a 27-unit State approved Certificate in Instructional Design & Technology?

A: Yays all around, no nays. Unanimous support.

Regional Consortia Approval Meeting Minutes

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

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Upcoming Meeting Dates 2016-17

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

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

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

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

Contacts

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kitodoherty@gmail.com

Rock Pfothauer
Chair, Bay Area Community College Consortium
Hosted at Cabrillo College
6500 Soquel Drive
Aptos, CA 95003
Office: 831.479.6482
rock@baccc.net

INTRODUCTION TO INSTRUCTIONAL DESIGN & TECHNOLOGY

LINC 75A

INTRODUCTION TO INSTRUCTIONAL DES/

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Labor Market Information (LMI) and Analysis

Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California

Instructional Design and Technology Occupation Breakdown - 2020 Jobs

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Occupation	Description	Santa Clara County, CA	San Mateo County, CA	California

Occupation Breakdown - % Change

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Occupation

Description

Santa
Clara
County,
CA

San Mateo
County,
CA

California

Industries Employing Instructional Design and Technology Occupations

Inverse Staffing Patterns - Settings

Earning Potential

\$30.38/hr

\$40.50/hr

\$57.13/hr

Data Sources and Calculations

Program Credibility/Career Potential

Employer Survey

Certificate of Achievement in Instructional Design and Technology

Methodology

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

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

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

Response rate

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

Projections

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

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

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

- ¥ teacher on special assignment/coach
- ¥ While we don't have a job for someone with just this certificate it would be great background for a teacher or teacher on special assignment
- ¥ Instructional designer

ÒThey have created programs like Merit and mini Merit that help teachers get excited about using technology in their classroomsÓ

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

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

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

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

Another respondent stated,

Appendix A

Instructional Design & Technology Employer Survey

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Effective April 1

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.

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.

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(16) Assist patients with the administration of physician-prescribed devices including, but not limited to, patient-

(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.

(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.

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 o7 (a) -3 (ch (4) A) -2 ()]TJ ET BTan45.7 Tm /TT1 m /

Effective April 1, 2013

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NOTE: Authority cited: Sections 1797.107, 1797.109, 1797.170 and 1797.173, Health

(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

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

(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,

(3) T

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.

(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-

Effective April 1, 2013

April 1, 2013

NOTE: Authority cited: Sections 1797.107, 1797.109 and 1797.108, California Occupational Safety and Health Code. Reference3 (,)909 10.049.96 onTT1 1 sfety ,



Current Process

The Foothill College curriculum process has included divisional review of course outlines since 1992. The Division Curriculum Committees are considered subcommittees under the College Curriculum Committee, which in turn, is a subcommittee of the Academic Senate. The integration of Division and College Curriculum Committees meets the standard set in Title 5, § 55002 for a "curriculum committee:"

gives curriculum committees the responsibility for recommending to the governing board in areas regarding curriculum, including new or modified course approval, grading policies, prerequisites, and others. Title 5 Section 55002 states that the curriculum committee "shall be either a committee of the academic