

Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Stephen Shwiff (Social Sciences)

Vice Chair – Pam Morse (Math)

Kristen Booth (Pre-College)

Katy Jablonski (Wr/FL/Eng)

Rebecca Schwartz (Inst Dean)

Courtney Cunningham (ESL)

Emilie Miller (Science)

Andrea Ware (CTE)

P.K. Hoffman (Arts & Hum)

Mimi Pentz (Nurs/Hlth Occ)

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Mary Martin (Student Services/Registrar)

Susan Lewis (Curriculum)

Support Staff

Sara Wade (Curriculum)

Guests

Lorie Saito

January 12, 2022 3:30 pm – 5:00 pm

SPECIAL SESSION FOR EMS

Zoom log-in: <https://cgcc.zoom.us/j/87044499604>

Meeting ID: 870 4449 9604 2145; phone in: 1-253-215-8782

Old Business

1. none

New Business:

Submissions¹

1. Lorie Saito (3:30 – 5:00 pm)

- EMS 100 Introduction to Emergency Medical Services (New CTE Course)
- EMS 115 Crisis intervention (New CTE Course)
- EMS 116 Intro to Emergency Medical Rescue (New CTE Course)
- EMS 210 Paramedic Part 1 (New CTE Course)
- EMS 211 Paramedic Part 2 (New CTE Course)
- EMS 212 Paramedic Part 3 (New CTE Course)
- EMS 220 Paramedic Lab 1 (New CTE Course)
- EMS 221 Paramedic Lab 2 (New CTE Course)
- EMS 222 Paramedic Lab 3 (New CTE Course)
- EMS 231 Paramedic Clinical 1 (New CTE Course)
- EMS 232 Paramedic Clinical 2 (New CTE Course)
- EMS 270 Paramedic Capstone Internship (New CTE Course)
- Emergency Medical Technician (New Career Pathway Certificate)
- Paramedic (New AAS Degree)

Next Meeting: February 10, 2022

Attachments: ¹ Submissions: 12 New CTE Courses, 1 New Certificate, 1 New Degree

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

**New Course
Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Health Occupations	Submitter name phone and email	Lorie Saito 541-506-6146 lsaito@cgcc.edu
Prefix and Course Number:	EMS 100	Credits:	2
Course Title: (60 characters max, including spaces)	Introduction to Emergency Medical Services	Transcript Title: (30 characters max, including spaces)	Introduction to EMS
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 22 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Prefix, number and title:

Reason for the new course: Required for the EMT Certificate and for 2-year Paramedic AAS degree

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121.

<input type="checkbox"/> placement into:	<input type="checkbox"/> placement into:		
course prefix & number: WR 115 or equivalent placement test scores	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Introduces and integrates knowledge of prehospital Emergency Medical Services (EMS) systems. Explores the history of emergency medical services. Introduces rolls and responsibilities of the provider levels as well as communication systems and documentation. Prerequisites: WR 115 or equivalent placement test scores. Audit available.

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)</p>	
<p>Outcomes: (Use observable and measurable verbs)</p>	<p>Upon successful completion of this course, students will be able to:</p>
	<p>1. Demonstrate knowledge of the components, types, and oversight of EMS systems.</p>
	<p>2. Demonstrate knowledge of the history of EMS systems.</p>
	<p>3. Demonstrate knowledge of legislation and regulations related to EMS.</p>
	<p>4. Identify the different levels of prehospital providers and the systems involved in the delivery of EMS.</p>
	<p>5. Apply an introductory knowledge of prehospital communication and documentation.</p>
<p>6. Demonstrate knowledge of the organizational structure and functions, as well as the role of the EMT, on an emergency scene.</p>	
<p>Outcomes assessment strategies:</p>	<p>The methods of assessment may include one or more of the following tools: examination, quizzes, papers/homework assignments, discussion forums, small group problem solving of questions arising from application of course concepts and concerns to actual experience, short individually written projects.</p>
<p>COURSE CONTENT, ACTIVITIES AND DESIGN</p>	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
<p>Department required course activities (optional):</p>	
<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>Outcome #1: Demonstrate knowledge of the components, types, and oversight of EMS systems</p> <ul style="list-style-type: none"> • 15 required components of an EMS system <ul style="list-style-type: none"> ○ Integration of health services ○ EMS research ○ Legislation and regulation ○ System finance ○ Human resources ○ Medical direction ○ Education and training systems

- Public access and education
- Prevention
- Transportation
- Communication systems
- Clinical care facilities
- Patient information and education systems
- Mutual aid agreements
- Evaluation
- 14 attributes from the *EMS Agenda for the Future*:
 - Integration of health services
 - EMS research
 - Legislation and regulation
 - System finance
 - Human resources
 - Medical direction
 - Education systems
 - Public education
 - Prevention
 - Public access
 - Communication systems
 - Clinical care
 - Information systems
 - Evaluation
- Types of EMS system models
 - Fire-based EMS
 - Third-services EMS (municipalities)
 - Private EMS agency
 - Hospital-based EMS
 - Hybrid or other
- Indirect vs direct medical oversight

Outcome #2: Demonstrate knowledge of the history of EMS systems.

- Pre-industrial era
- Industrial era
- Modern era

Outcome #3: Demonstrate knowledge of the legislation and regulations related to EMS.

- The federal role
- The state role
- COBRA

Outcome #4: Identify the different levels of prehospital providers and the systems involved in the delivery of EMS.

- Identify prehospital providers involved in the delivery of EMS
 - The dispatcher
 - Emergency Medical Responder
 - EMT
- The Roll of EMD and allied health professionals
- Examples of specialized EMS providers

	<ul style="list-style-type: none"> ○ Advanced EMT ○ Paramedic ● State the roll of CISM <p>Outcome #5: Apply an introductory knowledge of prehospital communication and documentation</p> <ul style="list-style-type: none"> ● Types of communication in the prehospital setting ● Communications technology ● Telemedicine ● Data collection tools and chart writing techniques ● Data collection, validation, transfer and usage <p>Outcome #6: Demonstrate knowledge of the organizational structure and functions, as well as the role of the EMT, on an emergency scene</p> <ul style="list-style-type: none"> ● Incident Command System
Suggested Texts & Materials (specify if any texts or materials are required):	<p>This text is suggested and can also be used for EMS 116.</p> <ul style="list-style-type: none"> ● Introduction to EMS Systems, Bruce Waltz, ISBN: D7668-1984-1
Department Notes (optional)	The course aligns with the current National EMS Education Standards.

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	Emergency Medical Technician	# credit: 28
Name of new degree(s):	Paramedic AAS	# credit: 108
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	requirement for degree and certificate	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES		
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	The Oregon EMS consortium approves the certificate and the degree which ensures transfer compatibility between the colleges. Once approved by the EMS consortium, the EMS courses will be transferable to another academic institution.	
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS		
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No.	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.	
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	The paramedic degree will not impact any other courses.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 11/20/2021 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) – course first offered fall, 2022 <input type="checkbox"/> Specific term (if BEFORE next academic year):	
Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.		

SECTION #4 DEPARTMENT REVIEW		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i></p>		
Submitter	Email	Date
Lorie Saito	lsaito@cgcc.edu	11/21/2021
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Lorie Saito		

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

**New Course
Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Health Occupations	Submitter name phone and email	Lorie Saito 541-506-6146 lsaito@cgcc.edu
Prefix and Course Number:	EMS 115	Credits:	3
Course Title: (60 characters max, including spaces)	Crisis intervention	Transcript Title: (30 characters max, including spaces)	Crisis Intervention
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 33 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Required for the EMT Certificate and for 2-year Paramedic AAS degree		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121.

<input type="checkbox"/> placement into:	<input type="checkbox"/> placement into:
course prefix & number: RD 115, WR 115 or equivalent placement test scores	<input checked="" type="checkbox"/> prerequisite <input type="checkbox"/> corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite <input type="checkbox"/> corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite <input type="checkbox"/> corequisite <input type="checkbox"/> pre/co

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Prepares the EMT to better understand an emotional crisis and the causes of stress. Explores how to assist others as well as themselves in dealing with stress during a crisis. Prerequisites: RD 115, WR 115 or equivalent placement test scores. Audit available.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Demonstrate an understanding of crisis intervention and the procedures for effective intervention.
	2. Communicate effectively with individuals in crisis.
	3. Identify differing reactions to crisis within different age groups, families and types of disasters.
	4. Demonstrate knowledge of how grief, loss and change impact the crisis.
	5. Demonstrate knowledge of the legal implications of crisis intervention

Outcomes assessment strategies:	The methods of assessment may include one or more of the following tools: examination, quizzes, papers/homework assignments, discussion forums, small group problem solving of questions arising from application of course concepts and concerns to actual experience, short individually written projects and role playing.
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COURSE CONTENT, ACTIVITIES AND DESIGN

Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Department required course activities (optional):	
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	<p>Outcome #1: Demonstrate an understanding of crisis intervention and the procedures for effective intervention.</p> <ul style="list-style-type: none"> • Know the emotional, cognitive and behavioral signs and symptoms to psychological reactions to crisis • Development a logical and orderly procedure before intervening • Rapid assessment of the immediate situation surrounding the crisis <p>Outcome #2: Communicate effectively with individuals in crisis.</p> <ul style="list-style-type: none"> • Identify and address the immediate or most damaging concerns in situation • Messages within communications • Communication techniques and distortion • Effective listening skills • Being aware of mistaken assumptions • Understand the appropriate use of team intervention and the role of team members
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	<ul style="list-style-type: none"> • Taking safety procedures seriously • Being able to identify people at risk for violent behavior <p>Outcome #3: Identify differing reactions to crisis within different age groups, families and types of disasters.</p> <ul style="list-style-type: none"> • Typical reactions of normal children in each age group • Guidelines and procedures for secondary victims • Preparation to respond to a disaster • Effective disaster communication skills <p>Outcome #4: Demonstrate knowledge of how grief, loss and change impact the crisis.</p> <ul style="list-style-type: none"> • Look for the grief component in the crisis • Intensity of emotions experienced with a loss • Victims' perception vs reality • Feelings associated with death and dying <p>Outcome #5: Demonstrate knowledge of the legal implications of crisis intervention.</p> <ul style="list-style-type: none"> • Consent and refusal of care • Confidentiality • Advance directives • Tort and criminal actions • Evidence preservation • Mandatory reporting • Patient rights and advocacy
Suggested Texts & Materials (specify if any texts or materials are required):	The elements of crisis intervention by James L. Greenstone and Sharon C. Leviton ISBN-13: 978-0495007814; ISBN-10: 0495007811
Department Notes (optional)	The course aligns with the current National EMS Education Standards.

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	EMT Certificate	# credit: 28
Name of new degree(s):	Paramedic AAS	# credit: 108

Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	certificate and degree requirement
Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.	

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES	
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Yes. The Oregon EMS consortium approves the certificate and the degree which ensures transfer compatibility between the colleges.
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No.
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 11/20/2021 <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):

Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #4 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Lorie Saito	lsaito@cgcc.edu	12/13/2021
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Lorie Saito		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

**New Course
 Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Health Occupations	Submitter name phone and email	Lorie Saito 541-506-6146 lsaito@cgcc.edu
Prefix and Course Number:	EMS 116	Credits:	3
Course Title: (60 characters max, including spaces)	Intro to Emergency Medical Rescue	Transcript Title: (30 characters max, including spaces)	Intro to Emergency Med Rescue
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: Lec/lab: 66 Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Required for the EMT Certificate and for 2-year Paramedic AAS degree		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> placement into:	<input type="checkbox"/> placement into:		
course prefix & number: EMS 106	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number: valid driver's license	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Provides a brief introduction into EMS/fire service rescue practices. Includes the following topics: auto extrication, rope rescue, water and ice rescue, fire ground search and rescue, confined space rescue situations, and emergency driving. Covers the basic knowledge and skills needed to perform as a team member in rescue operations. Prerequisite: EMS 106, valid driver's license. Audit available.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Select appropriate equipment for various rescue and extrication operations, demonstrating teamwork, personal and scene safety.
	2. Demonstrate a comprehensive knowledge of roadway operations and safety.
	3. Identify types of ambulances and the laws relating to their operation, as well as required markings and placement of warning devices pertaining to emergency vehicles.
	4. Identify areas that present the need for special hazard awareness, and apply appropriate safe response strategies in those areas.
	5. Prepare the emergency vehicle prior to responding to emergency calls.
	6. Demonstrate comprehensive knowledge of safe driving practices, and demonstrate safe driving ability of an ambulance.
Outcomes assessment strategies:	<p>Knowledge will be assessed through the use of written examinations.</p> <p>Practical skills will be evaluated for proficiency in a controlled setting</p> <p>Personal and professional behaviors will be assessed by instructors using appropriate methods such as evaluation forms</p>

COURSE CONTENT, ACTIVITIES AND DESIGN

Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Department required course activities (optional):	
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Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>Outcome #1: Select appropriate equipment for various rescue and extrication operations, demonstrating teamwork, personal and scene safety.</p> <ul style="list-style-type: none"> • Auto extrication • Rope rescue • Water and ice rescue • Fire ground search and rescue • Confined space rescue • Emergency driving
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	<p>Outcome #2: Demonstrate a comprehensive knowledge of roadway operations and safety.</p> <ul style="list-style-type: none"> • Concepts of road safety • Core components of road/highway operations • Ten best practices of roadway safety <p>Outcome #3: Identify types of ambulances and the laws relating to their operation, as well as required markings and placement of warning devices pertaining to emergency vehicles.</p> <ul style="list-style-type: none"> • EMS Vehicles • Air medical • Ambulance Equipment • Emergency signaling devices and OAR's • Types of regulations • Understanding the regulations • Due Regard • Negligence • Specific motor vehicle operator law <p>Outcome #4: Identify areas that present the need for special hazard awareness, and apply appropriate safe response strategies in those areas.</p> <ul style="list-style-type: none"> • Off road driving • Rollover • Vehicle security • Collision and near-miss investigations <p>Outcome #5: Prepare the emergency vehicle prior to responding to emergency calls.</p> <ul style="list-style-type: none"> • Major mechanical systems • Tires • Vehicle inspection • Operator responsibilities <p>Outcome #6: Demonstrate comprehensive knowledge of safe driving practices, and demonstrate safe driving ability of an ambulance.</p> <ul style="list-style-type: none"> • Human aspects of driving • Defensive driving • Crash avoidance techniques • Emergency vehicle operation • Driving skills that influence the quality of the ride • Basic maneuvers • Emergency response driving • Adverse conditions
Suggested Texts & Materials (specify if any texts or materials are required):	<p>These books are suggested. Introduction to EMS Systems can also be used for EMS 100.</p> <ul style="list-style-type: none"> • Introduction to EMS Systems, Bruce Waltz, ISBN: D7668-1984-1 • Emergency Vehicle Operations, Jeffery T. Lindsey & Richard W. Patrick, ISBN 0-13-118155-6
Department Notes (optional)	

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Name of certificate(s):		# credit:
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Name of degree(s):		# credit:
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Will this new course be part of a new, proposed CGCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Name of new certificate(s):	EMT Certificate	# credit: 28
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Name of new degree(s):	Paramedic AAS	# credit: 108
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Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Requirement for degree and certificate	
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Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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If **yes**, the related instruction [form](#), available on the curriculum office website, must be completed and submitted together with this form.

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	<p>Yes.</p> <p>The Oregon EMS consortium approves the certificate and the degree which ensures transfer compatibility between the colleges.</p>
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IMPACT ON OTHER PROGRAMS AND DEPARTMENTS

Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No.
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Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.
--	-----

Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
---	--

Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 11/20/2021 <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):
<p>Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>	

SECTION #4 DEPARTMENT REVIEW		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i></p>		
Submitter	Email	Date
Lorie Saito	Lsaito@cgcc.edu	12/13/2021
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Lorie Saito		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

**New Course
Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Nursing and Health Occupations	Submitter name phone and email	Lorie Saito 541-506-6146 Lsaito@cgcc.edu
Prefix and Course Number:	EMS 210	Credits:	9
Course Title: (60 characters max, including spaces)	Paramedic Part 1	Transcript Title: (30 characters max, including spaces)	Paramedic Part 1
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 99 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Prefix, number and title:

Reason for the new course. Required for the two year AAS paramedic degree

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121.

<input type="checkbox"/> placement into:	<input type="checkbox"/> placement into:
course prefix & number: EMS 220	<input type="checkbox"/> prerequisite <input checked="" type="checkbox"/> corequisite <input type="checkbox"/> pre/co
course prefix & number: EMS 100, EMS 105, EMS 106, EMS 115, EMS 116	<input checked="" type="checkbox"/> prerequisite <input type="checkbox"/> corequisite <input type="checkbox"/> pre/co

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Covers the introductory knowledge, skills and behaviors required of a paramedic in pathophysiology, basic electrocardiography, pharmacology, medical emergencies and trauma emergencies. This is the first course in a three-course series. Prerequisites: EMS 100, EMS 105, EMS 106, EMS 115, EMS 116. Corequisite: EMS 220. Audit available.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Demonstrate knowledge of homeostasis as well as the relationship between the stages of the general adaptation syndrome and disease.
	2. Recognize the physiologic consequences of fluid and electrolyte imbalances and of acid-base imbalances.
	3. Recognize and manage the various types of shock that may be observed in a patient.
	4. Demonstrate knowledge of the three types of body defenses against pathogens and the four hypersensitivity responses the body has for immunologic injury.
	5. Demonstrate knowledge regarding the regulation, classification, and pharmacodynamics of drugs.
	6. Compute the correct dosage of drugs and safely administer drugs through the various routes.
	7. Use IV fluids as routes for drug administration, as volume expanders, diuretics and alkalizing agents.
	8. Identify the underlying physiology that is being targeted by respiratory, neurological, and cardiac drugs as well as drugs used in allergic reactions.
	9. Demonstrate knowledge of heart anatomy and physiology, conduction, and electrophysiology, and correctly identify the components of an ECG rhythm strip.
	10. Interpret correctly rhythms originating in the heart.
	11. Apply critical thinking and clinical reasoning to develop a field impression based on patient findings and scene dynamics.
	12. Maintain a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
13. Devise a comprehensive treatment plan based on assessment findings and the pathophysiology of a patient with various complaints.	
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Cognitive and psychomotor domains are measured for competency by a combination of written exams and skill demonstration. • The affective domain is measured for competency using published professional standards.

COURSE CONTENT, ACTIVITIES AND DESIGN

Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Department required course activities (optional):

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):

Outcome #1: Demonstrate knowledge of homeostasis as well as the relationship between the stages of the general adaptation syndrome and disease.

- Atrophy and hypertrophy
- Hyperplasia, dysplasia, and metaplasia
- General Adaptation Syndrome
 - Alarm
 - Resistance
 - Exhaustion

Outcome #2: Recognize the physiologic consequences of fluid and electrolyte imbalances and of acid-base imbalances.

- Fluid volume deficit and excess
- Hypernatremia and hyponatremia
- Hyperkalemia and hypokalemia
- Hypercalcemia and hypocalcemia
- Hypophosphatemia and hyperphosphatemia
- Hypermagnesemia and hypomagnesemia
- Respiratory Acidosis and respiratory alkalosis
- Metabolic Acidosis and metabolic alkalosis

Outcome #3: Recognize and manage the various types of shock that may be observed in a patient.

- Central and peripheral shock
 - Cardiogenic
 - Obstructive
 - Hypovolemic
 - Distributive
- Multiple Organ Dysfunction Syndrome

Outcome #4: Demonstrate knowledge of the three types of body defenses against pathogens and the four hypersensitivity responses the body has for immunologic injury.

- Humoral Immune Response
- Cell-Mediated Immune Response
- Inflammatory Response
- Type I: Immediate Hypersensitivity Reactions
- Type II: Cytotoxic Hypersensitivity
- Type III: Tissue Injury Caused by Immune Complexes
- Type IV: Delayed (Cell-Mediated) Hypersensitivity

Outcome #5: Demonstrate knowledge regarding the regulation, classification, and pharmacodynamics of drugs.

- History, regulation and classification of drugs
- Concepts of pharmacokinetics, biotransformation, therapeutic levels and excretion of drugs
- Correct selection, administration and documentation of drugs
- Resupplying drugs according to applicable protocols

Outcome #6: Compute the correct dosage of drugs and safely administer drugs through the various routes.

- Calculate pat's weight in metric units
- Correlation between mass of a drug with the volume of solution in which drug is suspended
- Correctly calculate prescribed dosage and how to administer it via the solution on hand
- Proper technique for administration of medications:
 - Oral and Mucosal
 - Aerosolized
 - Intramuscular (IM) and Subcutaneous (SQ)
 - Transdermal
 - Intravenous (IV) and Interosseous (IO)
 - Endotracheal (ET)
 - Safety precautions when administering/disposing of drugs
 - Assessing for allergies
 - Utilizing personal protective equipment
 - Disposing of unused drugs
 - Disposing of administration equipment

Outcome #7: Use IV fluids as routes for drug administration, as volume expanders, diuretics and alkalizing agents.

- Osmotic pressure as it relates to the following solutions:
 - Isotonic
 - Hypertonic
 - Hypotonic
- Use of the following solutions based on the needs of the patient:

- Isotonic
- Hypertonic
- Hypotonic
- Calculation and discussion of administration of a fluid bolus based upon the needs of the patient
- IV solutions to act as a transport for medication

Outcome #8: Identify the underlying physiology that is being targeted by respiratory, neurological, and cardiac drugs as well as drugs used in allergic reactions.

- Relationship between the sympathetic and parasympathetic nervous systems and how they are affected by drugs
- Physiology of receptor sites, including the properties of specific receptor sites, of:
 - Respiratory
 - Neurological
 - Cardiac
 - Immunological systems

Outcome #9: Demonstrate knowledge of heart anatomy and physiology, conduction, and electrophysiology, and correctly identify the components of an ECG rhythm strip.

- Autonomic Nervous system and the heart
- Electrocardiogram
 - Leads and lead placement
 - 12 and 18-Lead ECGs
- ECG rhythm strip
 - ECG paper
 - P wave
 - PR Interval (PRI)
 - QRS complex
 - ST segment
 - T wave
 - QT interval
 - TP segment
 - R-R interval
 - 5-step interpretation method

Outcome #10: Interpret correctly rhythms originating in the heart.

- SA Node
 - Normal sinus rhythm
 - Sinus bradycardia
 - Sinus tachycardia

- Sinus dysrhythmia
- Sinus arrest
- Sick sinus syndrome
- Atria
 - Premature atrial complex
 - Supraventricular tachycardia
 - Pre-excitation
 - Wolff-Parkinson-White Syndrome (WPW)
 - Lown-Ganong-Levine syndrome
 - Atrial fibrillation
 - Atrial flutter
 - Wandering atrial pacemaker
 - Multifocal tachycardia
- AV junction
 - Premature junctional complex
 - Junctional escape rhythm
 - Accelerated junctional rhythm
 - First-degree AV block
 - Second-degree AV Block Type 1
 - Second-degree AV Block Type 2
 - Third-degree AV Block Type 3
- Ventricle
 - Premature ventricular complex
 - Idioventricular rhythm
 - Accelerated idioventricular rhythm
 - Ventricular tachycardia
 - Ventricular fibrillation
 - Asystole
 - Pulseless Electrical Activity
- Originating artificially
 - Atrial paced
 - Ventricular paced
 - Dual paced

Outcome #11: Apply critical thinking and clinical reasoning to develop a field impression based on patient findings and scene dynamics.

- Scene size-up
- Primary survey
- History taking
- Secondary assessment
- Monitoring devices

	<ul style="list-style-type: none"> • Reassessment • Four corner stones of effective paramedic practice • Benefits and drawbacks of patient protocols/standing orders and patient care algorithms in EMS • Distinguishing patients with critical life threats vs serious condition vs minimal/non-life-threatening injuries • Five stages of critical thinking and thought processing in the pre-hospital setting • Six-Rs of clinical decision-making <p>Outcome #12: Maintain a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.</p> <ul style="list-style-type: none"> • Infant • Child • Adolescent • Adult <p>Outcome #13: Devise a comprehensive treatment plan based on assessment findings and the pathophysiology of a patient with various complaints.</p> <ul style="list-style-type: none"> • Respiratory • Cardiac • Neurologic • Eyes, ears, nose or throat • Abdominal or gastrointestinal
Suggested Texts & Materials (specify if any texts or materials are required):	Emergency: Care in the Streets, Nancy Caroline, ISBN-10: 128-410-4885
Department Notes (optional)	

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Paramedic AAS	# credit: 108

Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Requirement
Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.	

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Yes. The Oregon EMS consortium approves the degree which ensures transfer compatibility within the colleges.	
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS		
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes - date: 11/20/2021 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):	

Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #4 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Lorie Saito	lsaito@cgcc.edu	11/21/2021
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Lorie Saito		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

**New Course
Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Nursing and Health Occupations	Submitter name phone and email	Lorie Saito 541-506-6146 Lsaito@cgcc.edu
Prefix and Course Number:	EMS 211	Credits:	8
Course Title: (60 characters max, including spaces)	Paramedic Part 2	Transcript Title: (30 characters max, including spaces)	Paramedic Part 2
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: 88 Lec/lab: Lab:
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Required for the two-year AAS paramedic degree		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> placement into:	<input type="checkbox"/> placement into:		
course prefix & number: EMS 210, EMS 220	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number: EMS 221, EMS 231	<input type="checkbox"/> prerequisite	<input checked="" type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Covers intermediate knowledge, skills and behaviors required of a paramedic in medical emergencies trauma emergencies, and pharmacology. This is the second course in a three-course series. Prerequisites: EMS 210, EMS 220. Corequisites: EMS 221, EMS 231. Audit available.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Calculate and administer the correct dosage of medication to a simulated patient.
	2. Demonstrate knowledge of physiology targeted by antihypertensive and endocrine drugs.
	3. Demonstrate knowledge of drugs commonly prescribed in frequently occurring medical conditions.
	4. Apply and interpret 12-lead ECG.
	5. Formulate a field impression and prepare a comprehensive treatment plan based on assessment findings for the patient with any of the following complaints: gynecological, genitourinary or renal, endocrine, hematologic, immunologic, psychiatric, toxicology, and/or infectious disease, head/spine trauma, chest trauma, abdominal trauma, orthopedic trauma or experiencing environmental emergencies.
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Cognitive and psychomotor domains are measured for competency by a combination of written exams and skill demonstration. • The affective domain is measured for competency using published professional standards.

COURSE CONTENT, ACTIVITIES AND DESIGN

Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>Outcome #1: Calculate and administer the correct dosage of medication to a simulated patient.</p> <ul style="list-style-type: none"> • Calculate patient’s weight in metric units • Correlation between mass of a drug with the volume of solution in which drug is suspended • Correctly calculate prescribed dosage and administer it via the solution on hand

Outcome #2: Demonstrate knowledge of physiology targeted by antihypertensive and endocrine drugs.

- Renin-angiotensin system
 - Blood pressure
 - Antihypertensive medications
- Management of the patient who is:
 - Hypoglycemic
 - Hyperglycemic
 - Acidotic
- Medications to treat common endocrine disorders

Outcome #3: Demonstrate knowledge of drugs commonly prescribed in frequently occurring medical conditions.

- Actions of commonly prescribed drugs
- Managing the patient who has mis-used his/her prescription medication
- Predicting possible drug interactions when presented with the patient's prescribed medication

Outcome #4: Apply and interpret 12-lead ECG.V₁ through V₆

- Determine the axis
 - Bundle branch Block
 - Fascicular Block (Hemiblock)
- Pulmonary embolism
- Hypothermia
- Electrolyte imbalances
- Cardiomyopathy
- Brugada syndrome
- Long-QT syndrome
 - Angina pectoris
 - Acute myocardial infarction
 - NSTEMI
 - STEMI
- Pericarditis
- Cardiac tamponade
- Endocarditis

Outcome #5: Formulate a field impression and prepare a comprehensive treatment plan based on assessment findings for the patient with any of the following complaints: gynecological, genitourinary or renal, endocrine, hematologic, immunologic, psychiatric, toxicology, and/or infectious disease, head/spine trauma,

chest trauma, abdominal trauma, orthopedic trauma or experiencing environmental emergencies.

- Gynecological
 - Ovarian disorders
 - Uterine disorders
 - Vaginal bleeding
 - Sexual assault
 - Sexual practices and vaginal foreign bodies
- Genitourinary or renal
 - Acute kidney injury
 - Chronic kidney disease
 - End-stage renal failure
 - Renal dialysis
 - Male genital tract conditions
- Endocrine complaint.
 - Metabolic derangements
 - Disorders of the pancreas
 - Adrenal insufficiency
 - Adrenal emergencies
 - Thyroid, parathyroid, and pituitary gland disorders
- Hematologic complaint.
 - Sickle cell crisis
 - Anemia
 - Leukemia
 - Lymphomas
 - Polycythemia
 - DIC
 - Hemophilia
 - Multiple myeloma
 - Transfusion reactions
- Immunologic complaint.
 - Anaphylactic reactions
 - Autoimmune disorders and collagen vascular diseases
 - Organ transplant disorders
- Psychiatric complaint.
 - Use of force and restraint
 - Acute psychosis
 - Agitated delirium
 - Suicidal ideation
 - Patterns of violence, abuse, and neglect

- Specific psychiatric disorders
- Medications for psychiatric disorders and behavioral emergencies
- Toxicology complaint.
 - Management of abuse of and overdose with specific substances
 - Poisonous plants
 - Food poisoning
- Infectious disease complaint.
 - Droplet-transmitted diseases
 - Airborne-transmitted diseases
 - Mononucleosis
 - Sexually transmitted diseases
 - Fungal skin infections
 - Helminths
 - Parasitic insects
 - Common bloodborne diseases
 - Enteric diseases
 - Vector-borne and zoonotic diseases
 - Antibiotic-resistant organisms
 - Newly recognized diseases
- Head/spine trauma or chest or abdominal trauma.
 - Head, scalp, and skull injuries
 - Brain injury and intracranial pressure
 - Herniation and diffuse axonal injuries of brain
 - Focal brain injuries
 - Cerebral contusion and intracranial hemorrhage
 - Spinal cord injury
- Chest trauma
 - Chest all and clavicle injuries
 - Pneumothorax and hemothorax
 - Pulmonary contusion
 - Myocardial and vascular injuries
 - Diaphragmatic injuries
 - Esophageal and tracheobronchial injuries
 - Traumatic asphyxia
- Abdominal trauma
 - Evisceration
 - Blunt trauma
 - Impaled objects and penetrating trauma

	<ul style="list-style-type: none"> ○ Injuries to the genitalia • Orthopedic trauma <ul style="list-style-type: none"> ○ Musculoskeletal injury and fractures ○ Ligament and tendon injuries ○ Volume deficit ○ Pain control and splinting ○ Nerve injury ○ Compartment and crush syndrome • Environmental emergencies <ul style="list-style-type: none"> ○ Heat and cold emergencies ○ Drowning and diving emergencies ○ Altitude illness ○ Lightning strike ○ Envenomation
Suggested Texts & Materials (specify if any texts or materials are required):	Emergency: Care in the Streets, Nancy Caroline, ISBN-10: 128-410-4885
Department Notes (optional)	Required by current EMS national education standards and is a CoAMPS accreditation requirement.

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)	
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.	
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):	# credit:
Name of degree(s):	# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	# credit:
Name of new degree(s):	Paramedic AAS # credit: 108
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	required
Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.	

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Yes. The Oregon EMS consortium approves the degree and the degree which ensures transfer compatibility within the colleges.	
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS		
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 11/20/2021 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):	
<p>Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>		

SECTION #4 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Lorie Saito	lsaito@cgcc.edu	12//13/2021

Department Chair (enter name of department chair): Lorie Saito

Department Dean (enter name of department dean): Lorie Saito

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

**New Course
Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Nursing and Health Occupations	Submitter name phone and email	Lorie Saito 541-506-6146 Lsaito@cgcc.edu
Prefix and Course Number:	EMS 212	Credits:	7
Course Title: (60 characters max, including spaces)	Paramedic Part 3	Transcript Title: (30 characters max, including spaces)	Paramedic 3
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Lecture: 77 Lec/lab: Lab:
		Contact hours:	
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Required for the two year AAS paramedic degree		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121.

<input type="checkbox"/> placement into:	<input type="checkbox"/> placement into:
course prefix & number: EMS 211, EMS 221, EMS 231	<input checked="" type="checkbox"/> prerequisite <input type="checkbox"/> corequisite <input type="checkbox"/> pre/co
course prefix & number: EMS 222, EMS 232	<input type="checkbox"/> prerequisite <input checked="" type="checkbox"/> corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite <input type="checkbox"/> corequisite <input type="checkbox"/> pre/co

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Covers advanced knowledge, skill and behaviors required of a paramedic in medical and trauma emergencies. This is the third course in a three-course series. Prerequisites: EMS 211, EMS 221, EMS 231. Corequisites: EMS 222, EMS 232. Audit available.

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)</p>	
<p>Outcomes: (Use observable and measurable verbs)</p>	<p>Upon successful completion of this course, students will be able to:</p>
	<p>1. Prepare a comprehensive treatment plan based on assessment findings for the patient experiencing a field code, who is critically ill, or is pregnant with an obstetric complaint.</p>
	<p>2. Prepare a comprehensive treatment plan based on assessment findings for pediatric/neonatal patients, geriatric patients, or patients with special needs.</p>
	<p>3. Demonstrate knowledge of the role of the paramedic within the incident command system.</p>
	<p>4. Demonstrate knowledge of the role of the paramedic in vehicle extrication and special rescues.</p>
	<p>5. Recognize and identify hazardous materials on the scene and apply decontamination processes.</p>
	<p>6. Recognize and perform the role of the paramedic in terrorism response and various weapons of mass destruction situations.</p>
	<p>7. Recognize and perform the role of the paramedic in disaster response.</p>
<p>8. Recognize potential crime scenes, and apply appropriate defensive strategies at dangerous scenes.</p>	
<p>Outcomes assessment strategies:</p>	<ul style="list-style-type: none"> • Cognitive and psychomotor domains are measured for competency by a combination of written exams and skill demonstration. • The affective domain is measured for competency using published professional standards.
<p>COURSE CONTENT, ACTIVITIES AND DESIGN</p>	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
<p>Department required course activities (optional):</p>	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):

Outcome #1: Prepare a comprehensive treatment plan based on assessment findings for the patient experiencing a field code, who is critically ill, or is pregnant with an obstetric complaint.

- Patient experiencing a field code
 - Improving the response to cardiac arrest
 - Basic life support
 - Advanced cardiac life support
 - Scene choreography and teamwork
- Patient who is critically ill.
 - MODS
 - Shock
 - Progression of shock
 - Suspected
 - Cardiogenic
 - Distributive
 - Hypovolemic
- Patient with an obstetric complaint.
 - Complications related to pregnancy
 - Bleeding related to pregnancy
 - Childbirth
 - Complications of labor
 - High-risk pregnancy complications
 - Complications of delivery
 - Postpartum complications

Outcome #2: Prepare a comprehensive treatment plan based on assessment findings for pediatric/neonatal patients, geriatric patients, or patients with special needs.

- Neonatal
 - Specific conditions
 - Conditions related to thermoregulation
 - Common birth injuries in the newborn
 - Congenital heart disease
- Pediatric
 - Respiratory emergencies
 - Shock
 - Cardiovascular emergencies
 - Neurologic emergencies
 - Gastrointestinal emergencies
 - Endocrine emergencies
 - Hematologic, oncologic, and immunologic emergencies

- Toxicologic emergencies
- Psychiatric and behavioral emergencies
- Fever emergencies
- Sudden infant death syndrome
- Pediatric trauma emergencies
- Geriatric
 - Cardiovascular conditions
 - Neurologic conditions
 - Gastrointestinal conditions
 - Endocrine conditions
 - Toxicologic conditions
 - Psychologic conditions
 - Trauma emergencies
 - End-of-life care
- Special challenges
 - Abuse or neglect
 - Terminal illness
 - Bariatric patients
 - Communicable diseases
 - Medical technology in the pre-hospital setting
 - Medical technology during interfacility transport
 - Patients with cognitive, sensory or communication impairment
 - Other notable conditions

Outcome #3: Demonstrate knowledge of the role of the paramedic within the incident command system.

- Incident command system roles and responsibilities
- NIMS
- EMS response within the incident
- Medical incident command
- Triage categories and tags
- START and JumpSTART triage methods
- CISM

Outcome #4: Demonstrate knowledge of the role of the paramedic in vehicle extrication and special rescues.

- Steps in special rescue
- Vehicle extrication
- Specialized rescues and teams

Outcome #5: Recognize and identify hazardous materials on the scene and apply decontamination processes.

- Paramedic role in HazMat incident

	<ul style="list-style-type: none"> • Scene size-up • Contamination and toxicology • Routes of exposure • Decontamination and treatment • Transport considerations of exposed patients <p>Outcome #6: Recognize and perform the role of the paramedic in terrorism response and various weapons of mass destruction situations.</p> <ul style="list-style-type: none"> • International and domestic terrorism • Threat recognition • WMD's <ul style="list-style-type: none"> ○ CBRN agents <p>Outcome #7: Recognize and perform the role of the paramedic in disaster response.</p> <ul style="list-style-type: none"> • Disaster response planning • Natural disasters • Man-made disasters <p>Outcome #8: Recognize potential crime scenes, and apply appropriate defensive strategies at dangerous scenes.</p> <ul style="list-style-type: none"> • Crime scene awareness • Indicators of violence • Highway and road incidents • Residential incidents • Violence on the street • Cover and concealment • Self-defense • Preserving evidence
Suggested Texts & Materials (specify if any texts or materials are required):	Emergency: Care in the Streets, Nancy Caroline, ISBN-10: 128-410-4885
Department Notes (optional)	Required by current EMS national education standards and is a CoAMPS accreditation requirement.

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)	
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.	
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):	# credit:
Name of degree(s):	# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Name of new certificate(s):		# credit:
Name of new degree(s):	Paramedic AAS	# credit: 108
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	required	
Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES		
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Yes. The Oregon EMS consortium approves the degree and the degree which ensures transfer compatibility within the colleges.	
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS		
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 11/20/2021 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):	

Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #4 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Lorie Saito	lsaito@cgcc.edu	12//13/2021
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Lorie Saito		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

**New Course
Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Nursing and Health Occupations	Submitter name phone and email	Lorie Saito 541-506-6146 Lsaito@cgcc.edu
Prefix and Course Number:	EMS 220	Credits:	3
Course Title: (60 characters max, including spaces)	Paramedic Lab 1	Transcript Title: (30 characters max, including spaces)	Paramedic Lab 1
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Lecture: Lec/lab: Lab: 99
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Required for the two year AAS paramedic degree		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> placement into: course prefix & number: EMS 210	<input type="checkbox"/> prerequisite	<input checked="" type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
<input type="checkbox"/> placement into: course prefix & number: EMS 100, EMS 105, EMS 106, EMS 115, EMS 116	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Practices the skills and behaviors learned in EMS 210 required of a paramedic in medication administration, trauma and medical patient assessment and management, and ECG interpretation. Provides training in the skills lab setting using simulated patients. This is the first course a three-course lab series. Prerequisites: EMS 100, EMS 105, EMS 106, EMS 115, EMS 116. Corequisite: EMS 210. Audit available.

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)</p>	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Administer medication within the Paramedic Scope of Practice on simulated patients.
	2. Assess and manage simulated trauma patients with hemorrhage, soft tissue, facial, or burn complaints.
	3. Demonstrate assessment and management competency in simulated medical patients with airway, respiratory, cardiac, EENT, and abdominal/gastrointestinal complaints.
4. Interpret ECG readings and determine treatment options for simulated patients in skills lab.	
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Cognitive and psychomotor domains are measured for competency by a combination of written exams and skill demonstration. • The affective domain is measured for competency using published professional standards.
<p>COURSE CONTENT, ACTIVITIES AND DESIGN</p>	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>Outcome #1: Administer medication within the Paramedic Scope of Practice on simulated patients.</p> <ul style="list-style-type: none"> • Oral and Mucosal • Aerosolized • Intramuscular (IM) and Subcutaneous (SQ) • Transdermal • Intravenous (IV) and Interosseous (IO) • Endotracheal (ET) • Safety precautions when administering/disposing of drugs <ul style="list-style-type: none"> ○ Assessing for allergies

	<ul style="list-style-type: none"> ○ Utilizing personal protective equipment ○ Disposing of unused drugs ○ Disposing of administration equipment ● Correctly calculate medication dosages by weight and volume <p>Outcome #2: Assess and manage simulated trauma patients with hemorrhage, soft tissue, facial, or burn complaints.</p> <ul style="list-style-type: none"> ● Hemorrhage control ● Care and bandaging of soft tissue injuries ● Care and management of facial injuries ● Care and management of burns <p>Outcome #3: Demonstrate assessment and management competency in simulated medical patients with airway, respiratory, cardiac, EENT, and abdominal/gastrointestinal complaints.</p> <ul style="list-style-type: none"> ● Airway management for patients of all ages ● Respiratory patient ● Cardiac patient ● Neurological patient ● EENT patient ● Abdominal or gastrointestinal patient <p>Outcome #4: Interpret ECG readings and determine treatment options for simulated patients in skills lab.</p> <ul style="list-style-type: none"> ● Originating in the SA node ● Originating in the atria ● Originating in the AV node ● Originating in the ventricles ● Originating artificially
Suggested Texts & Materials (specify if any texts or materials are required):	Emergency: Care in the Streets, Nancy Caroline, ISBN-10: 128-410-4885
Department Notes (optional)	Course required by current EMS national education standards and is a CoAMPS accreditation requirement.

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of certificate(s):		# credit:
Name of degree(s):		# credit:

Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Paramedic AAS	# credit: 108
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	requirement	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES		
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Yes. The Oregon EMS consortium approves the degree and the degree which ensures transfer compatibility within the colleges.	
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS		
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 11/20/2021 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):	

Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #4 DEPARTMENT REVIEW

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Submitter	Email	Date
Lorie Saito	lsaito@cgcc.edu	11/21/2021
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Lorie Saito		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
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Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

**New Course
Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Nursing and Health Occupations	Submitter name phone and email	Lorie Saito 541-506-6146 Lsaito@cgcc.edu
Prefix and Course Number:	EMS 221	Credits:	2
Course Title: (60 characters max, including spaces)	Paramedic Lab 2	Transcript Title: (30 characters max, including spaces)	Paramedic Lab 2
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Lecture: Lec/lab: Lab: 66
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Contact hours:	Prefix, number and title:
Reason for the new course.	Required for the two year AAS paramedic degree		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> placement into:	<input type="checkbox"/> placement into:		
course prefix & number: EMS 210, EMS 220	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number: EMS 211, EMS 231	<input type="checkbox"/> prerequisite	<input checked="" type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Practices the skills and behaviors learned in EMS 221 required for proficient medication administration, assessment and management of various trauma and medical situations, and interpretation of 12-lead ECG. Provides training in the skills lab setting using simulated patients. This is the second course in a three-course lab series. Prerequisites: EMS 210, EMS 220. Corequisites: EMS 211, EMS 231. Audit available.

<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)</p>	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Correctly calculate dosages required for medication administration within the Paramedic Scope of Practice using simulated patients.
	2. Demonstrate knowledge in trauma patient assessment and management using simulated patients with head/spinal, chest, abdominal, orthopedic, and environmental complaints.
	3. Demonstrate knowledge in medical patient assessment and management using simulated patients with gynecological, GU/renal, endocrine, hematologic, immunological, behavioral, toxicological, or infectious complaints.
	4. Accurately interpret 12-lead ECGs using simulated patients.
Outcomes assessment strategies:	<ul style="list-style-type: none"> • Cognitive and psychomotor domains are measured for competency by a combination of written exams and skill demonstration. • The affective domain is measured for competency using published professional standards.
<p>COURSE CONTENT, ACTIVITIES AND DESIGN</p>	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>Outcome #1: Correctly calculate dosages required for medication administration within the Paramedic Scope of Practice using simulated patients.</p> <ul style="list-style-type: none"> • Oral, mucosal and aerosolized • Intramuscular (IM), subcutaneous (SQ) and intravenous (IV) • Transdermal, Interosseous (IO) and Endotracheal (ET) • Safety precautions when administering/disposing of drugs <p>Outcome #2: Demonstrate knowledge in trauma patient assessment and management using simulated patients with head/spinal, chest, abdominal, orthopedic, and environmental complaints.</p> <ul style="list-style-type: none"> • Head and spinal trauma

	<ul style="list-style-type: none"> • Chest trauma • Abdominal trauma • Orthopedic trauma • Environmental trauma <p>Outcome #3: Demonstrate knowledge in medical patient assessment and management using simulated patients with gynecological, GU/renal, endocrine, hematologic, immunological, behavioral, toxicological, or infectious complaints.</p> <ul style="list-style-type: none"> • Gynecological emergency • Genitourinary or renal emergency • Endocrine emergency • Hematologic emergency • Immunological emergency • Behavioral emergency • Toxicological emergency • Infectious disease <p>Outcome #4: Accurately interpret 12-lead ECGs using simulated patients.</p> <ul style="list-style-type: none"> • Placement and interpretation of the 12-lead • ECG changes associated with myocardial ischemia, injury, and infarction • Non-cardiac ECG abnormalities • Non-ischemic changes in the 12-lead
Suggested Texts & Materials (specify if any texts or materials are required):	Emergency: Care in the Streets, Nancy Caroline, ISBN-10: 128-410-4885
Department Notes (optional)	Course required by current EMS national education standards and is a CoAMPS accreditation requirement.

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Paramedic AAS	# credit: 108

Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	requirement
Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.	

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES	
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Yes. The Oregon EMS consortium approves the degree and the degree which ensures transfer compatibility within the colleges.
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes - date: 11/20/2021 <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):

Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #4 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Lorie Saito	lsaito@cgcc.edu	12/13/2021
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Lorie Saito		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

**New Course
Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Nursing and Health Occupations	Submitter name phone and email	Lorie Saito 541-506-6146 Lsaito@cgcc.edu
Prefix and Course Number:	EMS 222	Credits:	2
Course Title: (60 characters max, including spaces)	Paramedic Lab 3	Transcript Title: (30 characters max, including spaces)	Paramedic Lab 3
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Lecture: Lec/lab: Lab: 66
Is this course equivalent to another? They must have the same description, outcomes and credit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Contact hours:	Prefix, number and title:
Reason for the new course.	Required for the two year AAS paramedic degree		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

Standard requisites – Prerequisite: successful completion of EMT certificate

<input type="checkbox"/> placement into:	<input type="checkbox"/> placement into:
course prefix & number: EMS 211, EMS 221, EMS 231	<input checked="" type="checkbox"/> prerequisite <input type="checkbox"/> corequisite <input type="checkbox"/> pre/co
course prefix & number: EMS 212, EMS 232	<input type="checkbox"/> prerequisite <input checked="" type="checkbox"/> corequisite <input type="checkbox"/> pre/co

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Practices the skills and behaviors learned in EMS 222 required for proficient medication administration, assessment and management of various trauma and medical patients, and interpretation of 12-lead ECG. Provides training in the skills lab setting using simulated patients. This is the third course in a three-course lab series. Prerequisites: EMS 211, EMS 221, EMS 231. Corequisites: EMS 212, EMS 232. Audit available.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Perform triage in a mass casualty situation.
	2. Demonstrate knowledge of the role of EMS and the paramedic in vehicle extrication and special rescues.
	3. Apply situational awareness and defensive strategies on potentially dangerous scenes.
4. Demonstrate knowledge of previously learned skills in simulated scenarios.	
Outcomes assessment strategies:	Daily preceptor evaluations sheets which will assess affective domain, psychomotor domain and cognitive domain and are to be filled out by the faculty working with the student.

COURSE CONTENT, ACTIVITIES AND DESIGN

Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Department required course activities (optional):	
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Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>Outcome #1: Perform triage in a mass casualty situation</p> <ul style="list-style-type: none"> • Concept of triage • When and how to apply triage <p>Outcome #2: Demonstrate knowledge of the role of EMS and the paramedic in vehicle extrication and special rescues.</p> <ul style="list-style-type: none"> • Safely extricates simulated patient from simulated motor vehicle crash • Expeditiously extricates simulated patient from simulated motor vehicle crash in an urgent situation <p>Outcome #3: Apply situational awareness and defensive strategies on potentially dangerous scenes.</p> <ul style="list-style-type: none"> • Situational awareness on simulated potentially dangerous scenes • Demonstrate knowledge of previously learned skills in simulated scenarios. • Self-defense skills
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	<ul style="list-style-type: none"> Evidence preservation within a simulation <p>Outcome #4: Demonstrate knowledge of previously learned skills in simulated scenarios.</p> <ul style="list-style-type: none"> Applying skills from EMS 220 in simulated scenarios Apply skills from EMS 221 in simulated scenarios
Suggested Texts & Materials (specify if any texts or materials are required):	Emergency: Care in the Streets, Nancy Caroline, ISBN-10: 128-410-4885
Department Notes (optional)	Course required by current EMS national education standards and is a CoAMPS accreditation requirement.

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):	# credit:
Name of degree(s):	# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	# credit:
Name of new degree(s):	Paramedic AAS # credit: 108
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Requirement.
Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

If **yes**, the related instruction [form](#), available on the curriculum office website, must be completed and submitted together with this form.

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Yes. The Oregon EMS consortium approves the degree and the degree which ensures transfer compatibility within the colleges.
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IMPACT ON OTHER PROGRAMS AND DEPARTMENTS

Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 11/20/2021 <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):
<p>Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>	

SECTION #4 DEPARTMENT REVIEW		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i></p>		
Submitter	Email	Date
Lorie Saito	lsaito@cgcc.edu	11/21/2021
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Lorie Saito		

NEXT STEPS:

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

New Course Career Technical Education (CTE)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department:	Nursing and Health Occupations	Submitter name phone and email	Lorie Saito 541-506-6146 Lsaito@cgcc.edu
Prefix and Course Number:	EMS 231	Credits:	3
Course Title: (60 characters max, including spaces)	Paramedic Clinical 1	Transcript Title: (30 characters max, including spaces)	Paramedic Clinical 1
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Contact hours: Lecture: Lec/lab: Lab: 99
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Required for the two year AAS paramedic degree		
GRADE OPTIONS: Check as many or as few options as you'd like. Choose the default grade option. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.			
		Check all that apply	Default (Choose one)
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass		<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:	
course prefix & number: EMS 210, EMS 220	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number: EMS 211, EMS 221	<input type="checkbox"/> prerequisite	<input checked="" type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions .			
Provides field experience designed to expose the student to disease and injury conditions comparable to those experienced by paramedics in pre-hospital care situations. Explores multiple departments within the hospital/clinical setting, enabling the student to see a wide distribution of patient situations. Includes direct			

<p>patient care necessary for completion of program objectives. All skills are first taught in EMS 220 and EMS 221 in a classroom setting before being performed under direct supervision on live patients in the clinical setting. This is the first course in a two-course clinical series. Prerequisites: EMS 210, EMS 220. Corequisites: EMS 211, EMS 221. Audit available.</p>	
<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)</p>	
<p>Outcomes: (Use observable and measurable verbs)</p>	<p>Upon successful completion of this course, students will be able to:</p>
	<p>1. Demonstrate knowledge of accurate calculation of drug dosages and IV drip rates and perform proper administration of medications to live patients.</p>
	<p>2. Demonstrate proper insertion of an intravenous line (IV) on live patients.</p>
	<p>3. Apply interview techniques on live patients regarding their symptoms.</p>
	<p>4. Demonstrate knowledge of patient evaluation for pertinent signs of disease or emergent situations on live patients.</p>
<p>5. Obtain and interpret complete set of vital signs, including ECG interpretation, on live patients.</p>	
<p>Outcomes assessment strategies:</p>	<p>Daily preceptor evaluations sheets which will assess Affective Domain, Psychomotor Domain and Cognitive Domain and are to be filled out by the preceptor working with the student.</p>
<p>COURSE CONTENT, ACTIVITIES AND DESIGN</p>	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
<p>Department required course activities (optional):</p>	
<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>Outcome #1: Demonstrate knowledge of accurate calculation of drug dosages and IV drip rates and perform proper administration of medications to live patients.</p> <ul style="list-style-type: none"> • Accurately perform all skills under the direct supervision of a preceptor • Medications <ul style="list-style-type: none"> ○ Oral ○ IM ○ SQ

	<ul style="list-style-type: none"> ○ IO • IVs <ul style="list-style-type: none"> ○ Macro drip ○ Micro drip ○ Weight based • Drug Interactions and Contraindications <p>Outcome #2: Demonstrate proper insertion of an intravenous line (IV) on live patients.</p> <ul style="list-style-type: none"> • Accurately perform all skills under the direct supervision of a preceptor • IV site selection • IV stabilization techniques • Multiple IV needs <p>Outcome #3: Apply interview techniques on live patients regarding their symptoms.</p> <ul style="list-style-type: none"> • Accurately perform all skills under the direct supervision of a preceptor • Patient history • Challenging patients <ul style="list-style-type: none"> ○ Combative ○ Confused ○ Unresponsive <p>Outcome #4: Demonstrate knowledge of patient evaluation for pertinent signs of disease or emergent situations on live patients.</p> <ul style="list-style-type: none"> • Accurately perform all skills under the direct supervision of a preceptor • Physical patient assessment • Scene assessment <p>Outcome #5: Obtain and interpret complete set of vital signs, including ECG interpretation, on live patients.</p> <ul style="list-style-type: none"> • Accurately perform all skills under the direct supervision of a preceptor • Deducing potential health issue based on <ul style="list-style-type: none"> ○ Vital signs assessment ○ ECG interpretation ○ Scene assessment
Suggested Texts & Materials (specify if any texts or materials are required):	Emergency: Care in the Streets, Nancy Caroline, ISBN-10: 128-410-4885
Department Notes (optional)	Course required by current EMS national education standards and is a CoAMPS accreditation requirement.

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Paramedic AAS	# credit: 108
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	requirement	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Yes. The Oregon EMS consortium approves the degree and the degree which ensures transfer compatibility within the colleges.	
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS		
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No	
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 11/20/2021 <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):
<p>Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>	

SECTION #4 DEPARTMENT REVIEW		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i></p>		
Submitter	Email	Date
Lorie Saito	lsaito@cgcc.edu	11/21/2021
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Lorie Saito		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

**New Course
Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Nursing and Health Occupations	Submitter name phone and email	Lorie Saito 541-506-6146 Lsaito@cgcc.edu
Prefix and Course Number:	EMS 232	Credits:	3
Course Title: (60 characters max, including spaces)	Paramedic Clinical 2	Transcript Title: (30 characters max, including spaces)	Paramedic Clinical 2
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times?	Lecture: Lec/lab: Lab: 99
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Required for the two year AAS paramedic degree		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121.

<input type="checkbox"/> placement into:	<input type="checkbox"/> placement into:
course prefix & number: EMS 211, EMS 221	<input checked="" type="checkbox"/> prerequisite <input type="checkbox"/> corequisite <input type="checkbox"/> pre/co
course prefix & number: EMS 212, EMS 222	<input type="checkbox"/> prerequisite <input checked="" type="checkbox"/> corequisite <input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite <input type="checkbox"/> corequisite <input type="checkbox"/> pre/co

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Continues the field experience started in EMS 231 and is designed to expose the student to disease and injury conditions comparable to those experienced by paramedics in pre-hospital care situations. Explores multiple departments within the hospital/clinical setting, enabling the student to see a wide distribution of

<p>patient situations. Includes direct patient care necessary for completion of program objectives. All skills are first taught in EMS 220, EMS 221 and EMS 222 in a classroom setting before being performed under direct supervision in the clinical setting on live patients. This is the second course in a two-course clinical series. Prerequisites: EMS 211, EMS 221. Corequisites: EMS 212, EMS 222. Audit available.</p>	
<p>LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)</p>	
<p>Outcomes: (Use observable and measurable verbs)</p>	<p>Upon successful completion of this course, students will be able to:</p>
	<p>1. Prepare a treatment plan and demonstrate knowledge of proper selection, calculation and administration of medications with live patients.</p>
	<p>2. Prepare a treatment plan and demonstrate knowledge of proper size selection, insertion, and stabilization of an intravenous line (IV) with live patients in various situations.</p>
	<p>3. Prepare a treatment plan based on interview techniques and scene assessment with alterations to plan based on responses from live patients regarding their symptoms.</p>
	<p>4. Prepare a treatment plan and demonstrate knowledge of patient evaluation for pertinent signs of disease or emergent situations for live patients.</p>
<p>5. Prepare a treatment plan based on interpretation of vital signs and ECG interpretation for live patients.</p>	
<p>Outcomes assessment strategies:</p>	<p>Daily preceptor evaluations sheets which will assess Affective Domain, Psychomotor Domain and Cognitive Domain and are to be filled out by the preceptor working with the student.</p>
<p>COURSE CONTENT, ACTIVITIES AND DESIGN</p>	
<p>Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
<p>Department required course activities (optional):</p>	
<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>Outcome #1: Prepare a treatment plan and demonstrate knowledge of proper selection, calculation and administration of medications with live patients.</p> <ul style="list-style-type: none"> • Accurately perform all skills under the direct supervision of a preceptor. • Based on treatment plan and patient assessment: <ul style="list-style-type: none"> ○ Medication selection

- Route selection
- Dosage selection

Outcome #2: Prepare a treatment plan and demonstrate knowledge of proper size selection, insertion, and stabilization of an intravenous line (IV) with live patients in various situations.

- Accurately perform all skills under the direct supervision of a preceptor.
- Based on treatment plan and patient assessment:
 - Site selection
 - IV stabilization
 - Need for multiple IV lines

Outcome #3: Prepare a treatment plan based on interview techniques and scene assessment with alterations to plan based on responses from live patients regarding their symptoms.

- Accurately perform all skills under the direct supervision of a preceptor
- Recognize cues needing further exploration
- Interpreting scene assessment in relation to patient responses

Outcome #4: Prepare a treatment plan and demonstrate knowledge of patient evaluation for pertinent signs of disease or emergent situations for live patients.

- Accurately perform all skills under the direct supervision of a preceptor
- Recognize correlations between:
 - Vital signs
 - ECG interpretation
 - Physical assessment of injuries
 - Assessment of scene
 - Patient responses when interviewed

Outcome #5: Prepare a treatment plan based on interpretation of vital signs and ECG interpretation for live patients.

- Accurately perform all skills under the direct supervision of a preceptor
- Based vital signs and ECG interpretation:
 - Deduce possible body system affected
 - Determine urgency of situation
 - Utilize scene assessment to refine determination of possible health issue
 - Prepare a treatment plan
 - Select appropriate:
 - Medications
 - Treatment options
 - Utilize additional interview questions, if able

Suggested Texts & Materials (specify if any texts or materials are required):	Emergency: Care in the Streets, Nancy Caroline, ISBN-10: 128-410-4885
Department Notes (optional)	Course required by current EMS national education standards and is a CoAMPS accreditation requirement.

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):	# credit:
Name of degree(s):	# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):	# credit:
Name of new degree(s):	Paramedic AAS # credit: 108
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Requirement.
Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.	

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Yes. The Oregon EMS consortium approves the degree and the degree which ensures transfer compatibility within the colleges.
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No

<p>Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.</p>	
<p>Has the Library director been notified regarding the addition of this course and the need for any potential resources?</p>	<input checked="" type="checkbox"/> Yes – date: 11/20/2021 <input type="checkbox"/> No
<p>Implementation term:</p>	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):
<p>Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>	

SECTION #4 DEPARTMENT REVIEW		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i></p>		
Submitter	Email	Date
Lorie Saito	lsaito@cgcc.edu	11/21/2021
<p>Department Chair (enter name of department chair): Lorie Saito</p>		
<p>Department Dean (enter name of department dean): Lorie Saito</p>		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

**New Course
Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Nursing and Health Occupations	Submitter name phone and email	Lorie Saito 541-506-6146 Lsaito@cgcc.edu
Prefix and Course Number:	EMS 270	Credits:	9
Course Title: (60 characters max, including spaces)	Paramedic Capstone Internship	Transcript Title: (30 characters max, including spaces)	Paramedic Capstone Internship
May this course be repeated for credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For how many times? 1	Contact hours: Lecture: Lec/lab: Lab: 297
Is this course equivalent to another? They must have the same description, outcomes and credit.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Required for the two year AAS paramedic degree		

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option.** The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores.
Prerequisite/concurrent: WR 121.

placement into: placement into:

course prefix & number: EMS 212, EMS 222, EMS 232	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will ..." and/or "Students will ..." Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Includes preceptor supervised intensive clinical training as a lead crew member aboard a licensed advanced life support transport vehicle. Links knowledge and skills learned in previous lecture, lab and clinical courses into a culminating field internship experience in which students will be required to provide evidence that they have achieved entry-level competence. Students are responsible for their own transportation to and from the clinical sites. Prerequisites: EMS 212, EMS 222, EMS 232.

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Demonstrate knowledge and ability to integrate didactic instruction during the field internship with minimal input from preceptor.
	2. Demonstrate knowledge and ability to integrate clinical instruction during the field internship with minimal input from preceptor.
	3. Demonstrate knowledge of attributes needed to complete internship
Outcomes assessment strategies:	Daily preceptor evaluations sheets which will assess Affective Domain, Psychomotor Domain and Cognitive Domain and are to be filled out by the preceptor working with the student.

COURSE CONTENT, ACTIVITIES AND DESIGN

Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>Outcome #1: Demonstrate knowledge and ability to integrate didactic instruction during the field internship with minimal input from preceptor.</p> <ul style="list-style-type: none"> • Accurately perform all skills as a paramedic under the direct supervision of a preceptor • Conduct scene assessment on live patients • Conduct patient interviews on live patients • Prepare a treatment plan reflecting steps to resolve patient’s health emergency <p>Outcome #2: Demonstrate knowledge and ability to integrate clinical instruction during the field internship with minimal input from preceptor.</p> <ul style="list-style-type: none"> • Accurately perform all skills as a paramedic under the direct supervision of a preceptor • Prepare a treatment plan incorporating: <ul style="list-style-type: none"> ○ Need for medication ○ Need for IV access

	<ul style="list-style-type: none"> ○ Need for stabilization ○ Interpretation of vital signs and ECG rhythms <p>Outcome #3: Demonstrate knowledge of attributes needed to complete internship</p> <ul style="list-style-type: none"> ● Criteria required by state to be a preceptor ● Internship criteria to meet state requirements ● Communication requirements of program ● Documentation requirements of program
Suggested Texts & Materials (specify if any texts or materials are required):	Emergency: Care in the Streets, Nancy Caroline, ISBN-10: 128-410-4885
Department Notes (optional)	Course required by current EMS national education standards and is a CoAMPS accreditation requirement.

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)		
New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.		
Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of certificate(s):		# credit:
Name of degree(s):		# credit:
Will this new course be part of a new, proposed CGCC certificate or degree?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of new certificate(s):		# credit:
Name of new degree(s):	Paramedicine AAS	# credit: 108
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Requirement.	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes , the related instruction form , available on the curriculum office website, must be completed and submitted together with this form.		

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES	
Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Yes. The Oregon EMS consortium approves the degree and the degree which ensures transfer compatibility within the colleges.

IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 11/20/2021 <input type="checkbox"/> No
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):
<p>Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>	

SECTION #4 DEPARTMENT REVIEW		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i></p>		
Submitter	Email	Date
Lorie Saito	lsaito@cgcc.edu	11/21/2021
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Lorie Saito		

Columbia Gorge Community College

CC date	_____
CC decision	_____
CC vote	_____

NEW CERTIFICATE REQUEST

Submitted by: Lorie Saito	Email: lsaito@cgcc.edu	Phone: 541-506-6146	Department: Nursing and Health Occupations
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Emergency Medical Technician		Proposed Credits:	28
Reason for new certificate:	This certificate allows the individual who completes the first year of the paramedic degree path who is unable (or does not desire) to proceed directly into the second year to be eligible to take the national EMT examination to work as an EMT.		Requested implementation term:	Fall 2022
Is there impact on other areas of instruction?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Explanation of issues and how they are being resolved: <ol style="list-style-type: none"> 1. Math: The department chair states that MTH 95 is offered every term and she believes the numbers could be absorbed or, if needed, an additional section will be offered. 2. Writing: The department chair stated they would be able to accommodate; an additional section would be added, if needed. 3. Biology: The department chair states that he believes that the number of students would not impact the biology program. If needed, an additional section would be added 4. Chemistry: The department chair stated that chemistry would be able to handle additional students taking Chemistry 5. Psychology: The department chairs stated that as they teach PSY 215 three terms/year they would be able to absorb the additional students 6. Medical Terminology: this course is offered every term. An additional section could be added, if needed 	Has the certificate been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	6/29/2021 10/26/2021

Is this a Statewide Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, has the certificate been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is this a Related Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is this a Career Pathway?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If this is a Related Certificate or a Career Pathway, what is the base degree?	Paramedic AAS		

SECTION #2 PREREQUISITES AND OUTCOMES

Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

PROPOSED PRE and/or COREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits
RD 115 or test	Critical Reading	Placement into RD 115	4
MTH 65 or test	Beginning Algebra II	MTH 60 or equivalent placement	4
WR 115 or test	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4

Is this a limited entry program? Students must apply, via the department for program entry. Yes No

PROPOSED OUTCOMES

Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Students who successfully complete this certificate will be able to:

1. Effectively assess patients and make critical decisions in a variety of settings at an EMT entry-level.
2. Competently treat, extricate, and transport patients in a variety of settings at an EMT entry-level.
3. Apply for positions as EMTs with ambulance services either paid or volunteer.
4. Effectively communicate, interact and work appropriately with patients and their family, fellow emergency workers, hospital health care providers, and supervisors.

5. Demonstrate professional and ethical behavior as an EMS health care provider
6. Demonstrate the knowledge, skills, and critical thinking necessary to sit for the state and National Registry EMT exams.

SECTION #3 PROPOSED COURSEWORK

List all courses (course number, title, requisites and credits) in the term by term order that is to be displayed in the [catalog](#) certificate map. Enter electives below if applicable. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct. (If you need more lines to accommodate the courses, right click and insert rows.)

Course Number	Course Title	Requisites	Credits
Summer			
WR 121	College Composition	Placement into WR 121 or completion of WR 115 and RD 115	4
MTH 95	Intermediate Algebra	MTH 65 or equivalent placement scores; placement into WR 115	4
Fall			
EMS 100	Introduction to Emergency Medical Services	WR 115 or equivalent test scores	2
EMS 105	EMT Basic Part 1	WR 115, RD 90, MTH 60 or equivalent placement scores, Hold current HCP CPR card	6
Winter			
EMS 106	EMT Basic Part 2	EMS 105 with a "C" or better at CGCC within previous 5 terms; current HCP CPR card	6
Spring			
EMS 115	Crisis Intervention	RD 115, WR 115 or equivalent test scores	3
Summer			
EMS 116	Intro to Emergency Medical Rescue	EMS 106, Valid driver's license	3
Credit total			28
ELECTIVES (if applicable)			
Course Number	Course Title	Requisites	Credits

SECTION #4 RELATED INSTRUCTION

Certificates 45 credits or more require related instruction. Fill out a Template for Related Instruction located on the Curriculum web page.

All courses identified as fulfilling the embedded related instruction requirement must have been reviewed and recommended by the Curriculum Committee and the details outlined on the CCOG.

SECTION #5 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."

Submitter	Email	Date
Lorie Saito	lsaito@cgcc.edu	11/21/2021
Department Chair (enter name of department chair): Lorie Saito		
Department Dean (enter name of department dean): Lorie Saito		

Next steps:

1. Save the completed Certificate Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. If needed, attach the completed Related Instruction Template to the same e-mail.
3. Refer to the Curriculum Office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
4. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
5. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

CC date	_____
CC decision	_____
CC vote	_____

NEW DEGREE REQUEST Check one: AAS AS AAOT major ASOT

Submitted by: Lorie Saito	Email: lsaito@cgcc.edu	Phone: 541-506-6146	Department: Nursing and Health Occupations
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Proposed Title:	Paramedic		Proposed Credits:	108
Reason for new degree:	Currently paramedic programs are located on the eastern and western side of Oregon. By the time the student finishes in one of those programs they are frequently hired which leaves few to no students available for Central Oregon. There is anticipated to be an 18% need for paramedics in central Oregon over the next 10 years. Having a program at CGCC, midway between eastern and western Oregon would help to fill current and future vacancies in rural Central Oregon.		Requested implementation term:	Fall 2022
Is there impact on other areas of instruction?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Explanation of issues and how they are being resolved: 1. Math: The department chair states that MTH 95 is offered every term and she believes the numbers could be absorbed or, if needed, an additional section will be offered. 2. Writing: The department chair stated they would be able to accommodate; an additional section would be added, if needed. 3. Biology: The department chair states that he believes that the number of students would not impact the biology program. If needed, an additional section would be added 4. Chemistry: The department chair stated that chemistry would be able to handle additional students taking Chemistry 5. Psychology: The department chairs stated that as they teach PSY 215 three terms/year they would be able to absorb the additional students 6. Medical Terminology: this course is offered every term. An additional section could be added, if needed	Has the degree been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	6/29/2021 10/26/2021

Is this a Statewide Degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If so, has the degree been approved by the consortium?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No going before EMS Consortium on 1/28/22
Are there Related Certificates or Career Pathways associated with this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If so, list all: Emergency Medical Technician certificate	

SECTION #2 REQUISITES AND OUTCOMES

Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

PROPOSED PRE and/or COREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits
RD 115 or test	Critical Reading	Placement into RD 115	4
WR 115 or test	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
MTH 65 or test	Beginning Algebra II	MTH 60 or equivalent placement test scores	4

Is this a limited entry program? Students must apply, via the department for program entry.

Yes No

PROPOSED OUTCOMES

Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Students who successfully complete this degree will be able to:

1. Apply the principles underlying the profession of paramedicine, including anatomy, physiology, pathology, pharmacology, and disorders recognized and treated by paramedics.
2. Demonstrate knowledge of the modalities and skills used in emergency medical services and how to assess objectively the evidence for their effectiveness.

3. Demonstrate skills for life-long, self-directed learning to update their knowledge of the practice of paramedicine after completion of their formal studies.
4. Demonstrate the practical skills needed to work as a competent paramedic delivering emergency medical services and to apply these skills to appropriate, safe, effective and compassionate patient care.
5. Practice both independently and collaboratively as part of clinical teams and health care systems.
6. Demonstrate cultural competency, respect for diversity and the ability to practice in diverse healthcare settings in a multicultural society.
7. Assume responsibility for independent judgment in making sound decisions regarding patient management.
8. Practice according to the ethical principles and legal requirements of the profession of paramedicine.

SECTION #3 PROPOSED COURSEWORK

All candidates for the Associate of Applied Science (AAS) Degree must complete 16 credits of General Education from the General Education/Discipline Studies list. The categories are: 1) Arts and Letters, 2) Social Science, and 3) Science/Math/Computer Science. These credits must include at least one course from each category and no more than two courses or eight credits from any one category. For information regarding Gen Ed requirements for the AS and for AAOT majors, please contact the Curriculum Office.

List all courses in the term by term order that is to be displayed in the [catalog](#) degree map. Include elective list below. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct. (If you need more lines to accommodate the courses, right click and insert rows.)

Course Number	Course Title	Requisites	Credits
Summer			
CH 121	General Chemistry I	Pre/co: MTH 95, WR 121	5
WR 121	College Composition	Placement into WR 121 or completion of WR 115 and RD 115	4
MTH 95	Intermediate Algebra	MTH 65 or equivalent test scores; place into WR 115	4
Fall			
BI 211	Principles of Biology	MTH 95 or higher. Pre/Co: WR 121; CH 100 or higher, or permission of instructor	5
EMS 100	Introduction to Emergency Medical Services	WR 115 or equivalent placement test scores	2
EMS 105	EMT Basic Part 1	WR 115, RD 90, MTH 60 or equivalent placement scores, Hold current HCP CPR card	6
Winter			
BI 231	Anatomy and Physiology Part 1	BI 211	4

EMS 106	EMT Basic Part 2	EMS 105 with a "C" or better at CGCC within previous 5 terms; current HCP CPR card	6
PSY 215	Human Development	MTH 20 or equivalent test scores; Pre/co: WR 121. Rec: PSY 201A or PSY 202A	4
Spring			
EMS 115	Crisis Intervention	RD 115, WR 115 or equivalent test scores	3
BI 232	Anatomy and Physiology Part 2	BI 231 with a "C" or better	4
COMM 214	Interpersonal Communication: Process & Theory	MTH 20 or equivalent test scores; Pre/co: WR 121	4
MP 111	Medical Terminology	Placement into WR 90 and RD 90	4
Summer			
EMS 116	Intro to Emergency Medical Rescue	EMS 106, Valid driver's license	3
Fall			
BI 233	Human Anatomy & Physiology Part 3	BI 232 with a "C" or better	4
EMS 210	Paramedic Part 1	EMS 100, EMS 105, EMS 106, EMS 115, EMS 116. Corequisite: EMS 220	9
EMS 220	Paramedic Lab 1	EMS 100, EMS 105, EMS 106, EMS 115, EMS 116. Corequisite: EMS 210	3
Winter			
EMS 211	Paramedic Part 2	EMS 210, EMS 220. Coreq: EMS 221, EMS 231	8
EMS 221	Paramedic Lab 2	EMS 210, EMS 220. Coreq: EMS 211, EMS 231	2
EMS 231	Paramedic Clinical 1	EMS 210, EMS 220. Coreq: EMS 211, EMS 221	3
Spring			
EMS 212	Paramedic Part 3	EMS 211, EMS 221, EMS 231. Coreq: EMS 222, EMS 232	7
EMS 222	Paramedic Lab 3	EMS 211, EMS 221, EMS 231. Coreq: EMS 212, EMS 232	2
EMS 232	Paramedic Clinical 2	EMS 211, EMS 221, EMS 231. Coreq: EMS 212, EMS 222, or instructor permission	3
Summer			
EMS 270	Paramedic Capstone Internship	EMS 212, EMS 222, EMS 232, or instructor permission	9
Credit total			108

ELECTIVES (if applicable)

Course Number	Course Title	Requisites	Credits

SECTION #4 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."

Submitter	Email	Date
Lorie Saito	lsaito@cgcc.edu	1/11/22

Department Chair (enter name of department chair): Lorie Saito

Department Dean (enter name of department dean): Lorie Saito

Next steps:

1. Save the completed New Degree Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
3. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.