

PM M10: PARAMEDIC STUDIES

Originator

john_everlove1

College

Moorpark College

Attach Support Documentation (as needed)

Perkins LMI for SCCR_Emergency Medical Services (EMT).pdf
 AMR_Letter of Rec.pdf
 PM at VC.pdf
 PM at Mt Sac.pdf
 PM at Bakersfield.pdf
 Cuesta_PM_program_report.pdf
 PM Program at Cuesta College.pdf
 MC EMS Program Advisory Committee Meeting Minutes 03032022.docx
 PM M10 state approval letter_CCC000632385.pdf

Discipline (CB01A)

PM - Paramedic

Course Number (CB01B)

M10

Course Title (CB02)

Paramedic Studies

Banner/Short Title

Paramedic Studies

Credit Type

Credit

Start Term

Spring 2023

Catalog Course Description

Focuses on the core professional responsibilities of a paramedic including the assessment and triage of emergent, urgent, and non-urgent pre-hospital medical care. Applies basic and advanced knowledge and skills necessary to determine patient physiologic, psychological, and psycho-social needs. Covers administration of medications, interpretation and use of diagnostic findings to implement pre-hospital patient treatment, facilitate referrals and/or access to a higher level of care.

Taxonomy of Programs (TOP) Code (CB03)

1251.00 - *Paramedic

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

C (Not transferable)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

B - Advanced Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Possible field trips to hospital, government, and private agencies or organizations

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

Yes

Fee Amount

175

What personal property or material does the student need that the fee pays for?

Paramedic Skills Kit and Equipment

Identify a specific course objective that cannot be met but for the use of the materials at issue.

Practical application of theory using course materials to complete skills practice and testing

Describe how the material has continuing value outside the classroom.

Paramedic class materials are applicable to job functions in the roll of a paramedic

Is the amount of materials the students must supply, or the amount that they receive in exchange for the fee that is charged, consistent with the amount of material necessary to meet the required objectives of the course?

Yes

If students pay a fee rather than furnishing their own materials, why do they have to pay a fee rather than supply the materials themselves? Is the district/college the only source of the materials? If not, is there a health or safety reason for the district/college to supply the materials? If not, will the district/college supply the materials more cheaply than they can be obtained elsewhere, AND at the district's/college's actual cost?

Materials included in the skills pack are specifically ordered for the program and can only be the items required in the pack

Specify the month and year in which the fee amount, or list of material provided, was reviewed by the host department to ensure that the preceding standards continue to be met.

4/2022

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

236.25

Maximum Contact/In-Class Lecture Hours

236.50

Activity

Laboratory

Minimum Contact/In-Class Laboratory Hours

262.50

Maximum Contact/In-Class Laboratory Hours

262.50

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

498.75

Total Maximum Contact/In-Class Hours

498.75

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

472.5

Maximum Outside-of-Class Hours

472.5

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

971.25

Total Maximum Student Learning Hours

971.25

Minimum Units (CB07)

18.5

Maximum Units (CB06)

18.5

Advisories on Recommended Preparation

ENGL M01A or M01AH; and
MATH M03 (or equivalent); and
ANPH M01 or (ANAT M01 and PHSO M01 or PHSO M01H); and
HS M15 or NS M20; and
NS M19; and
Completion of 1000 hours of employment as an EMT in a primary care or 911 setting;
and the following Certifications:
Advanced Cardiac Life Support (ACLS); Pediatric Advanced Life Support (PALS); Prehospital Life Support (PHTLS); Advanced Life Support (ALS); ECG (Electrocardiogram)

Limitations on Enrollment

Criminal background clearance
Current CPR certification for health care provider (American Heart Association) or professional rescuer (American Red Cross)
Drug and alcohol clearance
Fingerprint clearance
Minimum age of 18
No acrylic or long nails in clinical settings
Physical examination demonstrating general good health
Proof of freedom from and immunity to communicable diseases
Others (specify)

Other Limitations on Enrollment

Admission to the Paramedic Program.

Requisite Justification

Requisite Type

Enrollment Limitation

Requisite

Admission to the Paramedic Program and minimum entry requirements outlined and mandated by regulatory agencies.

Requisite Description

Other (specify)

Specify Other Requisite Description

Current EMT Certification; Current AHA (American Heart Association) or BLS (Basic Life Support) Course Completion Card or American Red Cross or equivalent course from third party providers; Minimum age of 18 years old; High school diploma or equivalent; Valid and Current California Driver's License

Level of Scrutiny/Justification

Required by statute or regulation

Requisite Type

Recommended Preparation

Requisite

ENGL M01A or M01AH

Requisite Description

Other (specify)

Level of Scrutiny/Justification

Required communication/computation skill

Requisite Type

Recommended Preparation

Requisite

MATH M03 or equivalent

Requisite Description

Other (specify)

Level of Scrutiny/Justification

Required communication/computation skill

Requisite Type

Recommended Preparation

Requisite

ANPH M01 or ANAT M01 and PHSO M01 or PHSO M01H

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Content review

Requisite Type

Recommended Preparation

Requisite

HS M15 or NS M20

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Content review

Requisite Type

Recommended Preparation

Requisite

NS M19

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | demonstrate professional, ethical, empathetic, and compassionate treatment of patients from diverse religions, cultures, races, and marginalized groups. |
|---|--|

- 2 implement the paramedic scope of practice utilizing policies, protocols, procedures and regulations to assess, treat, care for, and transport pre-hospital patients in accordance with the standard of care.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|----|---|
| 1 | describe human anatomy, physiology, and body systems. |
| 2 | distinguish pathophysiological processes which cause medical and trauma emergencies including the signs and symptoms with prehospital patients. |
| 3 | employ treatment modalities and treatment plans for prehospital patients suffering from emergent and non-emergent conditions. |
| 4 | identify applicable policies, protocols, procedures, and guidelines that direct prehospital patient care by emergency medical services providers. |
| 5 | calculate medication doses using prehospital pharmacology principles and equipment to treat prehospital patients. |
| 6 | formulate comprehensive patient assessment, treatment, care, and transportation interventions within the standard of care for paramedics. |
| 7 | explain medical and trauma patient complaints, signs, symptoms, and outcomes using recognized medical terminology. |
| 8 | describe the scope of practice for paramedics considering national, state, and local rules, regulations, and legislation. |
| 9 | implement emergency medical services treatment of prehospital patients using requisite knowledge, skills, and abilities. |
| 10 | relate the impact of current Emergency Medical Services standards of care to diverse populations and groups within the population. |

Course Content

Lecture/Course Content

1. Preparatory- 10%
 - a. EMS Systems and Providers
 - b. Research and Role of Clinical Medical Evidence
 - c. Workforce Safety and Wellness for EMS Providers
 - d. Documentation and Patient Care Reporting platforms
 - e. EMS System Communication
 - f. Therapeutic Communication and De-Escalation
 - g. Medical/Legal and Ethics
2. Anatomy and Physiology- 7%
 - a. Medical Terminology
 - b. Pathophysiology
3. Life span Development- 3%
 - a. Pediatric
 - b. Adult
 - c. Geriatric
 - d. End of Life Issues
4. Public Health- 7%
 - a. Pharmacology
 - b. Principles of Pharmacology
 - c. Medication Administration
 - d. Emergency Medications
5. Airway management, Respiration and Artificial Ventilation- 8%
 - a. Basic and Advanced Airway Management
 - b. Respiration
 - c. Artificial Ventilation
6. Patient Assessment- 15%
 - a. Scene Size-up/Scene Survey
 - b. Nature of Illness
 - c. Primary Assessment
 - d. History Taking

- e. Secondary Assessment
- f. Monitoring Devices
- g. Reassessment
- 7. Diagnosis and treatment of traumatic disorders- 15%
 - a. Trauma Overview
 - b. Bleeding
 - c. Chest Trauma
 - d. Abdominal and Genitourinary Trauma
 - e. Orthopedic Trauma
 - f. Soft Tissue Trauma
 - g. Head, Face, Neck and Spinal Trauma
 - h. Nervous System Trauma
 - i. Special Considerations in Trauma
 - j. Environmental Emergencies
 - k. Multi-System Trauma
- 8. Shock and Resuscitation- 3%
- 9. Medicine- 20%
 - a. Medical Overview
 - b. Neurology
 - c. Abdominal and Gastrointestinal Disorders
 - d. Immunology
 - e. Infectious Diseases
 - f. Endocrine Disorders
 - g. Psychiatric
 - h. Cardiovascular
 - i. Toxicology
 - j. Respiratory
 - k. Hematology
 - l. Genitourinary/Renal
 - m. Gynecology
 - n. Non-Traumatic Musculoskeletal Disorders
 - o. Diseases of the Eyes, Ears, Nose and Throat
- 10. Special Populations- 5%
 - a. Obstetrics
 - b. Neonatal Care
 - c. Pediatrics
 - d. Geriatrics
 - e. Patients with Special Challenges
- 11. EMS Operations- 5%
 - a. Principles of Safely Operating a Ground Ambulance
 - b. Incident Management
 - c. Multiple Casualty Incidents
 - d. Air Medical
 - e. Vehicle Extrication
 - f. Hazardous Materials Awareness
 - g. Mass Casualty Incidents due to Terrorism and Disaster
- 12. Ventura County EMS protocols & treatment guidelines- 2%

Laboratory or Activity Content

- 1. Airway and breathing- 15%
 - a. BLS Airway and Oxygen Administration
 - b. Esophageal Intubation and Placement of Tracheal Multi-Lumen Airways
 - c. BiPAP/CPAP
 - d. Needle Chest Decompression
 - e. Percutaneous cricothyroidotomy
 - f. ETCO₂/Capnography
 - g. NG/OG Tube Insertion and Management
 - h. Chest tube monitoring

- i. End tidal CO₂ (EtCO₂) implementation and monitoring
 - j. Oral and nasal endotracheal intubation
 - k. Airway Obstruction removal by direct laryngoscopy
 - l. Pulse oximetry device implementation and monitoring
 - m. Difficult airway management techniques
 - n. PEEP
2. Patient assessment- 15%
- a. Scene management/scene survey management and leadership
 - b. History/Physical assessment and examination
 - c. Developing a Field Impression
 - d. Public Health Screening, Referrals and Community Paramedicine
 - e. Use of mechanical monitoring devices
 - f. Blood chemistry analysis
3. Communication- 8%
- a. Therapeutic Communications and De-Escalation
 - i. Culturally sensitive focus and diversity
 - b. Documentation
 - c. EMS system communications
4. Pharmacologic interventions- 17%
- a. Intraosseous (IO) insertion and maintenance
 - b. Enteral and parenteral administration of medications
 - c. Administration techniques of medications
 - d. Access indwelling catheters and implanted central IV ports
 - e. Maintain infusion of blood or blood products
 - f. Blood sampling
 - g. Thrombolytic initiation
 - h. Administer physician approved medications
5. Trauma patient care- 15%
- a. Rapid extrication techniques
 - b. ABCDE assessment
 - c. Spinal immobilization
 - d. Splinting and bandaging
 - e. Morgan lens
6. Medical Patient Management- 15%
- a. Initial/Primary assessment
 - b. Focused physical examination
 - c. Transport and destination decision
 - d. Transfer of care
7. Medical Patient Care- 10%
- a. Pharmacologic interventions
 - b. Non-pharmacologic interventions
 - c. Multi-lead acquisition
 - d. Rhythm interpretation
 - e. Electrical therapy
 - f. Carotid massage
 - g. Blood chemistry analysis
 - h. Central line monitoring
 - i. IO insertion
 - j. Venous blood sampling
8. Special Populations (OB, neonate, pediatric, geriatrics, patients with special challenges)- 5%
- a. Initial assessment
 - b. Focused physical examination
 - c. Pharmacologic interventions
 - d. Non-pharmacologic interventions
 - e. Transport and destination decision
 - f. Transfer of care
9. High-Fidelity Simulated Patient Encounters- 5%

- a. Trauma Patients
- b. Medical Patients

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
 Problem solving exercises
 Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Clinical demonstration
 Computational homework
 Essay exams
 Group projects
 Laboratory activities
 Laboratory practical examinations
 Objective exams
 Oral analysis/critiques
 Problem-solving exams
 Problem-solving homework
 Quizzes
 Reports/papers
 Simulations
 Skills demonstrations
 Skills tests or practical examinations
 Treatment plans
 Written homework

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Case studies
 Class activities
 Class discussions
 Clinical demonstrations
 Collaborative group work
 Computer-aided presentations
 Demonstrations
 Dialog
 Distance Education
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Laboratory activities
 Lecture
 Observation
 Problem-solving examples
 Role-playing
 Small group activities
 Web-based presentations

Describe specific examples of the methods the instructor will use:

utilize PowerPoint Presentations, case-studies, lectures, skill demonstrations, high-fidelity simulations

Representative Course Assignments

Writing Assignments

Written report regarding Cardiology and patients with Acute Cardiac Syndromes- 3-5 pages
 Case analysis of medical/legal issues related to patients with mental illness- 3-5 pages
 Patient Care Report documentation for patients with traumatic injuries

Critical Thinking Assignments

Case study review and critique of pathophysiology of Respiratory Conditions

Clinical judgment of treatment of Pediatric patients

Review of assessment, care, treatment, and transportation of Specialty Care Patients, such as Stroke and Acute Myocardial Infarction patients

Reading Assignments

Read text and workbook materials

Read the Ventura County EMS Agency Policy and Protocol Manual

Read the Ventura County EMS Agency Pharmacology Handbook

Read clinical medical journals

Skills Demonstrations

Demonstrate assessment and treatment of patient's with medical illnesses and traumatic injuries

Perform Basic Life Support (BLS) interventions and treatment modalities using EMS medical devices

Perform Advanced Life Support (ALS) interventions and treatment modalities, including medication administration of pre-hospital patients suffering from cardiac, respiratory, and neurological signs and symptoms.

Outside Assignments

Representative Outside Assignments

Research American Heart Association guidelines for CPR and Cardiac Care.

Research best practices for trauma patient treatment and transportation.

Articulation

Comparable Courses within the VCCCD

PM V01 - Paramedic Theory

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Manual

Description*Pediatric Advanced Life Support (PALS) Provider Manual*. American Heart Association (AHA), 2015.**Resource Type**

Textbook

Classic Textbook

Yes

DescriptionBledsoe, Bryan, Robert Porter and Richard Cherry. *Paramedic Care: Principles & Practice*. 5th ed., Pearson, 2017. 5 vols.

Resource Type

Manual

Description

Advanced Cardiac Life Support (ACLS) Provider Manual. American Heart Association (AHA), 2020.

Resource Type

Textbook

Classic Textbook

Yes

Description

Dubin, David. *Rapid Interpretation of EKGs.* 6th ed., Cover Publishing Company, 2000.

Resource Type

Other Resource Type

Description

Applicable instructional videos, multimedia files, and online resources.

Resource Type

Manual

Description

Basic Life Support (BLS) Student Provider Manual. American Heart Association (AHA), 2020.

Resource Type

Textbook

Classic Textbook

Yes

Description

Elling, Bob and Kirsten Elling. *Paramedic: Pharmacology Applications.* Jones and Bartlett, 2014.

Library Resources

Assignments requiring library resources

Conducting library research in text or digital resources, particularly using the specialized medical/nursing databases, for assignments; for example, writing a procedure for proper airway management.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research of clinical medical journals, texts, and periodicals regarding best practices for Cardiac Arrest Management

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% online)

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	Students will have direct face-to-face contact with instructor during weekly class meetings. This time will provide the opportunity for students to discuss and ask questions about the material to facilitate student learning objectives and course outcomes. The instructor will also hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: o Recorded Lectures, Narrated Slides, Screencasts o Instructor created content o VC Online Library Resources o Canvas Peer Review Tool o Canvas Student Groups (Assignments, Discussions) o 3rd Party (Publisher) Tools (MyOpenMath) o Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.

Telephone	<p>Meet with students for study sessions and online office hours using an online communication tool. Additionally, the instructor may engage students using the following communication activities available in the online classroom.</p> <p>Students may view publisher based PowerPoint slides and/or text-based lessons corresponding to course content and learning objectives. Students may complete homework through the online course, and/or using the workbook provided by the publishing company; students may test their knowledge with interactive online quizzes provided by the publishing company. Students may engage in internet searches and library online database resources on topics corresponding to course content and learning objectives.</p> <p>Quizzes/tests may be issued (using a course-specific timeline) in which students will be tested on their knowledge of the material. Assignments may include exercises through which students explore course concepts using a textbook and/or additional research. Students can submit their assignments online and get feedback from the instructor. Students may submit questions to the instructor by email or ask in person. The instructor may create student groups or group activities using the online course.</p>
Video Conferencing	<p>It will include lectures and study sessions.</p> <p>The instructor may involve students in active learning with the following activities:</p> <p>Students may view instructor shared power points slides, video lessons and/or text-based lessons corresponding to course content and learning objectives. Students may complete homework through the online course. Students may use the workbook provided by the publishing company. Students may engage in internet searches and library online database resources on topics corresponding to course content. Students may test their knowledge with interactive online quizzes provided by the publishing company. Students may submit questions to the instructor via email or ask in person in a virtual classroom; the instructor may create student groups or group activities using the online course.</p> <p>Quizzes/tests may be issued (using a course-specific timeline) in which students will be tested on their knowledge of the material. Assignments may include exercises through which students explore course concepts using a textbook and/or additional research. Students can submit their assignments online and get feedback from the instructor. Students may submit questions to the instructor by email or ask in person and/or use "chat" to post a question(s). The instructor may create student groups or group activities using the online course.</p>
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E-mail	<p>E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.</p>

Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: o Recorded Lectures, Narrated Slides, Screencasts o Instructor created content o VC Online Library Resources o Canvas Peer Review Tool o Canvas Student Groups (Assignments, Discussions) o 3rd Party (Publisher) Tools (MyOpenMath) o Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.
Video Conferencing	It will include lectures and study sessions. The instructor may involve students in active learning with the following activities: Students may view instructor shared power points slides, video lessons and/or text-based lessons corresponding to course content and learning objectives. Students may complete homework through the online course. Students may use the workbook provided by the publishing company. Students may engage in internet searches and library online database resources on topics corresponding to course content. Students may test their knowledge with interactive online quizzes provided by the publishing company. Students may submit questions to the instructor via email or ask in person in a virtual classroom; the instructor may create student groups or group activities using the online course. Quizzes/tests may be issued (using a course-specific timeline) in which students will be tested on their knowledge of the material. Assignments may include exercises through which students explore course concepts using a textbook and/or additional research. Students can submit their assignments online and get feedback from the instructor. Students may submit questions to the instructor by email or ask in person and/or use "chat" to post a question(s). The instructor may create student groups or group activities using the online course.
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Examinations

Hybrid (1%–50% online) Modality

On campus

Hybrid (51%–99% online) Modality

On campus

Primary Minimum Qualification

EMERGENCY MEDICAL TECHNOLOGIES

Review and Approval Dates

Department Chair

04/05/2022

Dean

04/07/2022

Technical Review

04/28/2022

Curriculum Committee

05/03/2022

DTRW-I

5/12/2022

Curriculum Committee

MM/DD/YYYY

Board

06/14/2022

CCCCO

06/20/2022

Control Number

CCC000632385

DOE/accreditation approval date

MM/DD/YYYY