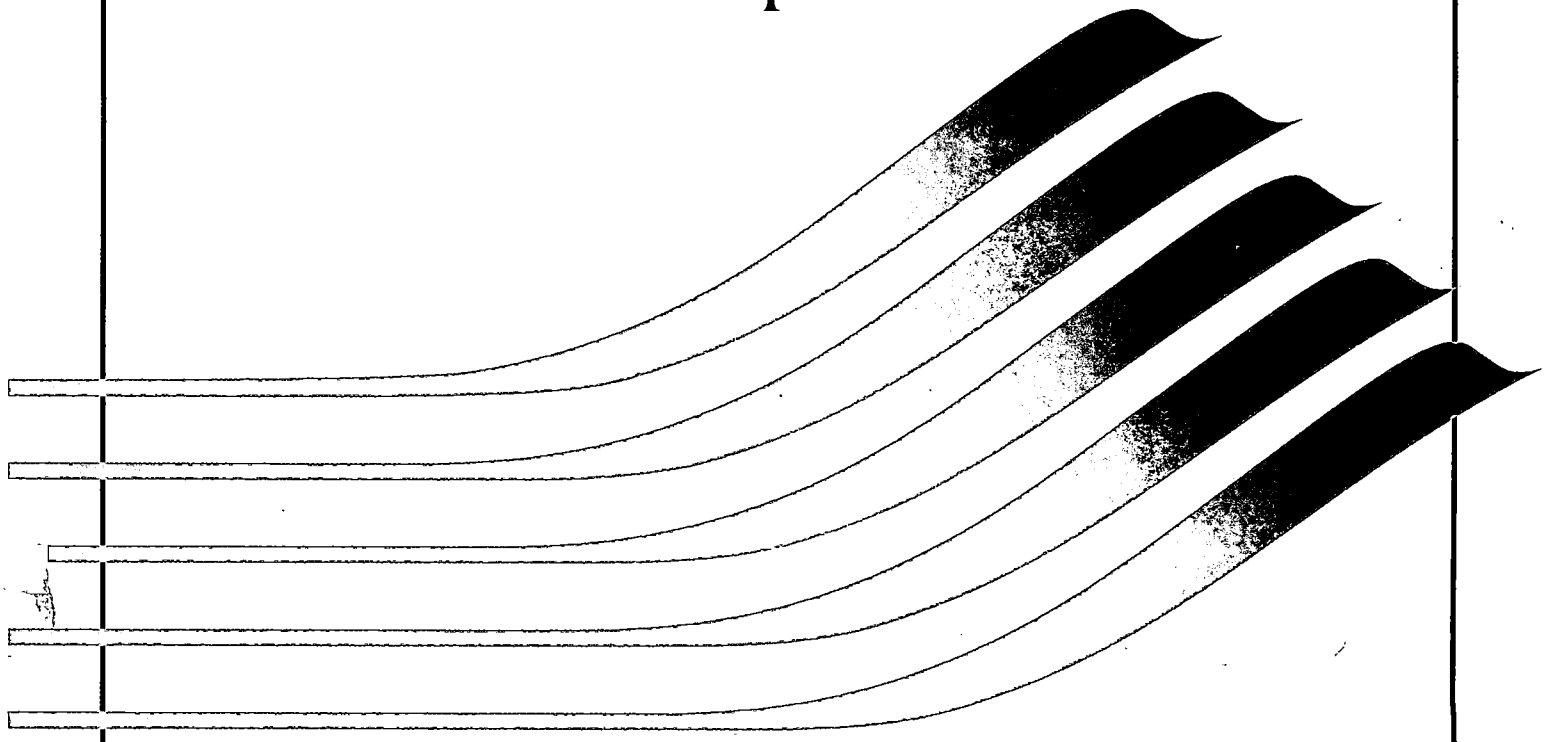
Institutional Research Report



Emergency Services Technology
Degree and Credit Hour Trends Reports
for
Curriculum Review Committee

OAKLAND
COMMUNITY
COLLEGE

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PLS Rate of Change

College-Wide Ten-Year Trend

OAKLAND
COMMUNITY
COLLEGE

Degree Trends Report

Emergency Services Technology

EST

2002-03

Prepared by:
Oakland Community College
Office of Institutional Research
May 4, 2004

Oakland Community College
Degree Trends Report
Emergency Services Technology (EST)
1993-94 through 2002-03

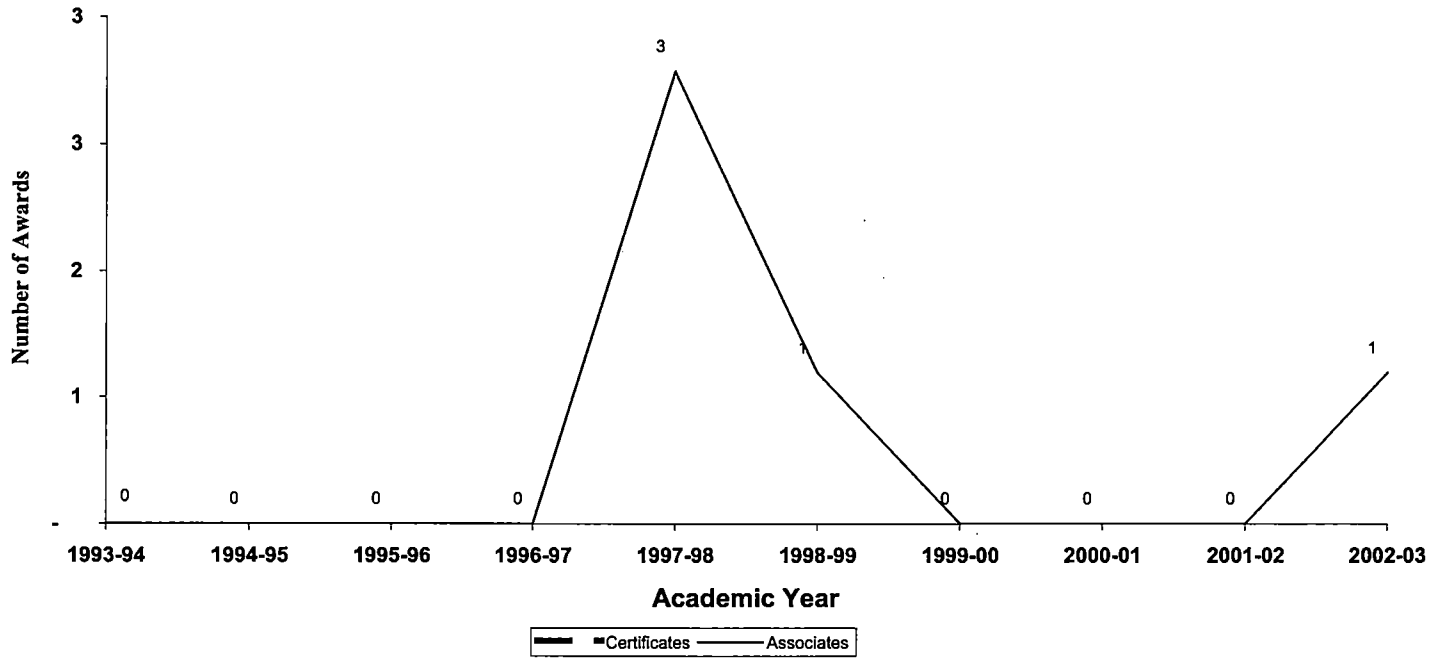
The Degree Trends Report is developed by the Office of Institutional Research based on data compiled from official college records which are submitted to the State of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees Conferred Report. The Degree Trends Report examines trends of OCC degrees, based on specific programs. The standard format offers information about certificates and associate degrees awarded. In the event that a given program offers only a certificate or an associate degree, information describing the other type of award will not be shown.

Trends over a specified period of time are illustrated by the following graphs for Emergency Services Technology (EST)

- Ten-year trend showing the annual awards conferred in Emergency Services Technology
- Rate of change in annual awards conferred in Emergency Services Technology
- The three-year Moving Mean for annual awards conferred in Emergency Services Technology
- Ten-year trend in awards conferred collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Oakland Community College
Associate Degrees and Certificates Awarded
Emergency Services Technology
1993-94 through 2002-03



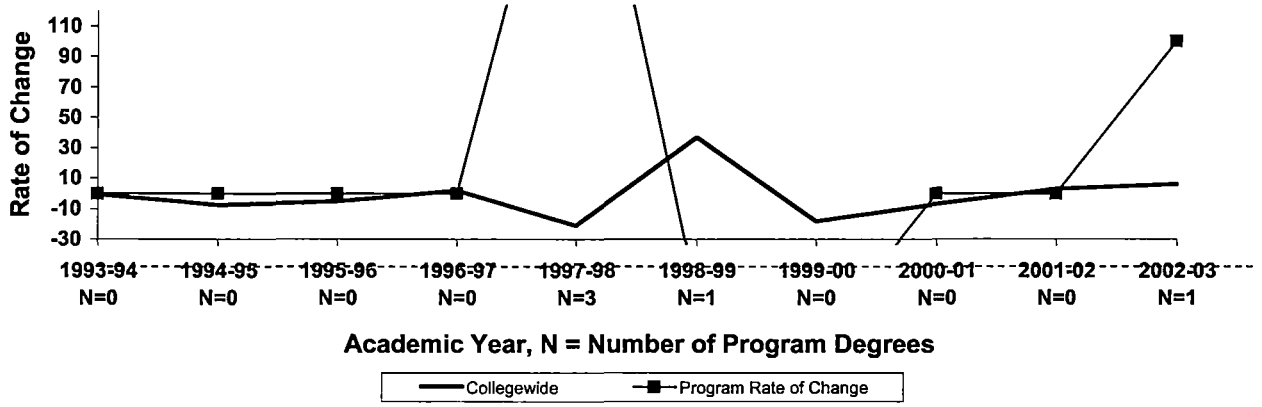
Academic Yr.	Certificates	Associates
1993-94	#N/A	0
1994-95	#N/A	0
1995-96	#N/A	0
1996-97	#N/A	0
1997-98	#N/A	3
1998-99	#N/A	1
1999-00	#N/A	0
2000-01	#N/A	0
2001-02	#N/A	0
2002-03	#N/A	1

Source: OCC, Office of Institutional Research

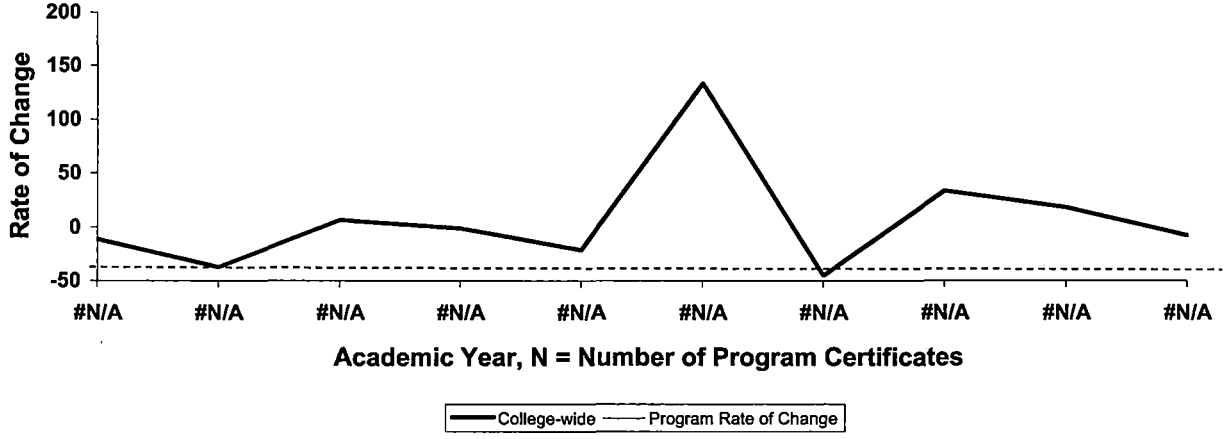
5/4/2004

Oakland Community College
Rate of Change in Annual Awards
College-Wide
1993-94 through 2002-03

Associate Degrees



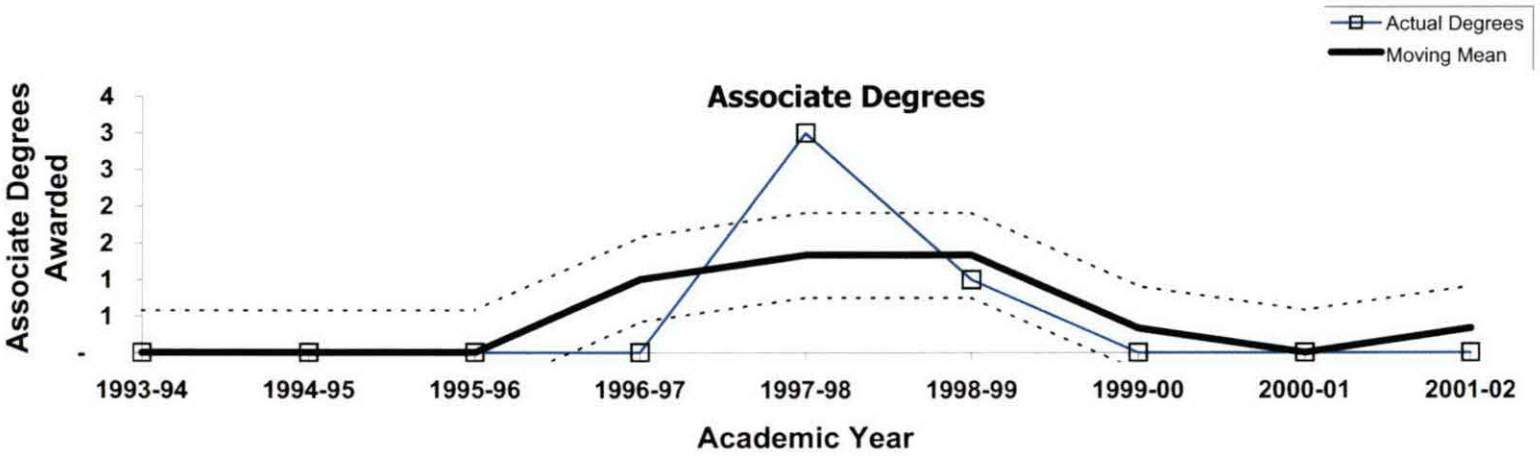
Certificates



Source: OCC, Office of Institutional Research

5/4/2004

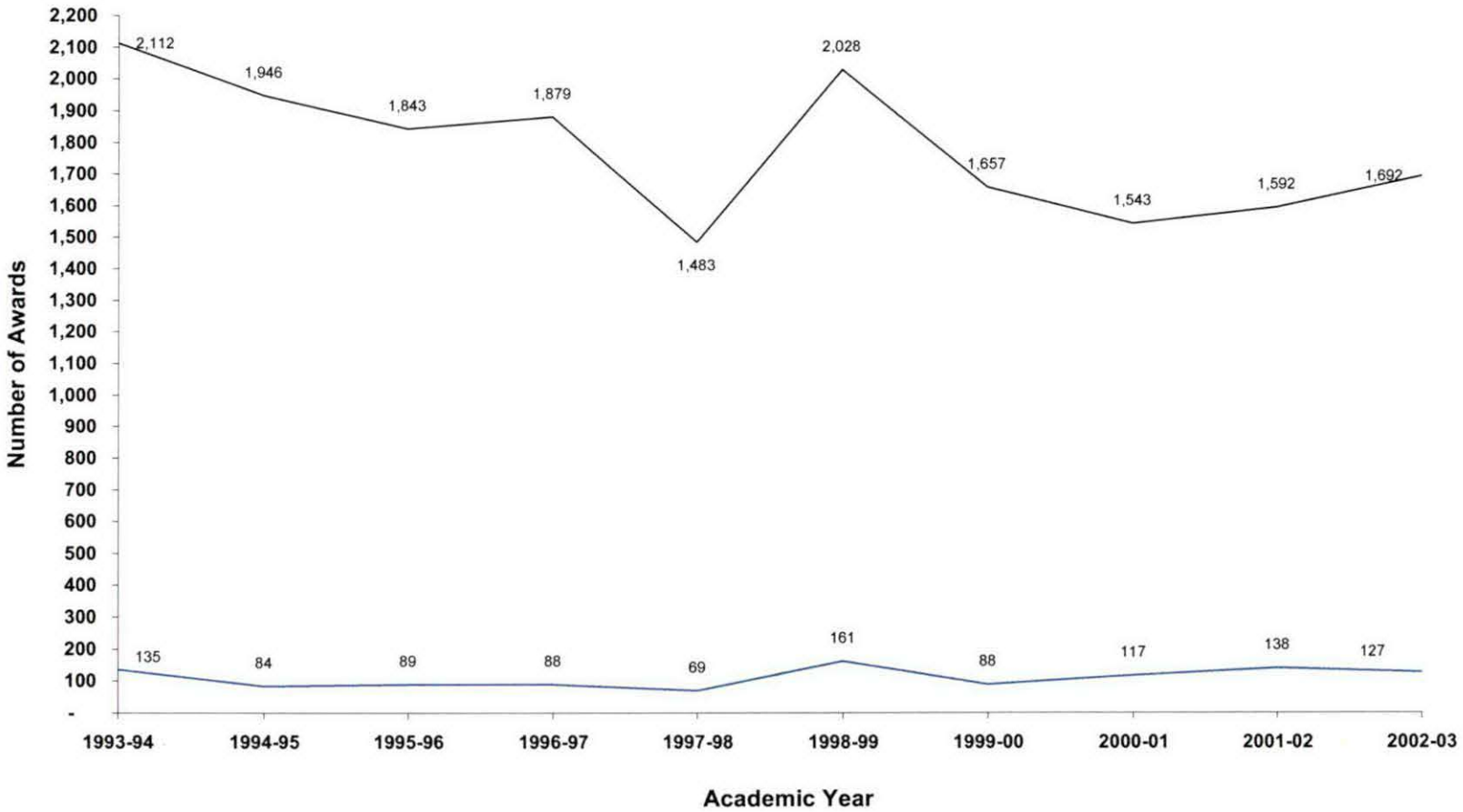
Oakland Community College
Three Year Moving Mean in Annual Awards
Emergency Services Technology
1993-94 through 2001-02



Source: OCC, Office of Institutional Research

5/4/2004

Oakland Community College
Associate Degrees and Certificates Awarded
College-Wide
1993-94 through 2002-03



Source: OCC, Office of Institutional Research

5/4/2004

OAKLAND
COMMUNITY
COLLEGE

Credit Hour Trends Report
Emergency Med Tech
EMT
2002-03

Prepared by:
Oakland Community College
Office of Institutional Research
April 30, 2004

Oakland Community College
Credit Hour Trends Report
Emergency Med Tech
1993-94 through 2002-03

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

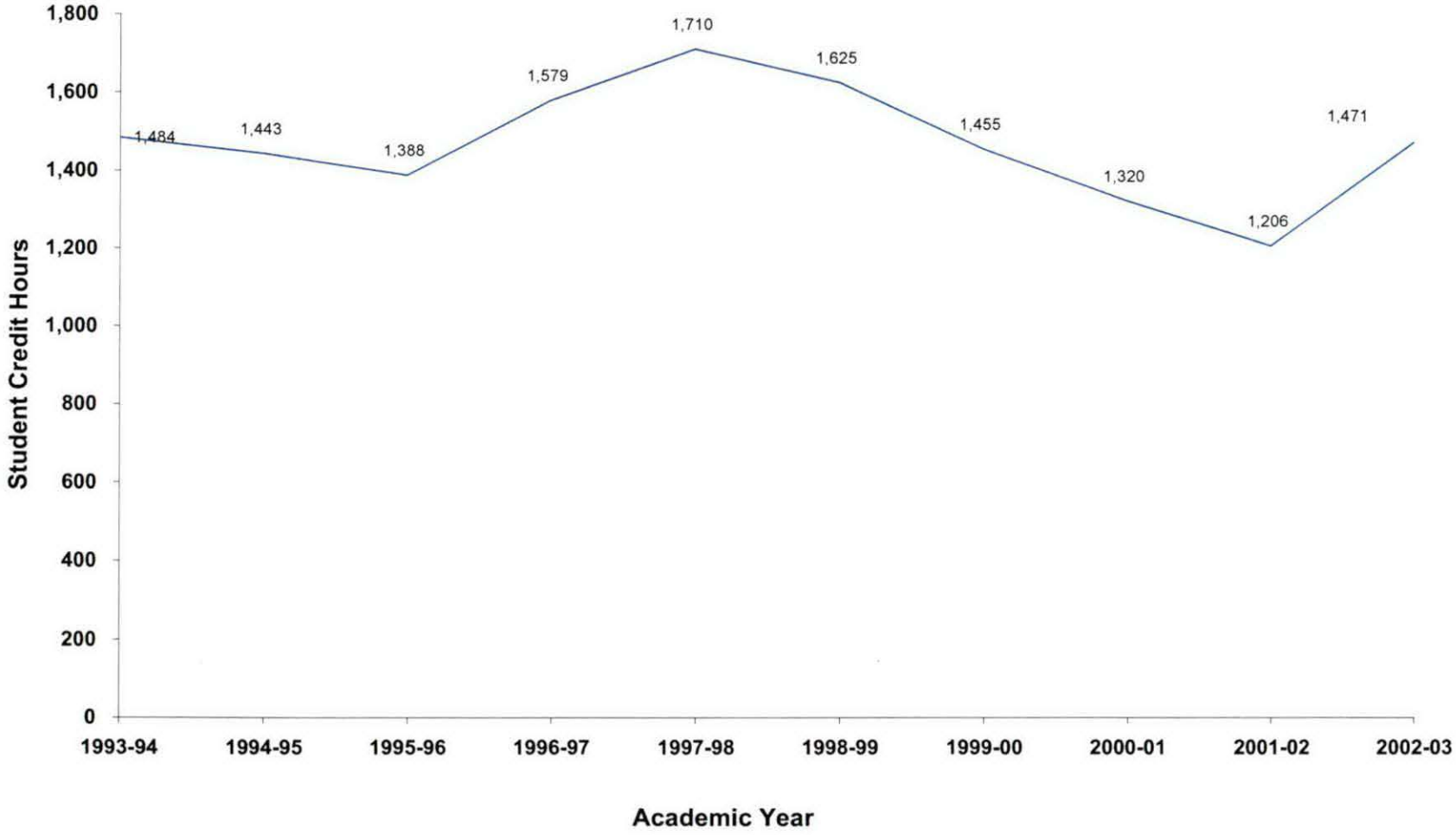
Trends over a specified period of time are illustrated by the following graphs for Emergency Med Tech.

- Graph depicting ten-year trend in student credit hours generated by Emergency Med Tech
- Graphs depicting three-year moving mean and rate of change in student credit hours for Emergency Med Tech.
- Ten-year trend in annual credit hours generated Collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Oakland Community College
Ten-Year Trend in Student Credit Hours
Emergency Med Tech
1993-94 through 2002-03

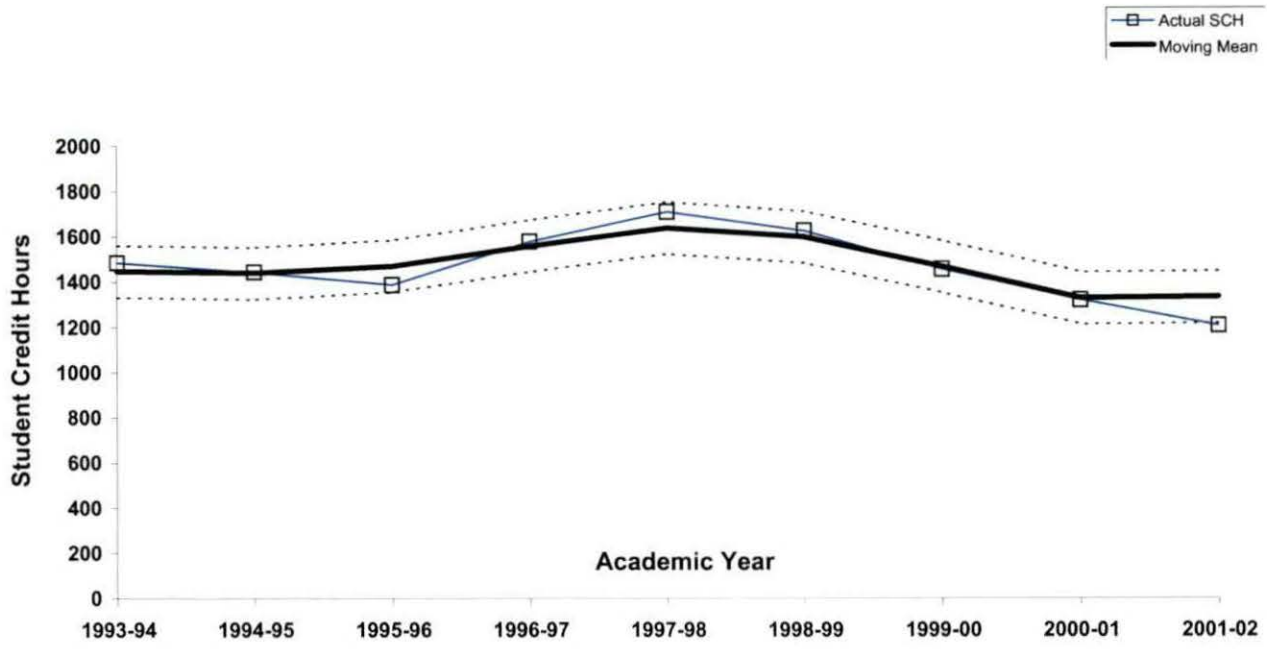
	1993-94 SCH	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	5-Year % Change	10-Year % Change
Emergency Med Tech	1,484	1,443	1,388	1,579	1,710	1,625	1,455	1,320	1,206	1,471	-9.5	-0.9
College Wide Totals	501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	8.7	-4.5



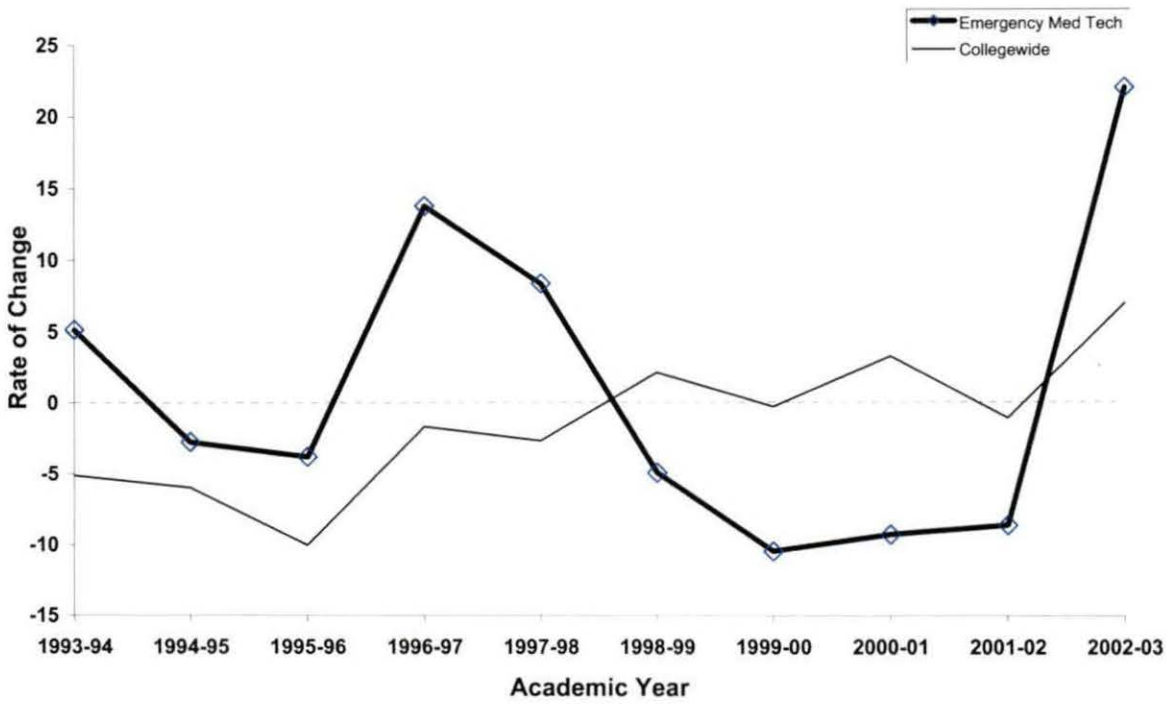
Source: OCC, Office of Institutional Research

4/30/2004

Oakland Community College
Three-Year Moving Mean
Emergency Med Tech
1993-94 through 2001-02



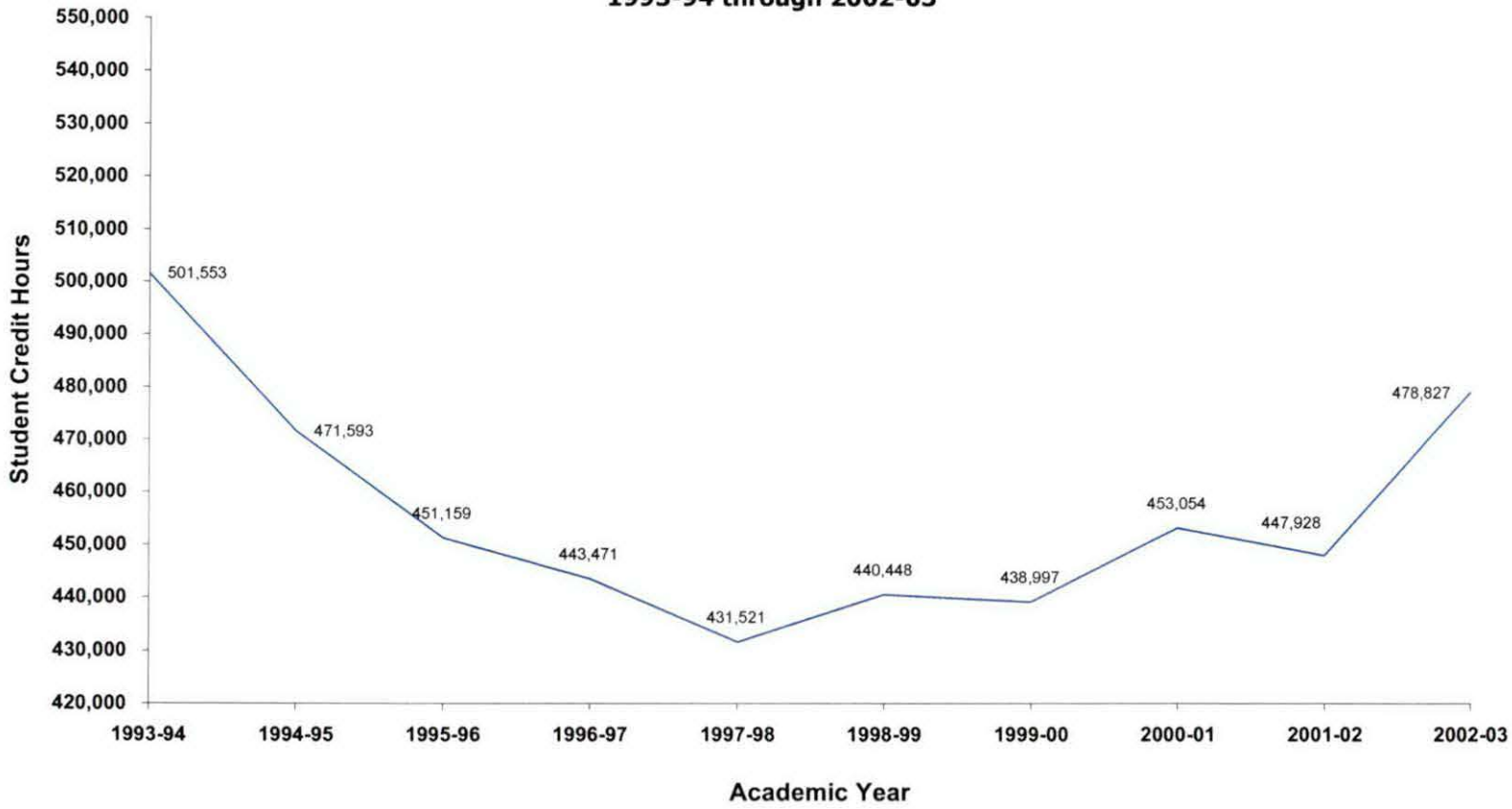
Rate of Change in Student Credit Hours 1993-94 through 2002-03



Source: OCC, Office of Institutional Research

4/30/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1993-94 through 2002-03



1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827

Source: OCC, Office of Institutional Research

4/30/2004

OAKLAND
COMMUNITY
COLLEGE

Credit Hour Trends Report
Fire Fighter Technology
FFT
2002-03

Prepared by:
Oakland Community College
Office of Institutional Research
May 5, 2004

Oakland Community College
Credit Hour Trends Report
Fire Fighter Technology
1993-94 through 2002-03

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

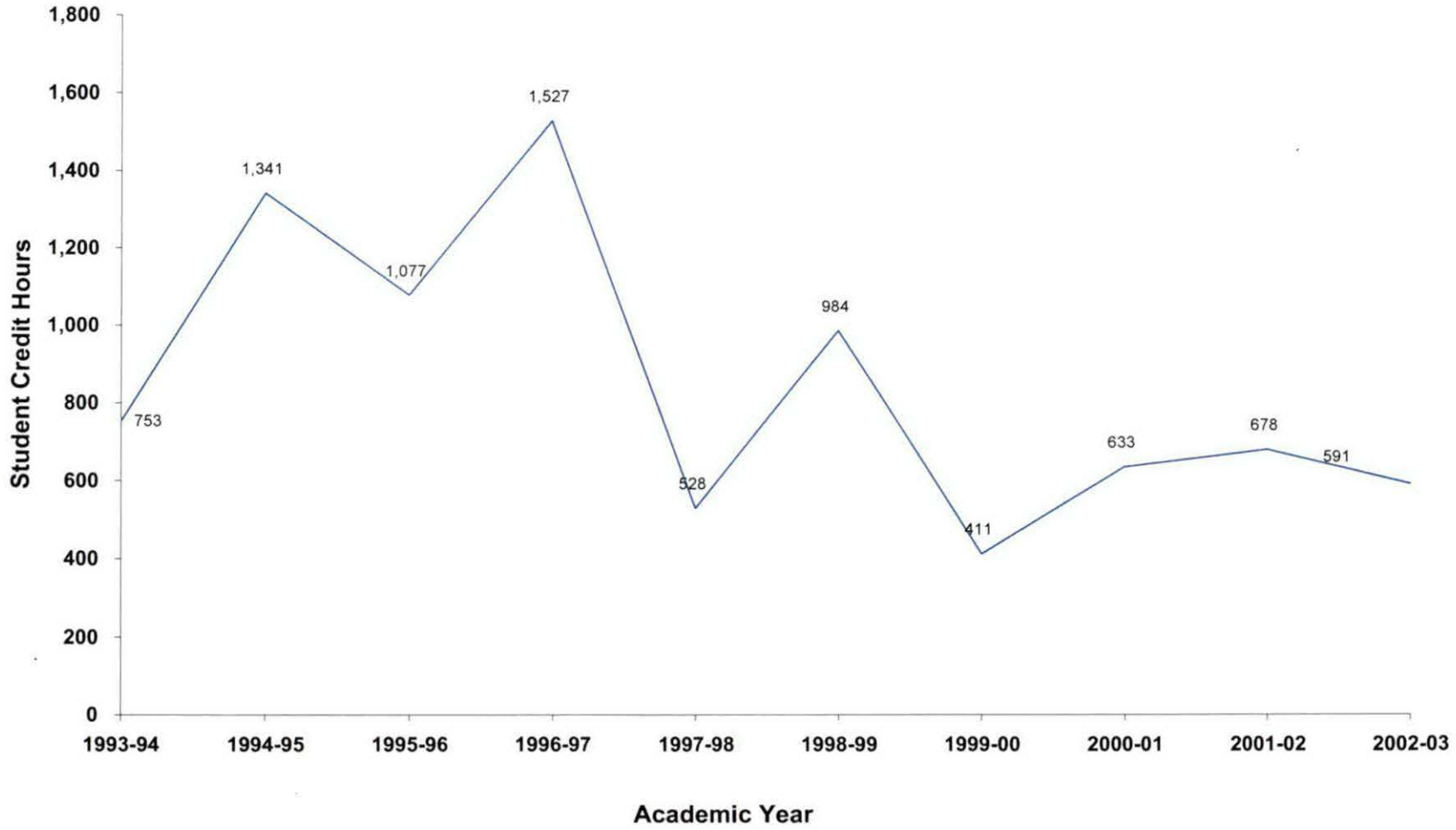
Trends over a specified period of time are illustrated by the following graphs for Fire Fighter Technology.

- Graph depicting ten-year trend in student credit hours generated by Fire Fighter Technology
- Graphs depicting three-year moving mean and rate of change in student credit hours for Fire Fighter Technology.
- Ten-year trend in annual credit hours generated Collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Oakland Community College
Ten-Year Trend in Student Credit Hours
Fire Fighter Technology
1993-94 through 2002-03

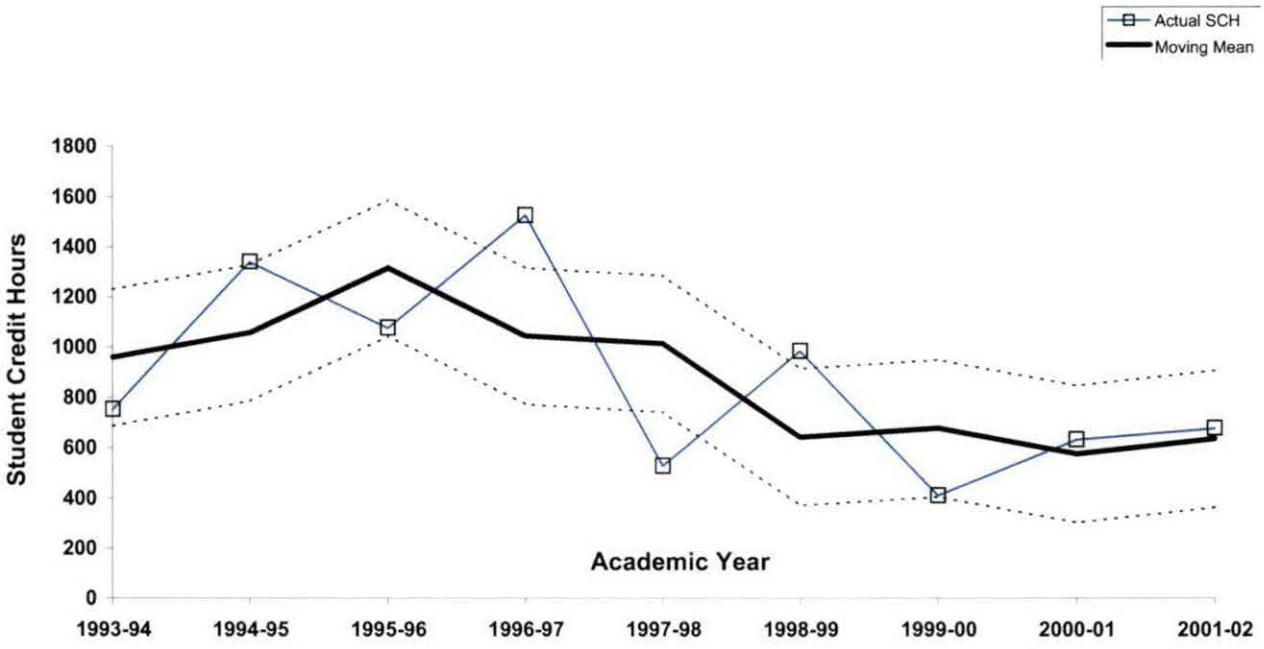
	1993-94 SCH	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	5-Year % Change	10-Year % Change
Fire Fighter Technology	753	1,341	1,077	1,527	528	984	411	633	678	591	-39.9	-21.5
College Wide Totals	501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	8.7	-4.5



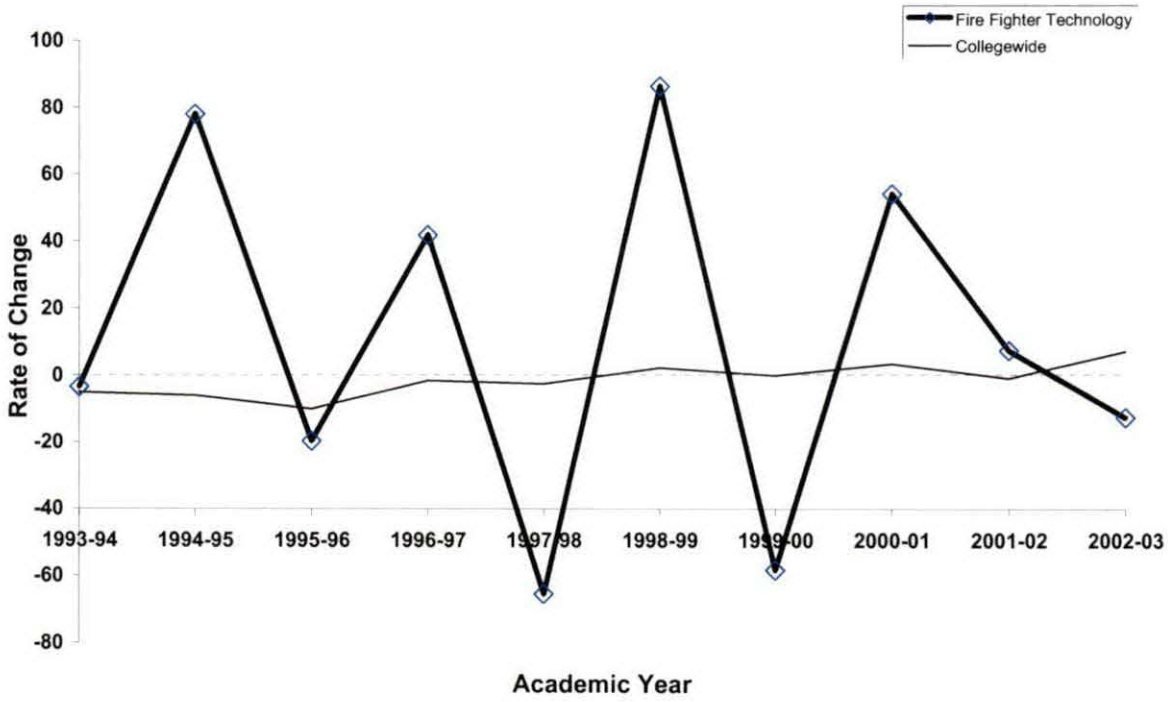
Source: OCC, Office of Institutional Research

5/5/2004

Oakland Community College
Three-Year Moving Mean
Fire Fighter Technology
1993-94 through 2001-02



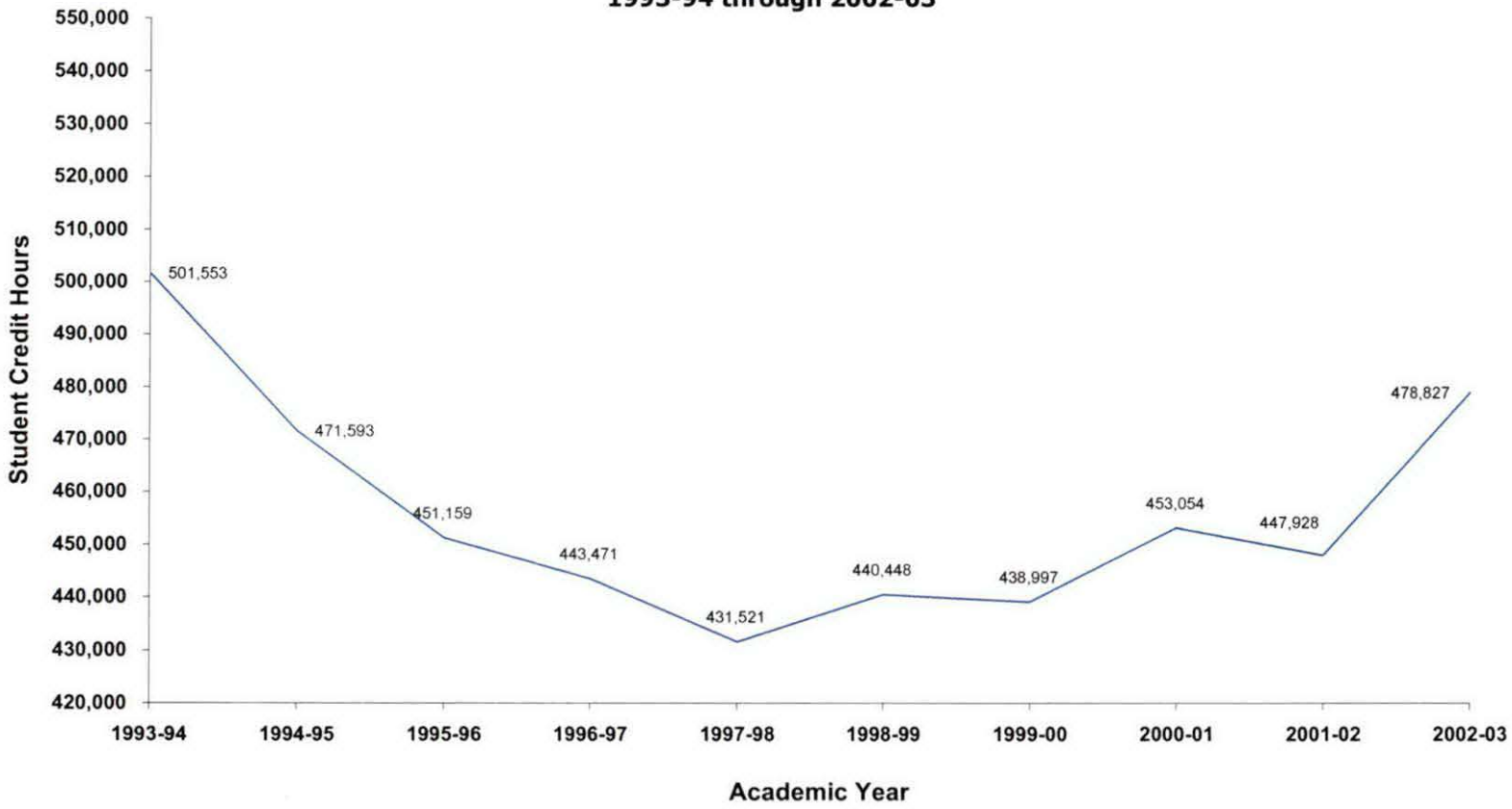
Rate of Change in Student Credit Hours 1993-94 through 2002-03



Source: OCC, Office of Institutional Research

5/5/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1993-94 through 2002-03



1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827

Source: OCC, Office of Institutional Research

5/5/2004

OAKLAND
COMMUNITY
COLLEGE

Credit Hour Trends Report
Medical Technology
MED
2002-03

Prepared by:
Oakland Community College
Office of Institutional Research
May 4, 2004

Oakland Community College
Credit Hour Trends Report
Medical Technology
1993-94 through 2002-03

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

Trends over a specified period of time are illustrated by the following graphs for Medical Technology.

- Graph depicting ten-year trend in student credit hours generated by Medical Technology
- Graphs depicting three-year moving mean and rate of change in student credit hours for Medical Technology.
- Ten-year trend in annual credit hours generated Collegewide.

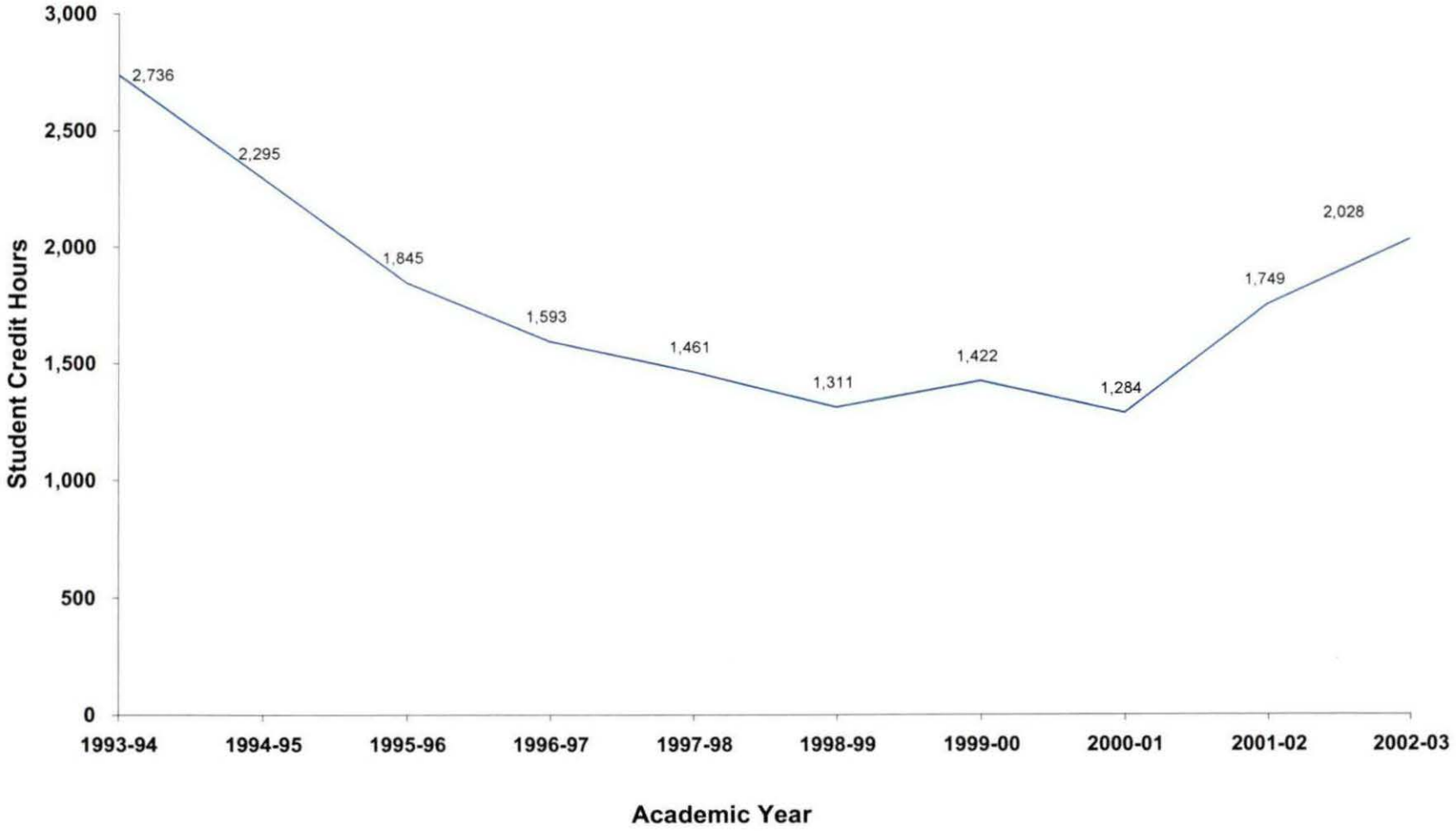
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Source: OCC, Office of Institutional Research

5/4/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
Medical Technology
1993-94 through 2002-03

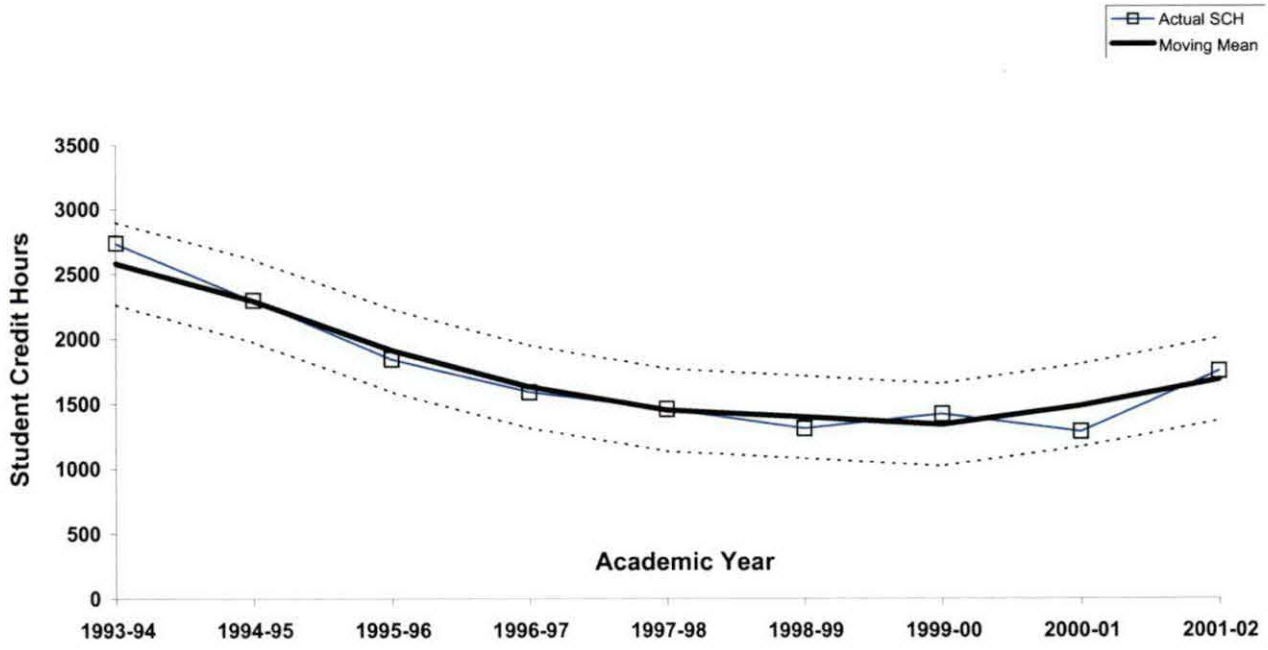
	1993-94 SCH	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	5-Year % Change	10-Year % Change
Medical Technology	2,736	2,295	1,845	1,593	1,461	1,311	1,422	1,284	1,749	2,028	54.7	-25.9
College Wide Totals	501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	8.7	-4.5



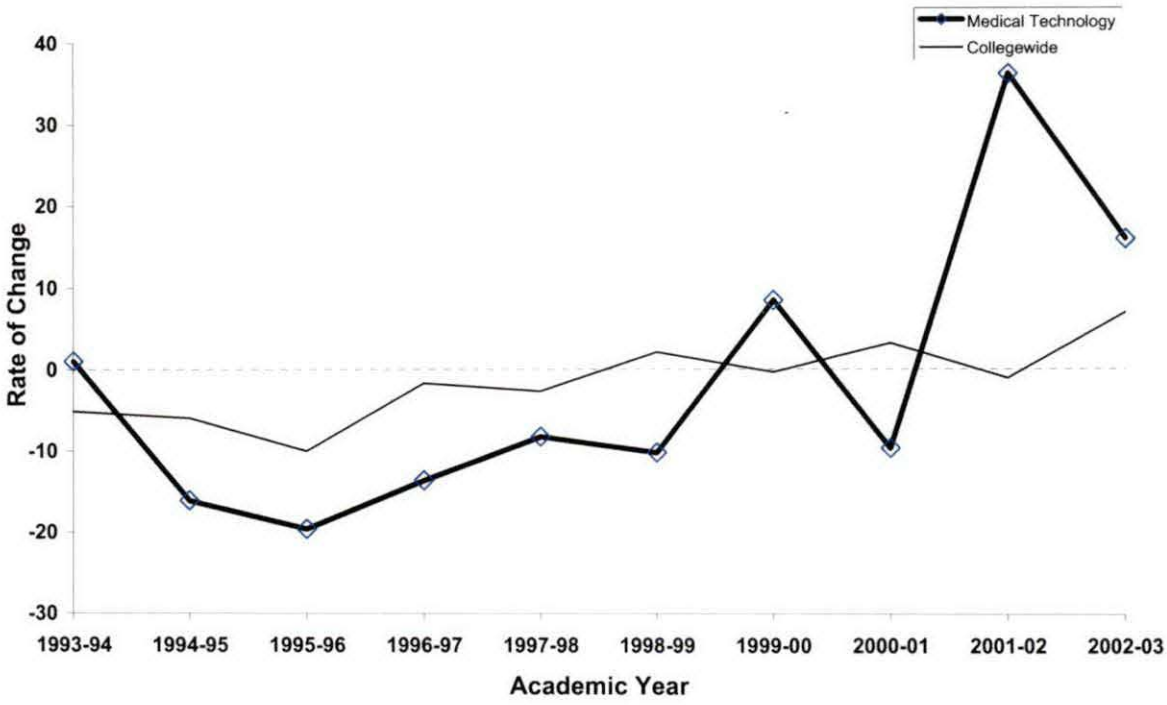
Source: OCC, Office of Institutional Research

5/4/2004

Oakland Community College
Three-Year Moving Mean
Medical Technology
1993-94 through 2001-02



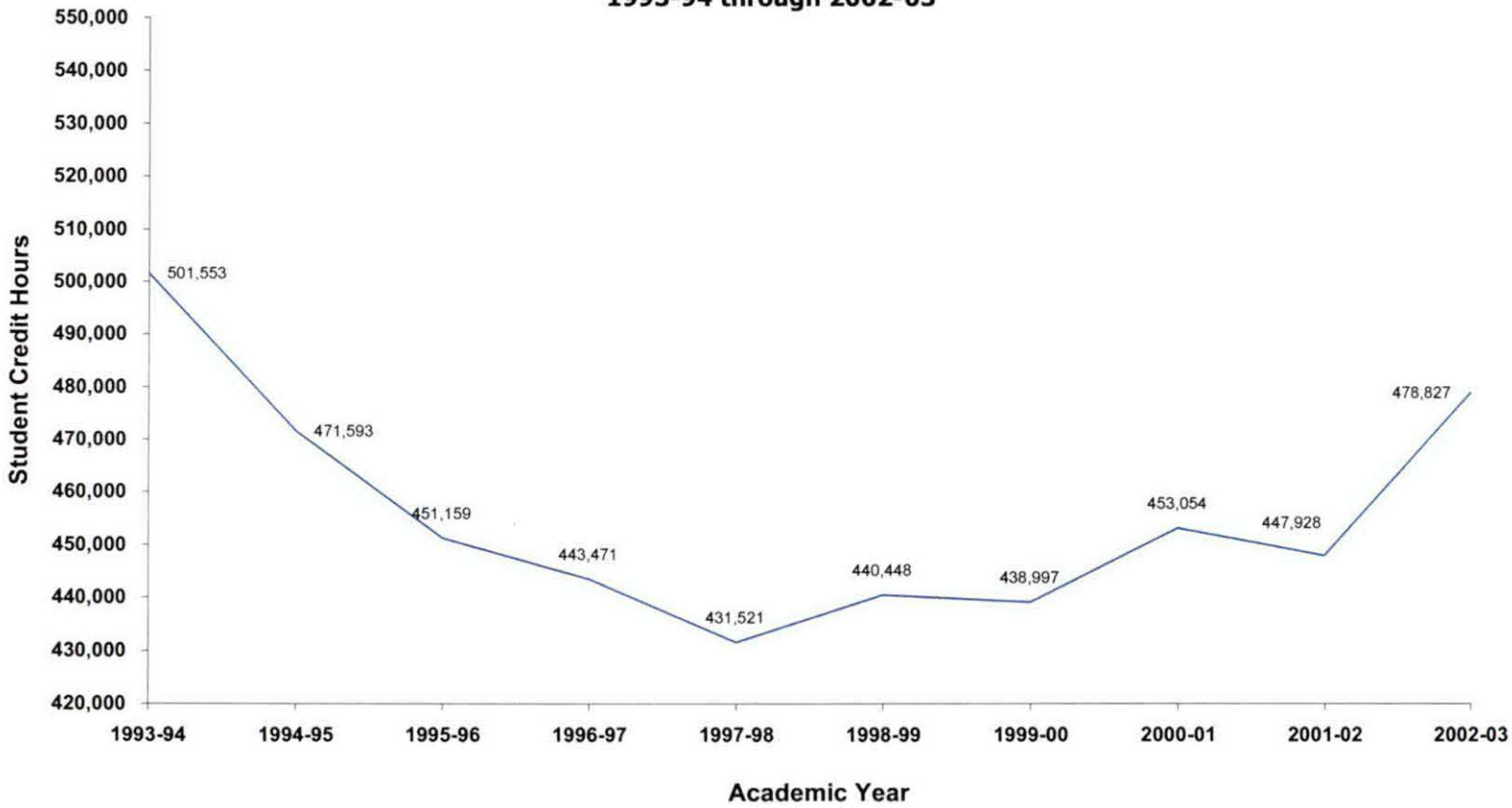
Rate of Change in Student Credit Hours 1993-94 through 2002-03



Source: OCC, Office of Institutional Research

5/4/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1993-94 through 2002-03



1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827

Source: OCC, Office of Institutional Research

5/4/2004

OAKLAND
COMMUNITY
COLLEGE

Credit Hour Trends Report
Physical Education
PER
2002-03

Prepared by:

Oakland Community College

Office of Institutional Research

May 6, 2004

Oakland Community College
Credit Hour Trends Report
Physical Education
1993-94 through 2002-03

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

Trends over a specified period of time are illustrated by the following graphs for Physical Education.

- Graph depicting ten-year trend in student credit hours generated by Physical Education
- Graphs depicting three-year moving mean and rate of change in student credit hours for Physical Education.
- Ten-year trend in annual credit hours generated Collegewide.

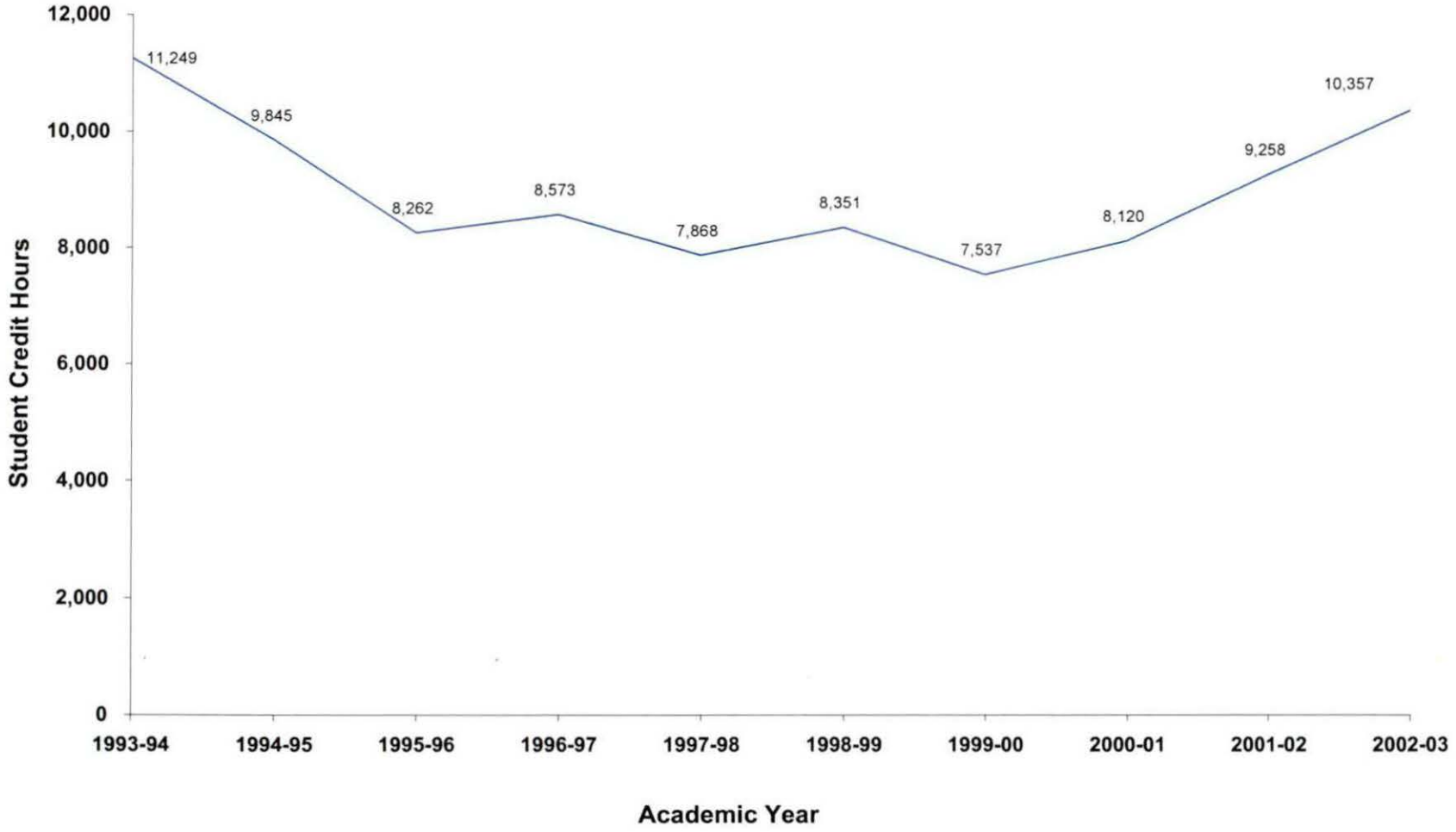
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Source: OCC, Office of Institutional Research

5/6/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
Physical Education
1993-94 through 2002-03

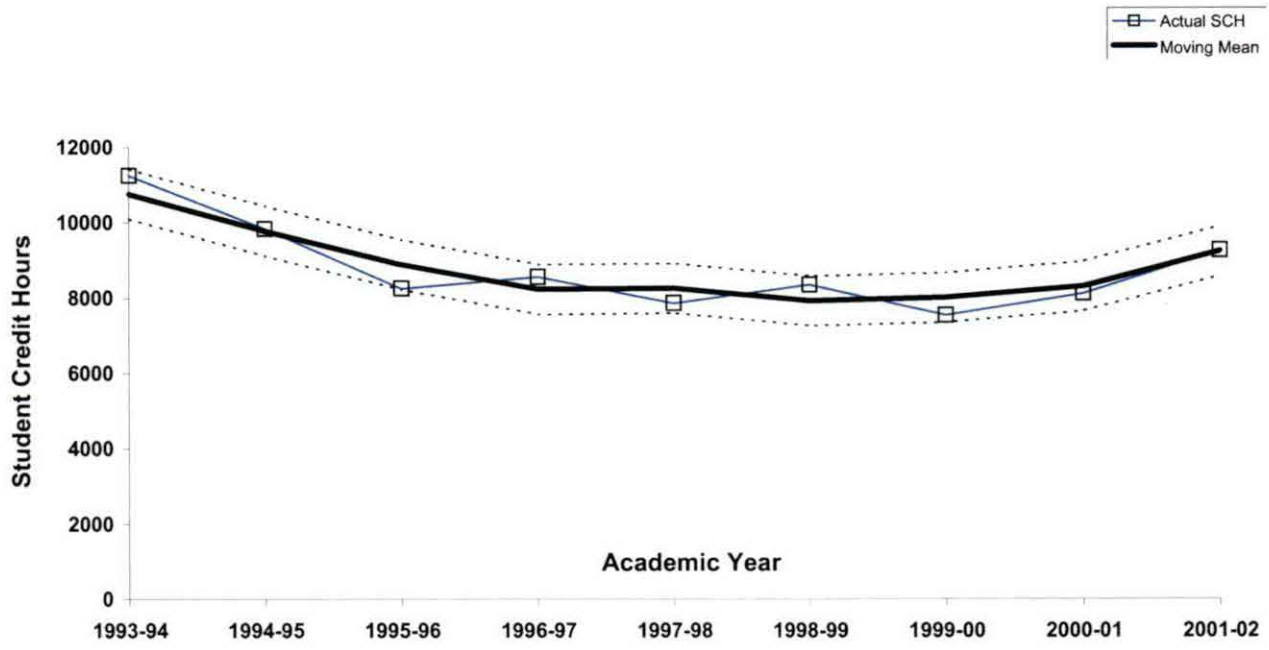
	1993-94 SCH	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	5-Year % Change	10-Year % Change
Physical Education	11,249	9,845	8,262	8,573	7,868	8,351	7,537	8,120	9,258	10,357	24.0	-7.9
College Wide Totals	501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	8.7	-4.5



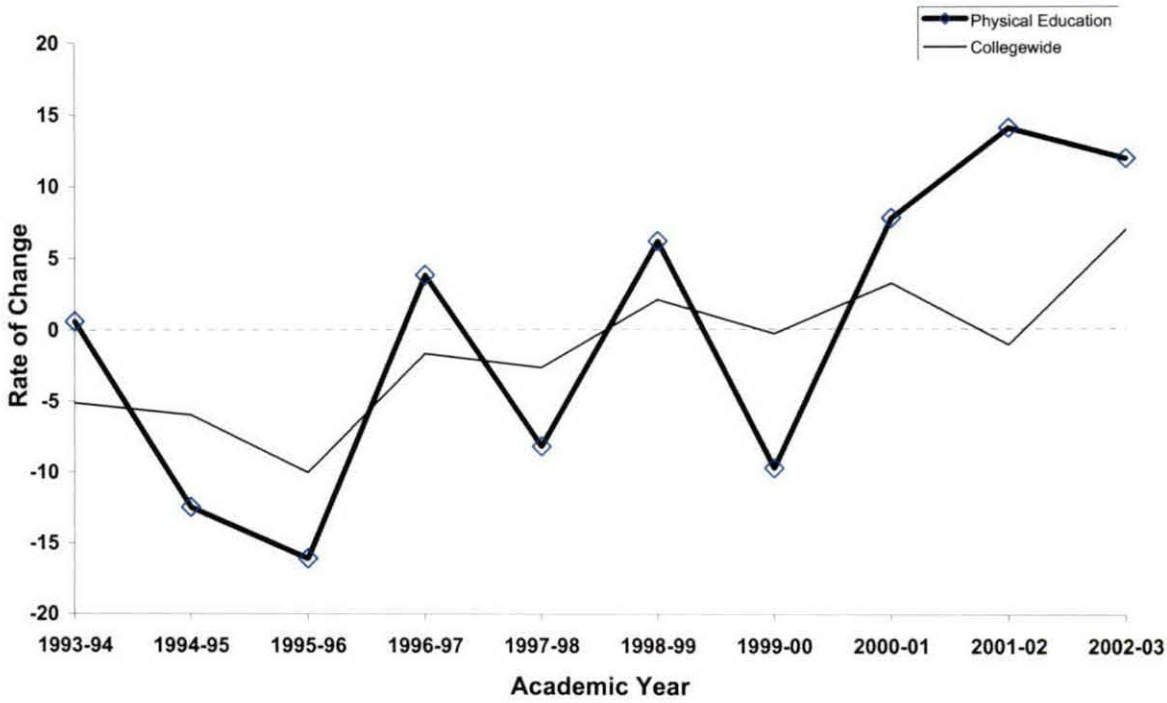
Source: OCC, Office of Institutional Research

5/6/2004

Oakland Community College
Three-Year Moving Mean
Physical Education
1993-94 through 2001-02



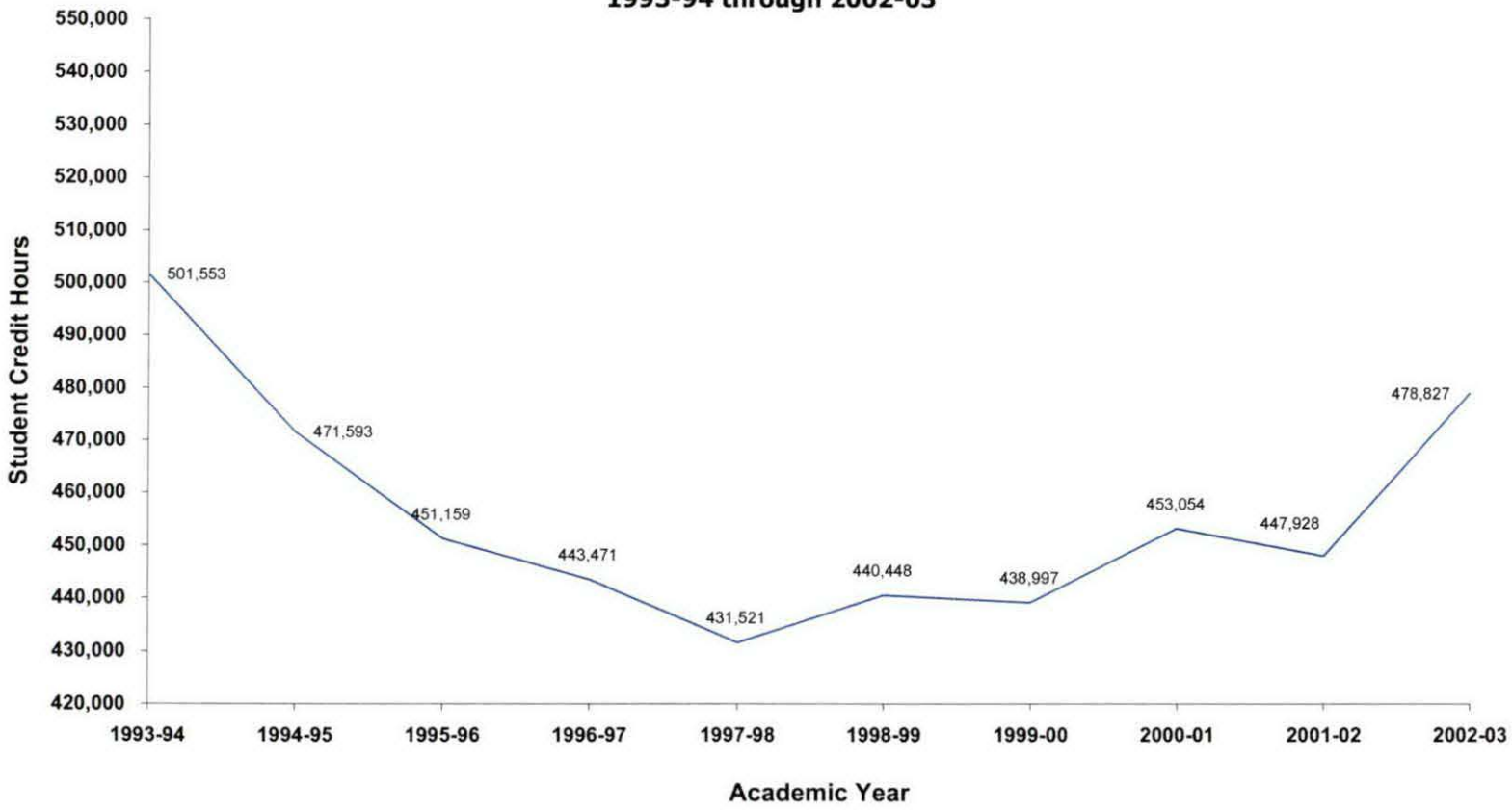
Rate of Change in Student Credit Hours 1993-94 through 2002-03



Source: OCC, Office of Institutional Research

5/6/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1993-94 through 2002-03



1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827

Source: OCC, Office of Institutional Research

5/6/2004

OAKLAND
COMMUNITY
COLLEGE

Credit Hour Trends Report
Law Enforcement
PLS
2002-03

Prepared by:

Oakland Community College

Office of Institutional Research

May 6, 2004

Oakland Community College
Credit Hour Trends Report
Law Enforcement
1993-94 through 2002-03

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

Trends over a specified period of time are illustrated by the following graphs for Law Enforcement.

- Graph depicting ten-year trend in student credit hours generated by Law Enforcement
- Graphs depicting three-year moving mean and rate of change in student credit hours for Law Enforcement.
- Ten-year trend in annual credit hours generated Collegewide.

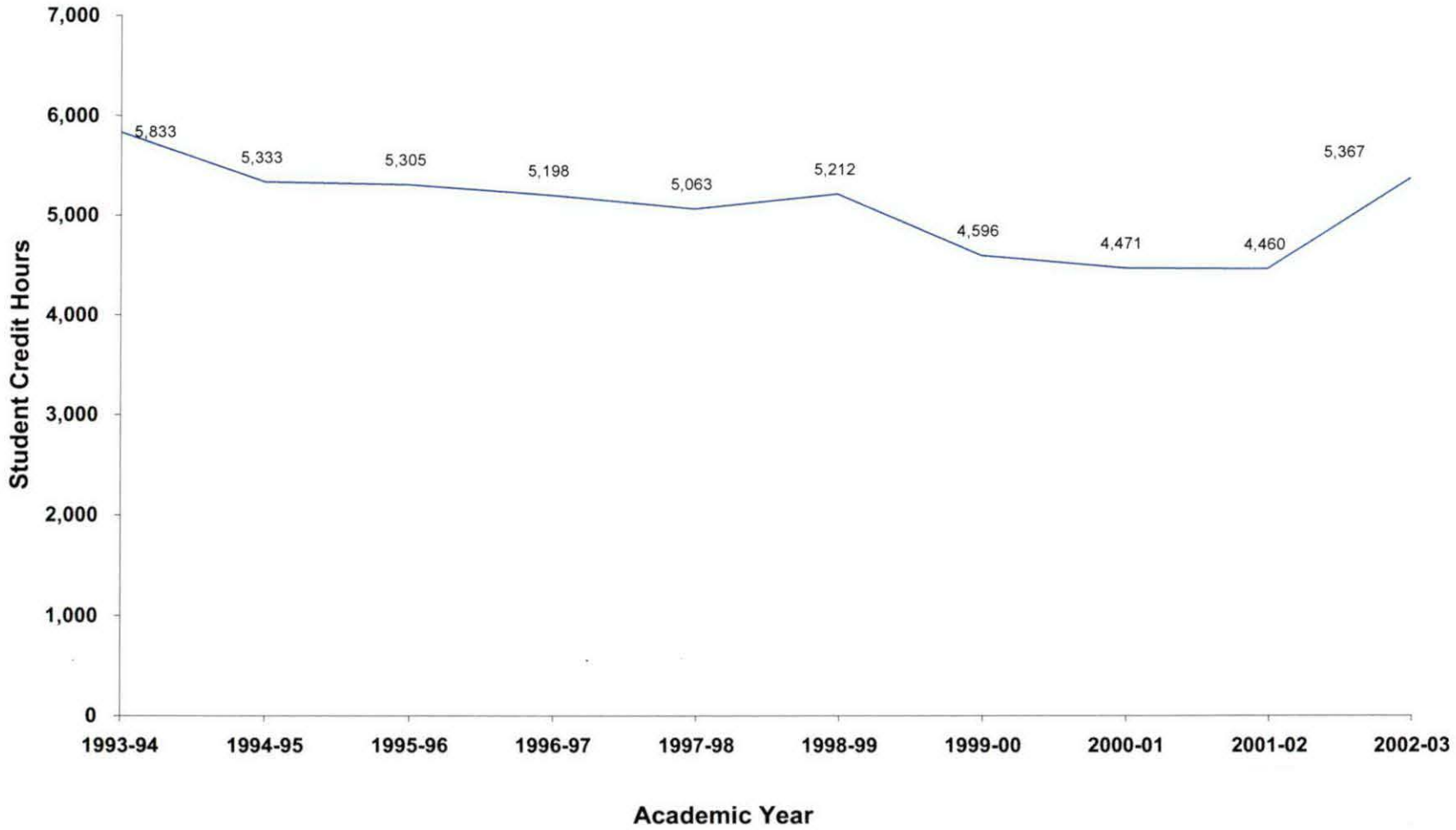
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Source: OCC, Office of Institutional Research

5/6/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
Law Enforcement
1993-94 through 2002-03

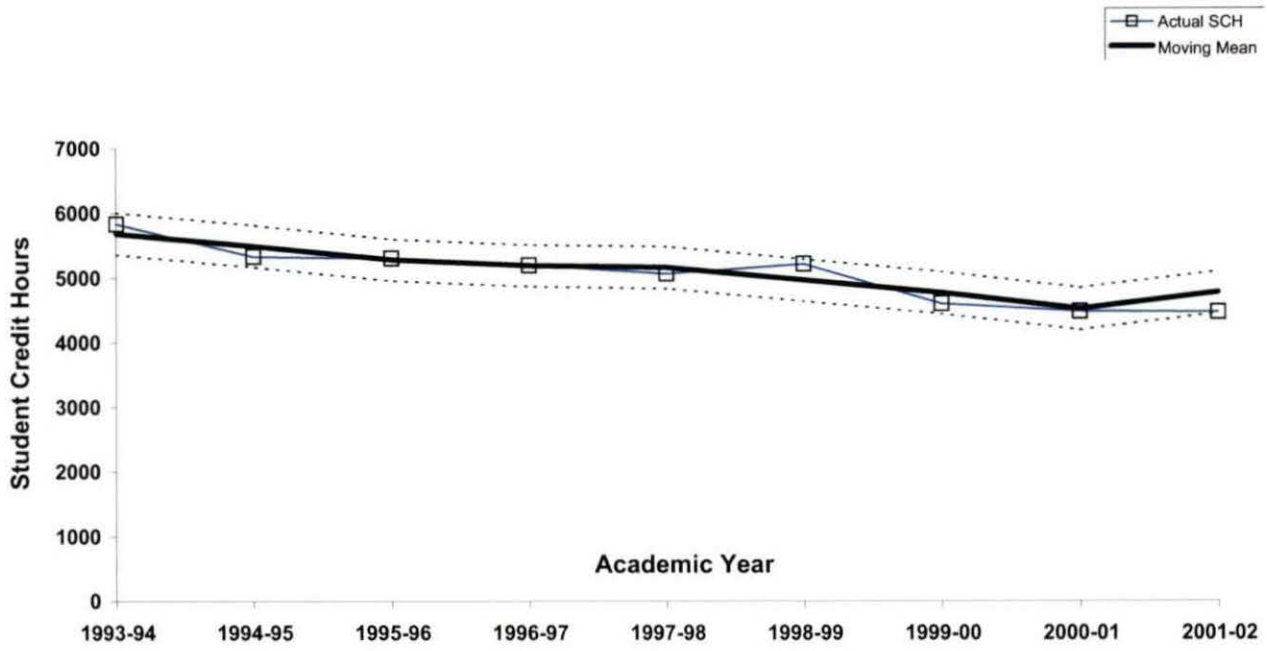
	1993-94 SCH	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	5-Year % Change	10-Year % Change
Law Enforcement	5,833	5,333	5,305	5,198	5,063	5,212	4,596	4,471	4,460	5,367	3.0	-8.0
College Wide Totals	501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	8.7	-4.5



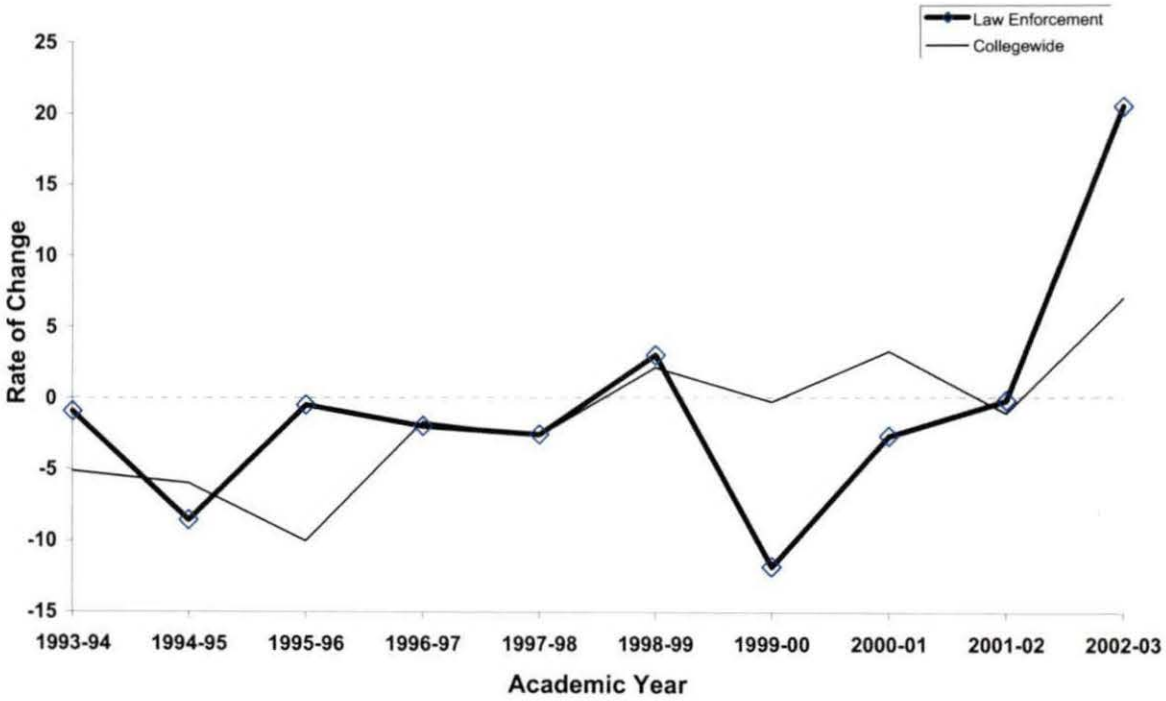
Source: OCC, Office of Institutional Research

5/6/2004

Oakland Community College
Three-Year Moving Mean
Law Enforcement
1993-94 through 2001-02



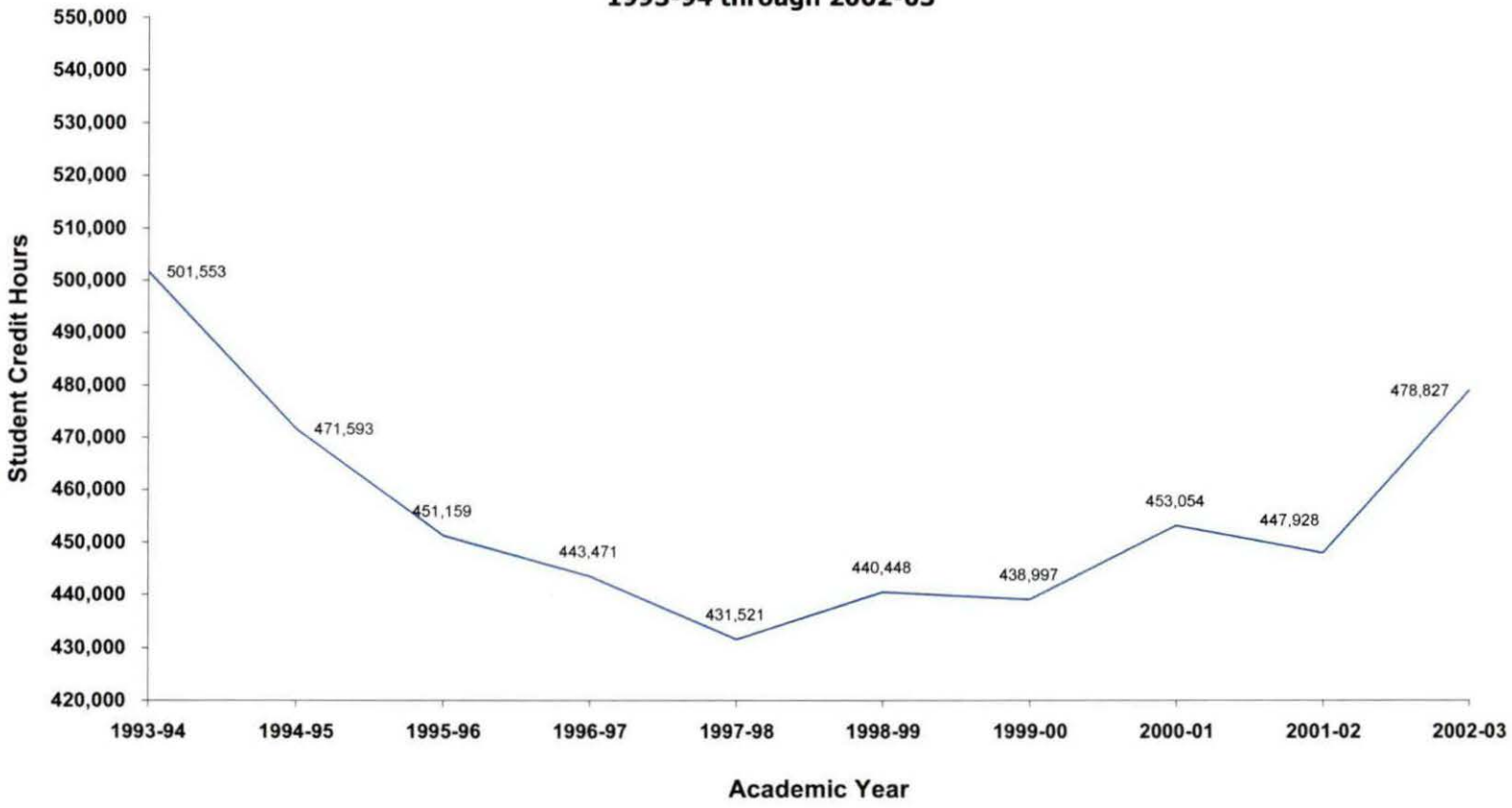
Rate of Change in Student Credit Hours 1993-94 through 2002-03



Source: OCC, Office of Institutional Research

5/6/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1993-94 through 2002-03



1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827

Source: OCC, Office of Institutional Research

5/6/2004

OAKLAND COMMUNITY COLLEGE

COLLEGE CURRICULUM REVIEW COMMITTEE

CURRICULUM REVIEW SELF-STUDY
Recommendations

Program/Discipline: EMT (Emergency Medical Technology) Coordinator(s): Denise Martin

Review Date: June 18, 2004 Today's Date: October 11, 2004

In an effort to provide meaningful feedback to the program coordinator and related faculty, specific recommendations resulting from your program/discipline Curriculum Review are as follows:

Emergency Medical Technology (EMT) – presented by Denise Martin
Review Recommendations: (Review –June 18, 2004)

- Continue to update syllabi as necessary. The syllabi template is on the P drive.
- The request for a brochure needs to be addressed with the dean over EMT who will work with publications.
- Career services are available in the Counseling Career Center for students needing to have a resume prepared and/or review of the interviewing process.
- Work with the Curriculum Committee to revise and update the catalogue descriptions.
- The committee supports the development of the online EMT courses. For development of the MED 1103 online course, the committee recommends working with the full-time faculty of Allied Heath as they too use this course as part of their degree requirements.
- Request for positions need to be discussed with the dean.

In order to continue refining the process of Curriculum Review, the committee would appreciate an update on your process regarding the above recommendations by the end of Fall 2004 semester, and any suggestions regarding the review process.

The review for EMT was very through and presented a vision of a strong program. CRC supports your continued success in curriculum development and program growth.

Respectfully submitted,

Gail A. Mays
Chair of the Curriculum Review Committee

CURRICULUM REVIEW OF
EMERGENCY MEDICAL TECHNOLOGY
AND
EMERGENCY SERVICES TECHNOLOGY DEGREE PROGRAMS

JUNE 18, 2004

TABLE OF CONTENTS:

SECTION I:	**INTRODUCTION** **SYLLABI & CATALOG COURSE DESCRIPTIONS** **CATALOG COURSE REVISIONS** **COORDINATOR SUMMARY**
SECTION II:	GENERAL EDUCATION AND COURSE OUTCOMES (N/A: None of our courses are gen. ed.)
SECTION III:	**INSTRUCTIONAL METHODOLOGY**
SECTION IV:	**STAFF DEVELOPMENT**
SECTION V:	**INSTITUTIONAL EFFECTIVENESS REPORTS**
SECTION VI:	**STUDENT RECRUITMENT**
SECTION VIIA:	**INPUT FROM INTERNAL & EXTERNAL COMMUNITY**
SECTION VIIB:	We are new Perkins Funding recipients so no report is available
SECTION VIII:	INTERDISCIPLINARY INTERACTIONS (N/A: Our courses are not part of other programs)
SECTION IX:	**COMPARABLE COURSES/PROGRAMS & TRENDS**
SECTION X:	**PROGRAM NEEDS & RESOURCES**

REVIEW COORDINATOR'S CURRICULUM SUMMARY REPORT

PREPARED BY DENISE MARTIN, EMT PROGRAM DIRECTOR
J-125 AUBURN HILLS CAMPUS
248-232-4094

CURRICULUM REVIEW OF
EMERGENCY MEDICAL TECHNOLOGY

The OCC EMS training programs are extremely dynamic educational programs. Protocols and procedures change frequently and administrators and instructors must stay on top of national, state, and even local standards in order to provide the most accurate information to students. There are some consistencies with nursing and other medical programs due to them being governed by the same state agencies, however, providing pre-hospital care poses some unique challenges as the situations EMS personnel encounter are extremely unstable. As part of their training, our students are also exposed to these situations and must be adequately trained in order to protect their wellbeing and protect the college from liability. Instability and danger is also present in the police and fire service, however, communicable diseases and the constant threat of coming into contact with contaminated bodily fluids is not as prevalent unless these agencies are also involved in emergency medical care. Another difference that sets EMS training apart from police and fire is the requirement for instructors to maintain two licenses and many certifications in order to be approved to teach in the EMS field. We provide four levels of EMS training to prepare students for these areas of licensure: Medical First Responder, Basic EMT, EMT-Intermediate, and paramedic. The OCC EMT program staff not only possesses instructors meeting all necessary requirements of the state, but we pride ourselves in hiring and retaining only the highest quality EMS instructors. Our reputation speaks for itself when we are contacted for information on our program because "I heard that you have the best EMS program in the area."

Our dedication to high quality is also evidenced by the National Registry examination results that consistently reflect higher averages than the state. The most recent data has the OCC Medical First Responder pass rate at 82% compared to 78% nationally (no state results given) and our Basic EMT pass rate is 72% compared to the state's 71% and 66% nationally. Our paramedics have pass rates at 58% for the written exam compared to 49% for the state and 44% nationally on the written exam and the OCC candidate pass rate is 91% for the practical with the national practical average at 64%; (no OCC EMT-I results were provided). We have observed a steady increase in pass rates since the implementation of the National Registry examinations in the state of Michigan caused scores for all programs to plummet drastically. Though we also experienced a dramatic decrease in student success on the National exams, we immediately implemented changes in the program to correct inadequacies.

Some of the curriculum changes that were implemented just prior to the state mandated implementation date were done hastily and with little direction from state agencies on how to accomplish the transition from state to national curriculum. In addition, the state implemented the national examination prior to mandating the national curriculum. The major program and course revisions made in our program in 2002 were done with little input as to how programs were supposed to accomplish this transition. After a full year of implementing the changes, some revisions need to occur to improve our curriculum. These are all stated in this document.

* FACULTY SUMMARY
SYLLABI COMPONENTS

© I A

FOR: EMT 1000
Course Number

INSTRUCTORS	J. Ewing								
COURSE INFORMATION									
Course name and Number	X								
Semester, Meeting Times, Room Number									
Office Hours	X								
Instructor's Phone Number									
Department Secretary's Phone Number									
Support (e.g., IIC/Lab) Phone Number/Hours									
ADA Notification	X								
COURSE CONTENT									
Catalog Course Description with Prerequisites	X								
Expanded Course Description/Assignments									
Course Goals									
All approved Gen. Ed. Attributes	N/A								
Teaching/Learning Strategies									
Required Books and Supplies	X								
List of Supportive Materials									
Subject-to-Change Statement									
EVALUATION/GRADING PROCEDURES									
Make-up Policy									
"Withdrawal" Policy	X								
Attendance/Tardiness Policy	X								
Extra Credit Possibilities	N/A								
Criteria for Computation of Final Grade	X								

* Coordinator: Please use additional pages if more than 9 faculty are teaching this course

* FACULTY SUMMARY ©I A

SUGGESTED REVISIONS FOR SYLLABI COMPONENTS

FOR: EMT 1000
Course Number

INSTRUCTORS	J. Ewing								
COURSE INFORMATION									
Course name and Number	X								
Semester, Meeting Times, Room Number	Suggested revision to include this								
Office Hours	X								
Instructor's Phone Number Department Secretary's Phone Number	Suggested that the adjunct give the Program secretary's phone number for contact info								
Support (e.g., IIC/Lab) Phone Number/Hours	N/A								
ADA Notification	X								
COURSE CONTENT									
Catalog Course Description with Prerequisites	X								
Expanded Course Description/Assignments	Suggestions made for revision								
Course Goals	Suggestions made for revision								
All approved Gen. Ed. Attributes	N/A								
Teaching/Learning Strategies	Suggestions made for revision								
Required Books and Supplies	X								
List of Supportive Materials									
Subject-to-Change Statement	Suggestions made for revision								
EVALUATION/GRADING PROCEDURES									
Make-up Policy	Failure to attend both days will result in failing grade.								
"Withdrawal" Policy	X								
Attendance/Tardiness Policy	X								
Extra Credit Possibilities	N/A								
Criteria for Computation of Final Grade	X								

* Coordinator: Please use additional pages if more than 9 faculty are teaching this course

* FACULTY SUMMARY
SYLLABI COMPONENTS

FOR: EMT 1411
Course Number

© I A

INSTRUCTORS	A. Sanko								
COURSE INFORMATION									
Course name and Number	X								
Semester, Meeting Times, Room Number	X								
Office Hours	X								
Instructor's Phone Number	X								
Department Secretary's Phone Number									
Support (e.g., IIC/Lab) Phone Number/Hours	X								
ADA Notification	X								
COURSE CONTENT									
Catalog Course Description with Prerequisites	X								
Expanded Course Description/Assignments	X								
Course Goals	X								
All approved Gen. Ed. Attributes	N/A								
Teaching/Learning Strategies	X								
Required Books and Supplies	X								
List of Supportive Materials	X								
Subject-to-Change Statement									
EVALUATION/GRADING PROCEDURES									
Make-up Policy	X								
"Withdrawal" Policy	X								
Attendance/Tardiness Policy	X								
Extra Credit Possibilities	N/A								
Criteria for Computation of Final Grade	X								

* Coordinator: Please use additional pages if more than 9 faculty are teaching this course

* FACULTY SUMMARY
SYLLABI COMPONENTS

© I A

FOR: EMT 1414
Course Number

INSTRUCTORS	R. Ginther								
COURSE INFORMATION									
Course name and Number	X								
Semester, Meeting Times, Room Number	X								
Office Hours	X								
Instructor's Phone Number	X								
Department Secretary's Phone Number									
Support (e.g., IIC/Lab) Phone Number/Hours									
ADA Notification	X								
COURSE CONTENT									
Catalog Course Description with Prerequisites	X								
Expanded Course Description/Assignments	X								
Course Goals	X								
All approved Gen. Ed. Attributes	N/A								
Teaching/Learning Strategies	X								
Required Books and Supplies	X								
List of Supportive Materials	X								
Subject-to-Change Statement									
EVALUATION/GRADING PROCEDURES									
Make-up Policy	X								
"Withdrawal" Policy									
Attendance/Tardiness Policy	X								
Extra Credit Possibilities									
Criteria for Computation of Final Grade	X								

* Coordinator: Please use additional pages if more than 9 faculty are teaching this course

* FACULTY SUMMARY
SYLLABI COMPONENTS

© I A

FOR: EMT 1541
Course Number

INSTRUCTORS	D. Martin								
COURSE INFORMATION									
Course name and Number	X								
Semester, Meeting Times, Room Number	X								
Office Hours	X								
Instructor's Phone Number	X								
Department Secretary's Phone Number	X								
Support (e.g., IIC/Lab) Phone Number/Hours	X								
ADA Notification	X								
COURSE CONTENT									
Catalog Course Description with Prerequisites	X								
Expanded Course Description/Assignments	X								
Course Goals	X								
All approved Gen. Ed. Attributes	N/A								
Teaching/Learning Strategies	X								
Required Books and Supplies	X								
List of Supportive Materials	X								
Subject-to-Change Statement	X								
EVALUATION/GRADING PROCEDURES									
Make-up Policy	X								
"Withdrawal" Policy	X								
Attendance/Tardiness Policy	X								
Extra Credit Possibilities	X								
Criteria for Computation of Final Grade	X								

* Coordinator: Please use additional pages if more than 9 faculty are teaching this course

* FACULTY SUMMARY
SYLLABI COMPONENTS

FOR: EMT 1551
Course Number

© I A

INSTRUCTORS	G. Garwood	S. Buckley							
COURSE INFORMATION									
Course name and Number	X	X							
Semester, Meeting Times, Room Number	X	X							
Office Hours	X	X							
Instructor's Phone Number	X	X							
Department Secretary's Phone Number	X	X							
Support (e.g., IIC/Lab) Phone Number/Hours	X	X							
ADA Notification	X	X							
COURSE CONTENT									
Catalog Course Description with Prerequisites	X	X							
Expanded Course Description/Assignments	X	X							
Course Goals	X	X							
All approved Gen. Ed. Attributes	N/A	N/A							
Teaching/Learning Strategies	X	X							
Required Books and Supplies	X	X							
List of Supportive Materials	X	X							
Subject-to-Change Statement	X	X							
EVALUATION/GRADING PROCEDURES									
Make-up Policy	X	X							
"Withdrawal" Policy	X	X							
Attendance/Tardiness Policy	X	X							
Extra Credit Possibilities	X	X							
Criteria for Computation of Final Grade	X	X							

* Coordinator: Please use additional pages if more than 9 faculty are teaching this course

* FACULTY SUMMARY
SYLLABI COMPONENTS

© I A

FOR: EMT 2430
Course Number

INSTRUCTORS	K. Hiltner								
COURSE INFORMATION									
Course name and Number	X								
Semester, Meeting Times, Room Number	X								
Office Hours	X								
Instructor's Phone Number	X								
Department Secretary's Phone Number									
Support (e.g., IIC/Lab) Phone Number/Hours									
ADA Notification	X								
COURSE CONTENT									
Catalog Course Description with Prerequisites									
Expanded Course Description/Assignments									
Course Goals	X								
All approved Gen. Ed. Attributes	N/A								
Teaching/Learning Strategies									
Required Books and Supplies	X								
List of Supportive Materials	X								
Subject-to-Change Statement									
EVALUATION/GRADING PROCEDURES									
Make-up Policy									
"Withdrawal" Policy									
Attendance/Tardiness Policy	X								
Extra Credit Possibilities									
Criteria for Computation of Final Grade	X								

* Coordinator: Please use additional pages if more than 9 faculty are teaching this course

* FACULTY SUMMARY ©I A
SYLLABI COMPONENTS
FOR: EMT 2510
Course Number

INSTRUCTORS	D. Martin								
COURSE INFORMATION									
Course name and Number	X								
Semester, Meeting Times, Room Number	X								
Office Hours	X								
Instructor's Phone Number	X								
Department Secretary's Phone Number	X								
Support (e.g., IIC/Lab) Phone Number/Hours	X								
ADA Notification	X								
COURSE CONTENT									
Catalog Course Description with Prerequisites	X								
Expanded Course Description/Assignments	X								
Course Goals	X								
All approved Gen. Ed. Attributes	N/A								
Teaching/Learning Strategies	X								
Required Books and Supplies	X								
List of Supportive Materials	X								
Subject-to-Change Statement	X								
EVALUATION/GRADING PROCEDURES									
Make-up Policy	X								
"Withdrawal" Policy	X								
Attendance/Tardiness Policy	X								
Extra Credit Possibilities	X								
Criteria for Computation of Final Grade	X								

* Coordinator: Please use additional pages if more than 9 faculty are teaching this course

* FACULTY SUMMARY
SYLLABI COMPONENTS

©I A

FOR: EMT 2522
Course Number

INSTRUCTORS	D. Martin								
COURSE INFORMATION									
Course name and Number	X								
Semester, Meeting Times, Room Number	X								
Office Hours	X								
Instructor's Phone Number	X								
Department Secretary's Phone Number	X								
Support (e.g., IIC/Lab) Phone Number/Hours	X								
ADA Notification	X								
COURSE CONTENT									
Catalog Course Description with Prerequisites	X								
Expanded Course Description/Assignments	X								
Course Goals	X								
All approved Gen. Ed. Attributes	N/A								
Teaching/Learning Strategies	X								
Required Books and Supplies	X								
List of Supportive Materials	X								
Subject-to-Change Statement	X								
EVALUATION/GRADING PROCEDURES									
Make-up Policy	X								
"Withdrawal" Policy	X								
Attendance/Tardiness Policy	X								
Extra Credit Possibilities	X								
Criteria for Computation of Final Grade	X								

* Coordinator: Please use additional pages if more than 9 faculty are teaching this course

* FACULTY SUMMARY
SYLLABI COMPONENTS

FOR: EMT 2523
Course Number

© I A

INSTRUCTORS	D. Martin								
COURSE INFORMATION									
Course name and Number	X								
Semester, Meeting Times, Room Number	X								
Office Hours	X								
Instructor's Phone Number	X								
Department Secretary's Phone Number	X								
Support (e.g., IIC/Lab) Phone Number/Hours	X								
ADA Notification	X								
COURSE CONTENT									
Catalog Course Description with Prerequisites	X								
Expanded Course Description/Assignments	X								
Course Goals	X								
All approved Gen. Ed. Attributes	N/A								
Teaching/Learning Strategies	X								
Required Books and Supplies	X								
List of Supportive Materials	X								
Subject-to-Change Statement	X								
EVALUATION/GRADING PROCEDURES									
Make-up Policy	X								
"Withdrawal" Policy	X								
Attendance/Tardiness Policy	X								
Extra Credit Possibilities	X								
Criteria for Computation of Final Grade	X								

* Coordinator: Please use additional pages if more than 9 faculty are teaching this course

* FACULTY SUMMARY
SYLLABI COMPONENTS

FOR: EMT 2602
Course Number

© I A

INSTRUCTORS	D. Martin								
COURSE INFORMATION									
Course name and Number	X								
Semester, Meeting Times, Room Number	X								
Office Hours	X								
Instructor's Phone Number	X								
Department Secretary's Phone Number	X								
Support (e.g., IIC/Lab) Phone Number/Hours	X								
ADA Notification	X								
COURSE CONTENT									
Catalog Course Description with Prerequisites	X								
Expanded Course Description/Assignments	X								
Course Goals	X								
All approved Gen. Ed. Attributes	N/A								
Teaching/Learning Strategies	X								
Required Books and Supplies	X								
List of Supportive Materials	X								
Subject-to-Change Statement	X								
EVALUATION/GRADING PROCEDURES									
Make-up Policy	X								
"Withdrawal" Policy	X								
Attendance/Tardiness Policy	X								
Extra Credit Possibilities	X								
Criteria for Computation of Final Grade	X								

* Coordinator: Please use additional pages if more than 9 faculty are teaching this course

* FACULTY SUMMARY
SYLLABI COMPONENTS

© I A

FOR: EMT 2612
Course Number

INSTRUCTORS	D. Martin								
COURSE INFORMATION									
Course name and Number	X								
Semester, Meeting Times, Room Number	X								
Office Hours	X								
Instructor's Phone Number	X								
Department Secretary's Phone Number	X								
Support (e.g., IIC/Lab) Phone Number/Hours	X								
ADA Notification	X								
COURSE CONTENT									
Catalog Course Description with Prerequisites	X								
Expanded Course Description/Assignments	X								
Course Goals	X								
All approved Gen. Ed. Attributes	N/A								
Teaching/Learning Strategies	X								
Required Books and Supplies	X								
List of Supportive Materials	X								
Subject-to-Change Statement	X								
EVALUATION/GRADING PROCEDURES									
Make-up Policy	X								
"Withdrawal" Policy	X								
Attendance/Tardiness Policy	X								
Extra Credit Possibilities	X								
Criteria for Computation of Final Grade	X								

* Coordinator: Please use additional pages if more than 9 faculty are teaching this course

* FACULTY SUMMARY
SYLLABI COMPONENTS

FOR: EMT 2622
Course Number

© I A

INSTRUCTORS	D. Martin								
COURSE INFORMATION									
Course name and Number	X								
Semester, Meeting Times, Room Number	X								
Office Hours	X								
Instructor's Phone Number	X								
Department Secretary's Phone Number	X								
Support (e.g., IIC/Lab) Phone Number/Hours	X								
ADA Notification	X								
COURSE CONTENT									
Catalog Course Description with Prerequisites	X								
Expanded Course Description/Assignments	X								
Course Goals	X								
All approved Gen. Ed. Attributes	N/A								
Teaching/Learning Strategies	X								
Required Books and Supplies	X								
List of Supportive Materials	X								
Subject-to-Change Statement	X								
EVALUATION/GRADING PROCEDURES									
Make-up Policy	X								
"Withdrawal" Policy	X								
Attendance/Tardiness Policy	X								
Extra Credit Possibilities	X								
Criteria for Computation of Final Grade	X								

* Coordinator: Please use additional pages if more than 9 faculty are teaching this course

* FACULTY SUMMARY
SYLLABI COMPONENTS

©I A

FOR: EMT 2700
Course Number

INSTRUCTORS	D. Martin								
COURSE INFORMATION									
Course name and Number	X								
Semester, Meeting Times, Room Number	X								
Office Hours	X								
Instructor's Phone Number	X								
Department Secretary's Phone Number	X								
Support (e.g., IIC/Lab) Phone Number/Hours	X								
ADA Notification	X								
COURSE CONTENT									
Catalog Course Description with Prerequisites	X								
Expanded Course Description/Assignments	X								
Course Goals	X								
All approved Gen. Ed. Attributes	N/A								
Teaching/Learning Strategies	X								
Required Books and Supplies	X								
List of Supportive Materials	X								
Subject-to-Change Statement	X								
EVALUATION/GRADING PROCEDURES									
Make-up Policy	X								
"Withdrawal" Policy	X								
Attendance/Tardiness Policy	X								
Extra Credit Possibilities	X								
Criteria for Computation of Final Grade	X								

* Coordinator: Please use additional pages if more than 9 faculty are teaching this course

* FACULTY SUMMARY

© I A

SYLLABI COMPONENTS

FOR: MED 1103
Course Number

INSTRUCTORS	M. Kearns	A. Sanko	S. Buckley						
COURSE INFORMATION									
Course name and Number	X	X	X						
Semester, Meeting Times, Room Number	X	X	X						
Office Hours	X	X	X						
Instructor's Phone Number	X	X	X						
Department Secretary's Phone Number	X		X						
Support (e.g., IIC/Lab) Phone Number/Hours		X							
ADA Notification	X	X	X						
COURSE CONTENT									
Catalog Course Description with Prerequisites	X	X	X						
Expanded Course Description/Assignments	X	X	X						
Course Goals	X	X	X						
All approved Gen. Ed. Attributes	N/A	N/A	N/A						
Teaching/Learning Strategies	X	X	X						
Required Books and Supplies	X	X	X						
List of Supportive Materials	X	X	X						
Subject-to-Change Statement									
EVALUATION/GRADING PROCEDURES									
Make-up Policy	X	X	X						
"Withdrawal" Policy	X	X	X						
Attendance/Tardiness Policy	X	X	X						
Extra Credit Possibilities		N/A							
Criteria for Computation of Final Grade	X	X	X						

* Coordinator: Please use additional pages if more than 9 faculty are teaching this course

* FACULTY SUMMARY ©I B
SYLLABI ANALYSIS
FOR: EMT 1000
Course Number

	CONSISTENCY %
COURSE INFORMATION	
Course name and Number	100%
Semester, Meeting Times, Room Number	0%
Office Hours	100%
Instructor's Phone Number	0%
Department Secretary's Phone Number	0%
Support (e.g., IIC/Lab) Phone Number/Hours	0%
ADA Notification	100%
COURSE CONTENT	
Catalog Course Description with Prerequisites	100%
Expanded Course Description/Assignments	0%
Course Goals	0%
All approved Gen. Ed. Attributes	N/A
Teaching/Learning Strategies	0%
Required Books and Supplies	100%
List of Supportive Materials	0%
Subject-to-Change Statement	0%
EVALUATION/GRADING PROCEDURES	
Make-up Policy	0%
"Withdrawal" Policy	100%
Attendance/Tardiness Policy	100%
Extra Credit Possibilities	N/A
Criteria for Computation of Final Grade	100%

* Coordinator: Use a separate sheet for each course.

* FACULTY SUMMARY ©I B
SYLLABI ANALYSIS
FOR: EMT 1411
Course Number

	CONSISTENCY %
COURSE INFORMATION	
Course name and Number	100%
Semester, Meeting Times, Room Number	100%
Office Hours	100%
Instructor's Phone Number	100%
Department Secretary's Phone Number	0%
Support (e.g., IIC/Lab) Phone Number/Hours	100%
ADA Notification	100%
COURSE CONTENT	
Catalog Course Description with Prerequisites	100%
Expanded Course Description/Assignments	100%
Course Goals	100%
All approved Gen. Ed. Attributes	N/A
Teaching/Learning Strategies	100%
Required Books and Supplies	100%
List of Supportive Materials	100%
Subject-to-Change Statement	0%
EVALUATION/GRADING PROCEDURES	
Make-up Policy	100%
"Withdrawal" Policy	100%
Attendance/Tardiness Policy	100%
Extra Credit Possibilities	N/A
Criteria for Computation of Final Grade	100%

* Coordinator: Use a separate sheet for each course.

* FACULTY SUMMARY ©I B
SYLLABI ANALYSIS
FOR: EMT 1414
Course Number

	CONSISTENCY %
COURSE INFORMATION	
Course name and Number	100%
Semester, Meeting Times, Room Number	100%
Office Hours	100%
Instructor's Phone Number	100%
Department Secretary's Phone Number	0%
Support (e.g., IIC/Lab) Phone Number/Hours	0%
ADA Notification	100%
COURSE CONTENT	
Catalog Course Description with Prerequisites	100%
Expanded Course Description/Assignments	100%
Course Goals	100%
All approved Gen. Ed. Attributes	N/A
Teaching/Learning Strategies	100%
Required Books and Supplies	100%
List of Supportive Materials	100%
Subject-to-Change Statement	0%
EVALUATION/GRADING PROCEDURES	
Make-up Policy	100%
"Withdrawal" Policy	0%
Attendance/Tardiness Policy	100%
Extra Credit Possibilities	0%
Criteria for Computation of Final Grade	100%

* Coordinator: Use a separate sheet for each course.

* FACULTY SUMMARY
SYLLABI ANALYSIS

FOR: EMT 1541
Course Number

© I B

	CONSISTENCY %
COURSE INFORMATION	
Course name and Number	100%
Semester, Meeting Times, Room Number	100%
Office Hours	100%
Instructor's Phone Number	100%
Department Secretary's Phone Number	100%
Support (e.g., IIC/Lab) Phone Number/Hours	100%
ADA Notification	100%
COURSE CONTENT	
Catalog Course Description with Prerequisites	100%
Expanded Course Description/Assignments	100%
Course Goals	100%
All approved Gen. Ed. Attributes	N/A
Teaching/Learning Strategies	100%
Required Books and Supplies	100%
List of Supportive Materials	100%
Subject-to-Change Statement	100%
EVALUATION/GRADING PROCEDURES	
Make-up Policy	100%
"Withdrawal" Policy	100%
Attendance/Tardiness Policy	100%
Extra Credit Possibilities	100%
Criteria for Computation of Final Grade	100%

* Coordinator: Use a separate sheet for each course.

* FACULTY SUMMARY ©I B
SYLLABI ANALYSIS
FOR: EMT 1551
Course Number

	CONSISTENCY %
COURSE INFORMATION	
Course name and Number	100%
Semester, Meeting Times, Room Number	100%
Office Hours	100%
Instructor's Phone Number	100%
Department Secretary's Phone Number	100%
Support (e.g., IIC/Lab) Phone Number/Hours	100%
ADA Notification	100%
COURSE CONTENT	
Catalog Course Description with Prerequisites	100%
Expanded Course Description/Assignments	100%
Course Goals	100%
All approved Gen. Ed. Attributes	N/A
Teaching/Learning Strategies	100%
Required Books and Supplies	100%
List of Supportive Materials	100%
Subject-to-Change Statement	100%
EVALUATION/GRADING PROCEDURES	
Make-up Policy	100%
"Withdrawal" Policy	100%
Attendance/Tardiness Policy	100%
Extra Credit Possibilities	100%
Criteria for Computation of Final Grade	100%

* Coordinator: Use a separate sheet for each course.

* FACULTY SUMMARY ©I B
SYLLABI ANALYSIS
FOR: EMT 2430
Course Number

	CONSISTENCY %
COURSE INFORMATION	
Course name and Number	100%
Semester, Meeting Times, Room Number	100%
Office Hours	100%
Instructor's Phone Number	100%
Department Secretary's Phone Number	0%
Support (e.g., IIC/Lab) Phone Number/Hours	0%
ADA Notification	100%
COURSE CONTENT	
Catalog Course Description with Prerequisites	0%
Expanded Course Description/Assignments	0%
Course Goals	100%
All approved Gen. Ed. Attributes	N/A
Teaching/Learning Strategies	0%
Required Books and Supplies	100%
List of Supportive Materials	100%
Subject-to-Change Statement	0%
EVALUATION/GRADING PROCEDURES	
Make-up Policy	0%
"Withdrawal" Policy	0%
Attendance/Tardiness Policy	100%
Extra Credit Possibilities	0%
Criteria for Computation of Final Grade	100%

* Coordinator: Use a separate sheet for each course.

* FACULTY SUMMARY ©I B

SYLLABI ANALYSIS

FOR: EMT 2510
Course Number

	CONSISTENCY %
COURSE INFORMATION	
Course name and Number	100%
Semester, Meeting Times, Room Number	100%
Office Hours	100%
Instructor's Phone Number	100%
Department Secretary's Phone Number	100%
Support (e.g., IIC/Lab) Phone Number/Hours	100%
ADA Notification	100%
COURSE CONTENT	
Catalog Course Description with Prerequisites	100%
Expanded Course Description/Assignments	100%
Course Goals	100%
All approved Gen. Ed. Attributes	N/A
Teaching/Learning Strategies	100%
Required Books and Supplies	100%
List of Supportive Materials	100%
Subject-to-Change Statement	100%
EVALUATION/GRADING PROCEDURES	
Make-up Policy	100%
"Withdrawal" Policy	100%
Attendance/Tardiness Policy	100%
Extra Credit Possibilities	100%
Criteria for Computation of Final Grade	100%

* Coordinator: Use a separate sheet for each course.

* FACULTY SUMMARY ©I B
SYLLABI ANALYSIS
FOR: EMT 2511
Course Number

	CONSISTENCY %
COURSE INFORMATION	
Course name and Number	100%
Semester, Meeting Times, Room Number	100%
Office Hours	100%
Instructor's Phone Number	100%
Department Secretary's Phone Number	100%
Support (e.g., IIC/Lab) Phone Number/Hours	100%
ADA Notification	100%
COURSE CONTENT	
Catalog Course Description with Prerequisites	100%
Expanded Course Description/Assignments	100%
Course Goals	100%
All approved Gen. Ed. Attributes	N/A
Teaching/Learning Strategies	100%
Required Books and Supplies	100%
List of Supportive Materials	100%
Subject-to-Change Statement	100%
EVALUATION/GRADING PROCEDURES	
Make-up Policy	100%
"Withdrawal" Policy	100%
Attendance/Tardiness Policy	100%
Extra Credit Possibilities	100%
Criteria for Computation of Final Grade	100%

* Coordinator: Use a separate sheet for each course.

* FACULTY SUMMARY ©I B
SYLLABI ANALYSIS
FOR: EMT 2523
Course Number

	CONSISTENCY %
COURSE INFORMATION	
Course name and Number	100%
Semester, Meeting Times, Room Number	100%
Office Hours	100%
Instructor's Phone Number	100%
Department Secretary's Phone Number	100%
Support (e.g., IIC/Lab) Phone Number/Hours	100%
ADA Notification	100%
COURSE CONTENT	
Catalog Course Description with Prerequisites	100%
Expanded Course Description/Assignments	100%
Course Goals	100%
All approved Gen. Ed. Attributes	N/A
Teaching/Learning Strategies	100%
Required Books and Supplies	100%
List of Supportive Materials	100%
Subject-to-Change Statement	100%
EVALUATION/GRADING PROCEDURES	
Make-up Policy	100%
"Withdrawal" Policy	100%
Attendance/Tardiness Policy	100%
Extra Credit Possibilities	100%
Criteria for Computation of Final Grade	100%

* Coordinator: Use a separate sheet for each course.

* FACULTY SUMMARY

SYLLABI ANALYSIS

FOR: EMT 2602
Course Number

© I B

	CONSISTENCY %
COURSE INFORMATION	
Course name and Number	100%
Semester, Meeting Times, Room Number	100%
Office Hours	100%
Instructor's Phone Number	100%
Department Secretary's Phone Number	100%
Support (e.g., IIC/Lab) Phone Number/Hours	100%
ADA Notification	100%
COURSE CONTENT	
Catalog Course Description with Prerequisites	100%
Expanded Course Description/Assignments	100%
Course Goals	100%
All approved Gen. Ed. Attributes	N/A
Teaching/Learning Strategies	100%
Required Books and Supplies	100%
List of Supportive Materials	100%
Subject-to-Change Statement	100%
EVALUATION/GRADING PROCEDURES	
Make-up Policy	100%
"Withdrawal" Policy	100%
Attendance/Tardiness Policy	100%
Extra Credit Possibilities	100%
Criteria for Computation of Final Grade	100%

* Coordinator: Use a separate sheet for each course.

* FACULTY SUMMARY ©I B
SYLLABI ANALYSIS
FOR: EMT 2612
Course Number

	CONSISTENCY %
COURSE INFORMATION	
Course name and Number	100%
Semester, Meeting Times, Room Number	100%
Office Hours	100%
Instructor's Phone Number	100%
Department Secretary's Phone Number	100%
Support (e.g., IIC/Lab) Phone Number/Hours	100%
ADA Notification	100%
COURSE CONTENT	
Catalog Course Description with Prerequisites	100%
Expanded Course Description/Assignments	100%
Course Goals	100%
All approved Gen. Ed. Attributes	N/A
Teaching/Learning Strategies	100%
Required Books and Supplies	100%
List of Supportive Materials	100%
Subject-to-Change Statement	100%
EVALUATION/GRADING PROCEDURES	
Make-up Policy	100%
"Withdrawal" Policy	100%
Attendance/Tardiness Policy	100%
Extra Credit Possibilities	100%
Criteria for Computation of Final Grade	100%

* Coordinator: Use a separate sheet for each course.

* FACULTY SUMMARY ©I B
SYLLABI ANALYSIS
FOR: EMT 2622
Course Number

	CONSISTENCY %
COURSE INFORMATION	
Course name and Number	100%
Semester, Meeting Times, Room Number	100%
Office Hours	100%
Instructor's Phone Number	100%
Department Secretary's Phone Number	100%
Support (e.g., IIC/Lab) Phone Number/Hours	100%
ADA Notification	100%
COURSE CONTENT	
Catalog Course Description with Prerequisites	100%
Expanded Course Description/Assignments	100%
Course Goals	100%
All approved Gen. Ed. Attributes	N/A
Teaching/Learning Strategies	100%
Required Books and Supplies	100%
List of Supportive Materials	100%
Subject-to-Change Statement	100%
EVALUATION/GRADING PROCEDURES	
Make-up Policy	100%
"Withdrawal" Policy	100%
Attendance/Tardiness Policy	100%
Extra Credit Possibilities	100%
Criteria for Computation of Final Grade	100%

* Coordinator: Use a separate sheet for each course.

* FACULTY SUMMARY ©I B
SYLLABI ANALYSIS
FOR: EMT 2700
Course Number

	CONSISTENCY %
COURSE INFORMATION	
Course name and Number	100%
Semester, Meeting Times, Room Number	100%
Office Hours	100%
Instructor's Phone Number	100%
Department Secretary's Phone Number	100%
Support (e.g., IIC/Lab) Phone Number/Hours	100%
ADA Notification	100%
COURSE CONTENT	
Catalog Course Description with Prerequisites	100%
Expanded Course Description/Assignments	100%
Course Goals	100%
All approved Gen. Ed. Attributes	N/A
Teaching/Learning Strategies	100%
Required Books and Supplies	100%
List of Supportive Materials	100%
Subject-to-Change Statement	100%
EVALUATION/GRADING PROCEDURES	
Make-up Policy	100%
"Withdrawal" Policy	100%
Attendance/Tardiness Policy	100%
Extra Credit Possibilities	100%
Criteria for Computation of Final Grade	100%

* Coordinator: Use a separate sheet for each course.

* FACULTY SUMMARY ©I B
SYLLABI ANALYSIS
FOR: MED 1103
Course Number

	CONSISTENCY %
COURSE INFORMATION	
Course name and Number	100%
Semester, Meeting Times, Room Number	100%
Office Hours	100%
Instructor's Phone Number	100%
Department Secretary's Phone Number	67%
Support (e.g., IIC/Lab) Phone Number/Hours	33%
ADA Notification	100%
COURSE CONTENT	
Catalog Course Description with Prerequisites	100%
Expanded Course Description/Assignments	100%
Course Goals	100%
All approved Gen. Ed. Attributes	N/A
Teaching/Learning Strategies	100%
Required Books and Supplies	100%
List of Supportive Materials	100%
Subject-to-Change Statement	0%
EVALUATION/GRADING PROCEDURES	
Make-up Policy	100%
"Withdrawal" Policy	100%
Attendance/Tardiness Policy	100%
Extra Credit Possibilities	0%
Criteria for Computation of Final Grade	100%

* Coordinator: Use a separate sheet for each course.

Current Catalog Descriptions

EMT 1000

Rescue/Extrication

1 Credit

Prerequisite: Students enrolled in This course must be licensed BEMT's or higher or be currently enrolled in EMT 1551.

The course emphasizes the methods of gaining entry, freeing and removing an injured and trapped individual without causing further havoc or trauma from wreckage. The class will be taught by a state certified instructor utilizing lecture, demonstration and actual hands-on experience at a local junk yard. Students will actually use light and medium extrication tools. Upon successful completion, the student will be issued a letter of completion and state certificate. Course/lab fees.

Proposed Changes:

EMT 1000 (Change to EMT 1200 and limit practical to 16-20 students for safety reasons)

Rescue/Extrication

1 Credit

Prerequisite: Students enrolled in this course must be licensed BEMT's or higher or be currently enrolled in EMT 1551.

The course emphasizes the methods of gaining entry, freeing, and removing an injured and trapped individual from a vehicle without causing further harm. The class is taught by state certified instructors utilizing multiple methods of instruction. The second day is scheduled at an appropriate outdoor site and includes actual hands-on experience with light and medium extrication tools. Upon successful completion, the student will be issued a certificate of completion by the college. Course/lab fees.

* FACULTY SUMMARY (if) I C
COURSE CATALOG DESCRIPTION
FOR: EMT 1000
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:		X
Clear:	X	
Current:		X

Comments: Course description should read: This course emphasizes the methods of gaining entry, freeing, and removing an injured and trapped individual without causing further harm. The class is taught by state certified instructors utilizing lecture, demonstration, and actual hands-on experience operating light and medium extrication tools at an approved site. Upon successful completion, the student will be issued a certificate of completion by the college.

NUMBER OF CREDITS:

	Yes	No
Appropriate:	X	

Please explain any No answer: _____

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION
Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list
___ No, and should be added to the list
___ Yes, and should be removed from the list
_X_ No, and should remain off the list

* Coordinator: Please distribute to all faculty teaching this course.

Current Catalog Description:

EMT 1411

Basic EMT Clinical Field Experience I

1 Credit

Prerequisites: EMT 1540 and EMT 1551.

This course is designed to provide the student with hospital and ambulance skill practice. Students will acquire a working knowledge of practices and procedures in the field of emergency care, such as patient assessment, vital signs, the care and treatment of persons who are the victims of medical or traumatic emergencies. Through hands-on training, the student will complete specified performance objectives to the satisfaction of their hospital/ ambulance evaluator. Course/lab fees.

Proposed Changes:

EMT 1411 (Change to EMT 1100 and limit number of students in each section for tours and scheduling)

Basic EMT Clinical Field Experience I

1 Credit

Pre- or Corequisites: EMT 1541 and EMT 1551.

This course is designed to provide the student with hospital and ambulance skill practice. Students will acquire a working knowledge of practices and procedures in the field of emergency care, such as patient assessment, vital signs, the care and treatment of persons who are the victims of medical or traumatic emergencies. Through hands-on training, the student will complete specified performance objectives to the satisfaction of their hospital/ ambulance evaluator. Course/lab fees.

* FACULTY SUMMARY (if) I C
COURSE CATALOG DESCRIPTION
FOR: EMT 1411
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:	X	
Clear:	X	
Current:	X	

Comments: Clinical scheduling is much too complicated for clinical instructors due to a high number of students per class. This results in much time during scheduling when students are sitting idle while the instructor attempts to schedule a single student or group at one clinical site. Time in class would be much better managed if classes were limited to a lower number of students.

NUMBER OF CREDITS:	Yes	No
Appropriate:		X

Please explain any No answer: See above

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list
___ No, and should be added to the list
___ Yes, and should be removed from the list
__X_No, and should remain off the list

* Coordinator: Please distribute to all faculty teaching this course.

ELIMINATE THESE COURSES

EMT 1412, 1413, and 1415

Basic EMT Clinical Field Experience II, III, V

2, 3, & 5 Credits

Prerequisites: EMT 1540 and EMT 1551.

This course is designed to provide the student with hospital and ambulance skill practice. Students will acquire a working knowledge of practices and procedures in the field of emergency care, such as patient assessment, vital signs, the care and treatment of persons who are the victims of medical or traumatic emergencies. Through hands-on training, the student will complete specified performance objectives to the satisfaction of their hospital/ ambulance evaluator. Course/lab fees.

Current Catalog Description:

EMT 1414

Basic EMT Clinical Field Experience IV

4 Credit

Prerequisites: EMT 1540 and EMT 1551.

This course is designed to provide the student with hospital and ambulance skill practice. Students will acquire a working knowledge of practices and procedures in the field of emergency care, such as patient assessment, vital signs, the care and treatment of persons who are the victims of medical or traumatic emergencies. Through hands-on training, the student will complete specified performance objectives to the satisfaction of their hospital/ ambulance evaluator. Course/lab fees.

Proposed Changes:

EMT 1414 (Change to EMT 1400)

Basic EMT Clinical Field Experience IV

2 Credits (limit number of students for better hands on, equipment use and scheduling)

Prerequisites: EMT 1541 and EMT 1551.

This course is designed to provide the student with hospital and ambulance skill experience beyond the minimum 60 hours provided in EMT 1411. Students will continue to acquire a working knowledge of practices and procedures in the field of emergency care, review skills, and experience other areas of health care in other hospital and pre-hospital settings. Through hands-on training, the student will complete specified performance objectives to the satisfaction of their hospital/ ambulance evaluator. Course/lab fees

* FACULTY SUMMARY (if) I C
COURSE CATALOG DESCRIPTION

FOR: EMT 1414
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:		X
Clear:	X	
Current:		X

Comments: _____

NUMBER OF CREDITS:

	Yes	No
Appropriate:		X

Please explain any No answer: This course would be much better managed with a lower number of students per section. There should be more hands-on skill review done in class to make sure that students maintain an acceptable level of competency. The number of scheduled clinical hours could be reduced since this is a course that allows them to stay active in the field while attending the initial advanced EMT course. By doing this, the total number of credits could be cut in half and the smaller class sizes would allow for better use of time and one-on-one with students.

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list
___ No, and should be added to the list
___ Yes, and should be removed from the list
_X_ No, and should remain off the list

* Coordinator: Please distribute to all faculty teaching this course.

Current Catalog Description:

EMT 1541

Basic EMT I

5 Credits

Prerequisite: Consent of department.

Corequisite: EMT 1551.

This course will teach basic EMT knowledge as specified by the Michigan Department of Public Health. It will include but not be limited to each of the following areas: CPR, airway management, patient assessment, patient history, diagnostic signs, oxygen therapy, bandaging and anti-shock techniques. Students will be under the constant and direct supervision of a state licensed instructor/coordinator as they learn to perform each skill properly according to specific MDPH standards. Successful completion of This course requires that students pass both written and practical exams on all knowledge and skills according to state standards. Course/lab fees.

Proposed Changes:

EMT 1541 (change to EMT 1010 for 4 hour lecture course and EMT 1030 for 3 hour practical skills course for both EMT core classes limiting the number of students)

Basic EMT I

5.5 Credits (two courses: 4 hours lecture and 1.5 hours practical)

Prerequisite: Consent of department.

Corequisite: EMT 1551

This course, in conjunction with EMT 1000, 1411, and 1551, is designed to teach the knowledge, skills, and appropriate behavior to prepare students for the National Registry Certification examinations which will enable them to obtain a Michigan Basic EMT license. The focus of this particular course is related to the medical aspect of patient care. Students will be under the direct supervision of a licensed EMS Instructor-Coordinator. Successful completion of this course requires that the student pass both written and practical skill examinations consistent with State and National standards. Course/lab fees.

* FACULTY SUMMARY (if) I C
COURSE CATALOG DESCRIPTION
FOR: EMT 1541
Course Number

CATALOG COURSE DESCRIPTION:	Yes	No
Accurate:		X
Clear:	X	
Current:		X

Comments: Description should read: This course, in conjunction with EMT 1000, 1411, and 1551, is designed to teach the knowledge, skills, and appropriate behavior to prepare students for the National Registry Certification examinations which will enable them to obtain a Michigan Basic EMT license. The focus of this particular course is related to the medical aspect of patient care. Students will be under the direct supervision of a licensed EMS Instructor-Coordinator. Successful completion of this course requires that the student pass both written and practical skill examinations consistent with State and National standards. Course/lab fees.

NUMBER OF CREDITS:	Yes	No
Appropriate:		X

Please explain any No answer: Practical sessions of this course allow enrollment of too many students for a single instructor to adequately evaluate and test each student on each skill. Practical course sessions should be limited to fewer students and this course should be separate from the lecture class. This would also alleviate team teaching and "wet lab" stipend issues with payroll as this is not a "wet lab."

GEN. ED. COURSE/ATTRIBUTES	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list
___ No, and should be added to the list
___ Yes, and should be removed from the list
_X_ No, and should remain off the list

* Coordinator: Please distribute to all faculty teaching this course.

Current Catalog Description:

EMT 1551

Basic EMT II

5 Credits

Prerequisite: Consent of department.

Corequisite: EMT 1541..

This course will teach basic EMT knowledge as specified by the Michigan Department of Public Health. It will include but not be limited to each of the following areas: fractures, spine injuries, head injuries, environmental emergencies, chest and abdominal injuries, childbirth, ambulance operations, patient transportation and call response. Students will be under the constant and direct supervision of a state licensed instructor/coordinator as they learn to perform each skill properly according to specific MDPH standards. Successful completion of this course requires that students pass both written and practical exams on all knowledge and skills according to state standards. Course/lab fees.

Proposed Changes:

EMT 1551 (change to EMT 1020 for 4 hour lecture course and EMT 1030 for 3 hour practical skills course for both EMT core classes limiting the number of students)

Basic EMT II

5.5 Credits (two courses: 4 hours lecture and 1.5 hours practical)

Prerequisite: Consent of department.

Corequisite: EMT 1551

This course, in conjunction with EMT 1000, 1411, and 1541, is designed to teach the knowledge, skills, and appropriate behavior to prepare students for the National Registry Certification examinations which will enable them to obtain a Michigan Basic EMT license. The focus of this particular course is related to the trauma aspect of patient care. Students will be under the direct supervision of a licensed EMS Instructor-Coordinator. Successful completion of this course requires that the student pass both written and practical skill examinations consistent with State and National standards. Course/lab fees.

* FACULTY SUMMARY (if) I C
COURSE CATALOG DESCRIPTION
FOR: EMT 1551 (Martin)
Course Number

CATALOG COURSE DESCRIPTION:	Yes	No
Accurate:		X
Clear:	X	
Current:		X

Comments: Description should read: This course, in conjunction with EMT 1000, 1411, and 1541, is designed to teach the knowledge, skills, and appropriate behavior to prepare students for the National Registry Certification examinations which will enable them to obtain a Michigan Basic EMT license. The focus of this particular course is related to the trauma aspect of patient care. Students will be under the direct supervision of a licensed EMS Instructor-Coordinator. Successful completion of this course requires that the student pass both written and practical skill examinations consistent with State and National standards. Course/lab fees.

NUMBER OF CREDITS:	Yes	No
Appropriate:		X

Please explain any No answer: Practical sessions of this course allow enrollment of too many students for a single instructor to adequately evaluate and test each student on each skill. Practical course sessions should be limited to fewer students and this course should be separate from the lecture class. This would also alleviate team teaching and "wet lab" stipend issues with payroll as this is not a "wet lab."

GEN. ED. COURSE/ATTRIBUTES	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list
___ No, and should be added to the list
___ Yes, and should be removed from the list
_X_ No, and should remain off the list

* Coordinator: Please distribute to all faculty teaching this course.

* FACULTY SUMMARY (if) I C
COURSE CATALOG DESCRIPTION
FOR: EMT 1551 (Garwood)
Course Number

CATALOG COURSE DESCRIPTION:	Yes	No
Accurate:		X
Clear:	X	
Current:		X

Comments: Course description needs to be revised. (See D. Martin's corrections.)

NUMBER OF CREDITS:	Yes	No
Appropriate:		X

Please explain any No answer: Practical sessions of this course have too many students. The instructors have to assess each student's individual practical skills, monitor the practice of each student, and assure that they are not performing a skill incorrectly as that would cause reinforcement of the error. Practical course sessions should be a limited number of students and this course should be separate from the lecture class. We have had numerous issues with our split lecture/practical classes with staffing and payroll. These skill sessions are not "wet labs."

GEN. ED. COURSE/ATTRIBUTES	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list
___ No, and should be added to the list
___ Yes, and should be removed from the list
_X_ No, and should remain off the list

* Coordinator: Please distribute to all faculty teaching this course.

* FACULTY SUMMARY (if) I C
COURSE CATALOG DESCRIPTION

FOR: EMT 1551 (Buckley)
Course Number

CATALOG COURSE DESCRIPTION:	Yes	No
Accurate:		X
Clear:	X	
Current:		X

Comments: Course description should be changed/corrected.

NUMBER OF CREDITS:	Yes	No
Appropriate:		X

Please explain any No answer: Practical sessions have too many students! There are also lots of pay issues for adjuncts in these classes.

GEN. ED. COURSE/ATTRIBUTES	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list
___ No, and should be added to the list
___ Yes, and should be removed from the list
_X_ No, and should remain off the list

* Coordinator: Please distribute to all faculty teaching this course.

Current Catalog Description:

EMT 2430

Emergency Medical Communications

2 Credits

Prerequisites: EMT 1541, EMT 1551 or equivalent or licensure as CPN or RN.

This course is designed to provide the student with the techniques of communications within the emergency medical system including general communication skills, medical terminology, technical report writing, written verbal and radio communications using classroom lectures, situation drills and on-site visitation of appropriate functioning communications centers. Course/lab fees.

Proposed Changes:

EMT 2430 (Change to EMT 1500)

Emergency Medical Communications

2 Credits

Prerequisites: EMT 1541, EMT 1551 or equivalent or licensure as CPN or RN.

Corequisite: None

This course is designed to provide the student with the techniques of communications within the emergency medical system including general communication skills, medical terminology, technical report writing, written verbal and radio communications using classroom lectures, situation drills and on-site visitation of appropriate functioning communications centers when available. Course/lab fees.

* FACULTY SUMMARY (if) I C
COURSE CATALOG DESCRIPTION
FOR: EMT 2430
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:		X
Clear:	X	
Current:	X	

Comments: Add "when appropriate" to the end of the description because not all instructors do this.

NUMBER OF CREDITS:

	Yes	No
Appropriate:	X	

Please explain any No answer:

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list
___ No, and should be added to the list
___ Yes, and should be removed from the list
___ No, and should remain off the list

* Coordinator: Please distribute to all faculty teaching this course.

Current Catalog Description:

EMT 2510

Advanced EMT I Clinical

3 Credits

Prerequisites: EMT 2601, EMT 2430.

EMT specialist techniques are practiced utilizing various training aids and situational simulations. Vigorous practice in practical skills is emphasized terminating in a comprehensive practical examination. This course applies the knowledge the student has learned about airway intubation and administration of intravenous solution.

Proposed Changes:

EMT 2510 (Change to EMT 2200)

Advanced EMT I Clinical

2 Credits (limit number of students)

Prerequisites: EMT 2602.

This course is designed to provide the student with opportunities in a clinical setting within the hospital and EMS system. Focus will be on performing IV therapy and ET intubations on actual patients to obtain competency while continuing to reinforce Basic EMT skills. Specific criteria and documentation will be required in order to successfully complete this level of clinical experience. Students will be supervised and evaluated by professional personnel who will aid in the verification of competency. Course/lab fees.

* FACULTY SUMMARY (if) I C
COURSE CATALOG DESCRIPTION
FOR: EMT 2510
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:		X
Clear:		X
Current:		X

Comments: Description should read: This course is designed to provide the student with opportunities in a clinical setting within the hospital and EMS system. Focus will be on performing IV therapy and ET intubations on actual patients to obtain competency while continuing to reinforce Basic EMT skills. Specific criteria and documentation will be required in order to successfully complete this level of clinical experience. Student will be supervised and evaluated by professional personnel who will be facilitate verification of competency.

NUMBER OF CREDITS:	Yes	No
Appropriate:		X

Please explain any No answer: Clinical scheduling is much too complicated for clinical instructors due to a high number of students per class. This results in much time during scheduling when students are sitting idle while the instructor attempts to schedule a single student or group at one clinical site. Time in class would be much better managed if classes were limited to fewer students.

GEN. ED. COURSE/ATTRIBUTES	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION
Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list
___ Yes, and should be removed from the list
___ No, and should be added to the list
_X_ No, and should remain off the list

* Coordinator: Please distribute to all faculty teaching this course.

ELIMINATE THIS COURSE:

EMT 2520 (Replaced with EMT 2522 and 2523)

Advanced EMT II & III Clinical

7 Credits

Prerequisites: EMT 2611, EMT 2621.

This course is designed to provide the advanced EMT student with hospital and Advanced Life Support unit skills practice. Students will acquire a working knowledge of practices and procedures in the field of advanced life support including but not limited to, patient assessment and history, cardiac monitoring, biotelemetry, ECG interpretation, defibrillating, preparing and administering medications, IV therapy, endotrachael and esophageal intubation and CPR as it relates to the AEMT. Through hands-on experiences the student will complete specific performance objectives to the satisfaction of their hospital/ALS evaluator. Course/lab fees.

Current Catalog Description:

EMT 2522

4 Credits

Advanced EMT II Clinical

Prerequisites: EMT 2612, EMT 2622 and EMT Program Director and EMT Medical Director approval.

This course is designed to provide the paramedic student with hospital and advanced life support unit experience to perform skills learned in the paramedic courses. Hospital experience will include emergency room, operating room, post-anesthesia recovery, and critical care areas for both adult and pediatric patients. In addition, students will be placed in labor and delivery, psychiatric care areas, triage, morgue, and on paramedic ambulances and fire department units. Competency of skills will be evaluated by clinical preceptors and the course instructor to assure readiness for Internship course.

Course/lab fees.

Recommended Changes:

3 Credits (with a limited number of students)

* FACULTY SUMMARY (if) I C
COURSE CATALOG DESCRIPTION

FOR: EMT 2523
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:	X	
Clear:	X	
Current:	X	

Comments: _____

NUMBER OF CREDITS:	Yes	No
Appropriate:		X

Please explain any No answer: Clinical scheduling is much too complicated for clinical instructors due to a high number of students per class. This results in much time during scheduling when students are sitting idle while the instructor attempts to schedule a single student or group at one clinical site. Time in class would be much better managed if classes were limited to fewer students.

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list
___ Yes, and should be removed from the list
___ No, and should be added to the list
_X_ No, and should remain off the list

* Coordinator: Please distribute to all faculty teaching this course.

Current Catalog Description:

EMT 2602

5 Credits

Paramedic I Including IV and Intubation

Replaces EMT 2601.

Prerequisites: BIO 1630 with C- or better, EMT Program Director approval, and completion of Basic EMT required courses with C- or better or must hold a current Michigan Basic EMT license or intend to apply to take the National Registry BEMT Certification examination in the current semester.

Pre- or Co-requisites: EMT 1414 (unless previously completed with a C- or better or documentation of 6 months full-time field experience is provided and approved by the EMT Program Director); BIO 1640 (unless previously completed with C- or better).

This course is designed to provide a Basic EMT the knowledge and skills necessary for the student to perform within a limited advanced life support system and/or to continue on to Paramedic II and III courses. The advanced lif e support skills of intravenous therapy, and endotracheal intubation as they relate to emergency field use are introduced. Additionally, This course will enable the student to upgrade and refine basic EMT skills.

Course/lab fees.

Proposed Changes:

6 Credits (two courses: 4 hours lecture and 2 hours practical skills course with a limited number of students in practical class)

Pre- or Co-requisites: EMT 1414 and BIO 1640 (unless previously completed with C- or better).

This course is designed to provide a Basic EMT the knowledge and skills necessary for the student to perform within a limited advanced life support system and/or to continue on to Paramedic II and III courses. The advanced life support skills of intravenous therapy, and endotracheal intubation as they relate to emergency field use are introduced. Additionally, this course will enable the student to upgrade and refine basic EMT skills.

Course/lab fees.

* FACULTY SUMMARY (if) I C
COURSE CATALOG DESCRIPTION

FOR: EMT 2602
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:	X	
Clear:	X	
Current:	X	

Comments: _____

NUMBER OF CREDITS:

	Yes	No
Appropriate:		X

Please explain any No answer: Practical sessions of this course allow enrollment of too many students for a single instructor to adequately evaluate and test each student on each skill. Practical course sessions should be limited to fewer students and this course should be separate from the lecture class. This would also alleviate team teaching and "wet lab" stipend issues with payroll as this is not a "wet lab."

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list
___ No, and should be added to the list
___ Yes, and should be removed from the list
_X_ No, and should remain off the list

* Coordinator: Please distribute to all faculty teaching this course.

Current Catalog Description:

EMT 2612

5 Credits

Paramedic II Including Pharmacology

Replaces EMT 2611.

Prerequisites: BIO 1630, BIO 1640 and completion of Advanced EMT I Intermediate courses with C- or better; must hold a current Michigan Basic EMT or EMT Intermediate license; completion of EMT 1414 with C or better or provide documentation of 6 months full-time field experience; and EMT Program Director approval.

Pre- or Co-requisites: EMT 2510 (unless previously completed with C- or better); BIO 2250 (unless previously completed with C- or better).

Corequisite: EMT 2622.

The emphasis of This course is pharmacology and drug therapy as they relate to advanced pre-hospital emergency care. Aspects of drug administration such as mechanisms of action, indications, contraindications, metabolism, excretion, and side effects of a wide range of drugs will be explored. In addition, paramedic care of the medical patient including appropriate advanced level interventions will be discussed. This course is designed to provide the paramedic student with a body of knowledge and skills to assist in preparing them for the National Registry Paramedic Certification examination and enable them to assess and treat acutely ill and seriously injured patients under the control and supervision of a medical control physician. Course/lab fees.

Proposed Changes:

EMT 2612 (change to EMT 2400)

6 Credits (two courses: 4 hours lecture and 2 hours practical skills course with a limited number of students in practical class)

Paramedic II Including Pharmacology

No other changes recommended.

* FACULTY SUMMARY (if) I C
COURSE CATALOG DESCRIPTION
FOR: EMT 2612
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:	X	
Clear:	X	
Current:	X	

Comments: _____

NUMBER OF CREDITS:

	Yes	No
Appropriate:		X

Please explain any No answer: Practical sessions of this course allow enrollment of too many students for a single instructor to adequately evaluate and test each student on each skill. Practical course sessions should be limited to fewer students and this course should be separate from the lecture class. This would also alleviate team teaching and "wet lab" stipend issues with payroll as this is not a "wet lab."

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list
___ No, and should be added to the list
___ Yes, and should be removed from the list
_X_ No, and should remain off the list

* Coordinator: Please distribute to all faculty teaching this course.

Current Catalog Description:

EMT 2622

5 Credits

Paramedic III Including Cardiology

Replaces EMT 2621.

Prerequisites: BIO 1630, BIO 1640, Advanced EMT I

Intermediate courses with C- or better; must hold a current Michigan Basic EMT or EMT Intermediate license; completion of EMT 1414 with C- or better or provide documentation of 6 months full-time field experience; and EMT Program Director approval.

Pre- or Co-requisites: EMT 2510 (unless previously completed with C- or better); BIO 2250 (unless previously completed with C- or better).

Corequisite: EMT 2612.

The emphasis of This course is on teaching the principles of the electrocardiogram, the cardiac conduction system and the techniques of interpretation and treatment of cardiac dysrhythmias. In addition, paramedic care of the trauma patient including appropriate advanced level interventions will be discussed. This course is designed to provide the paramedic student with a body of knowledge and skills to assist in preparing them for the National Registry Paramedic Certification examination and enable them to assess and treat acutely ill and seriously injured patients under the control and supervision of a medical control physician. Course/lab fees.

Proposed Changes:

EMT 2622 (change to EMT 2500 for 4 hour lecture and 2510 for 2 hour practical skills)

6 Credits (two courses: 4 hours lecture and 2 hours practical skills course with a limited number of students in practical class)

No other changes recommended.

* FACULTY SUMMARY (if) I C
COURSE CATALOG DESCRIPTION
FOR: EMT 2622
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:	X	
Clear:	X	
Current:	X	

Comments: _____

NUMBER OF CREDITS:

	Yes	No
Appropriate:		X

Please explain any No answer: Practical sessions of this course allow enrollment of too many students for a single instructor to adequately evaluate and test each student on each skill. Practical course sessions should be limited to fewer students and this course should be separate from the lecture class. This would also alleviate team teaching and "wet lab" stipend issues with payroll as this is not a "wet lab."

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list
___ No, and should be added to the list
___ Yes, and should be removed from the list
_X_ No, and should remain off the list

* Coordinator: Please distribute to all faculty teaching this course.

Current Catalog Description:

EMT 2700

Advanced Cardiac Life Support-ACLS Provider

2 Credits

Advanced Cardiac Life Support-ACLS Provider

Prerequisite: Current certification in Basic Life Support (Healthcare Provider) according to AHA standards.

This course is designed to teach the essential skills of Advanced Cardiac Life Support according to current standards, but at a slower pace for students who are not involved with cardiac emergencies on a regular basis. Students are strongly encouraged to have a background in the medical, nursing, and/or paramedical fields. A basic understanding of interpreting EKG's is also encouraged. Basic Life Support, advanced airway maneuvers, defibrillation, cardioversion, cardiac pacing, pharmacological therapy, and algorithm proficiency are all components of the course. Successful completion will result in ACLS certification.

Proposed Changes:

EMT 2700 (Replace with new course: EMT 2800 National Registry Prep Course)

2 Credits (limit number of students)

The ACLS certification course should become a non-credit course due to extreme difficulty in getting the minimum number of students for a credit course to run. There is still a need in the community for this format of ACLS training but we are not accommodating the need when we cancel this course due to low enrollment. Offering it as a short course would allow us to cover cost with fewer students and still meet this need.

The paramedic students need ACLS certification in order to work in many of the area EMS services and hospitals. However, they get most of the content within their core courses and if the class is tailored to the community, much of this information is redundant. A better course to assist paramedic students in being successful on the National Registry examinations would be to develop a NR prep course to replace the ACLS course. Student could still receive ACLS certification and also focus on the other practical stations for the Registry exam. This course could also be marketed to other prospective student candidates in the community.

* FACULTY SUMMARY (if) I C
COURSE CATALOG DESCRIPTION
FOR: EMT 2700
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:	X	
Clear:	X	
Current:	X	

Comments: See above: This course should be a non-credit course due to the reasons expressed. A new course should be created to better meet the needs of paramedic students.

NUMBER OF CREDITS:

	Yes	No
Appropriate:	X	

Please explain any No answer:

_____

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list

___ Yes, and should be removed from the list

___ No, and should be added to the list

_X_ No, and should remain off the list

* Coordinator: Please distribute to all faculty teaching this course.

Current Catalog Description:

MED 1103

Medical Terminology

3 Credits

Replaces MED 1100.

Medical Terminology is intended for Allied Health students and Medical Secretarial students. This course is designed to introduce the student to the language of the health care facility. The student will gain basic under-standing of the proper use of words related to medical vocabulary and become familiar with the best methods of learning the meaning of medical terminology.

* FACULTY SUMMARY (if) I C
COURSE CATALOG DESCRIPTION
FOR: MED 1103 (Sanko)
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:	X	
Clear:	X	
Current:	X	

Comments: _____

NUMBER OF CREDITS:

	Yes	No
Appropriate:	X	

Please explain any No answer:

_____

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list

___ Yes, and should be removed from the list

___ No, and should be added to the list

_X_ No, and should remain off the list

* Coordinator: Please distribute to all faculty teaching this course.

* FACULTY SUMMARY (if) I C
COURSE CATALOG DESCRIPTION

FOR: MED 1103 (Kearns)
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:	X	
Clear:	X	
Current:	X	

Comments: _____

NUMBER OF CREDITS:

	Yes	No
Appropriate:	X	

Please explain any No answer:

_____

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list

___ Yes, and should be removed from the list

___ No, and should be added to the list

_X_ No, and should remain off the list

* Coordinator: Please distribute to all faculty teaching this course.

* COORDINATOR SUMMARY ©ID
COURSE CATALOG DESCRIPTION ANALYSIS

FOR: EMT 1000
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:		X
Clear:	X	
Current:		X

Comments: Change course number to be consecutive to clarify to students and counseling the sequence of courses in the program.

NUMBER OF CREDITS:

	Yes	No
Appropriate:	X	

Please explain any No answer: However, the number of students for hands-on with tools should be limited for safety reasons.

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list

___ No, and should be added to the list

___ Yes, and should be removed from the list

_X_ No, and should remain off the list

* Coordinator: Use a separate sheet for each course.

* COORDINATOR SUMMARY ©ID

COURSE CATALOG DESCRIPTION ANALYSIS

FOR: EMT 1411
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:		X
Clear:	X	
Current:	X	

Comments: Change course number to be consecutive to clarify to students and counseling the sequence of courses in the program and the prerequisite number is incorrect.

NUMBER OF CREDITS:

	Yes	No
Appropriate:	X	

Please explain any No answer: However, the number of students should be limited to provide better use of class time, better instructor to student ratio for skills, and for scheduling.

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list

___ Yes, and should be removed from the list

___ No, and should be added to the list

_X_ No, and should remain off the list

* Coordinator: Use a separate sheet for each course.

* COORDINATOR SUMMARY ©I D

COURSE CATALOG DESCRIPTION ANALYSIS

FOR: EMT 1414
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:		X
Clear:	X	
Current:	X	

Comments: Change course number to be consecutive to clarify to students and counseling the sequence of courses in the program and the prerequisite number is incorrect.

NUMBER OF CREDITS:

	Yes	No
Appropriate:	X	

Please explain any No answer: However, the number of students should be limited to provide better use of class time, better instructor to student ratio for skills, and for scheduling.

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list

___ No, and should be added to the list

___ Yes, and should be removed from the list

_X_ No, and should remain off the list

* Coordinator: Use a separate sheet for each course.

* COORDINATOR SUMMARY ©ID

COURSE CATALOG DESCRIPTION ANALYSIS

FOR: EMT 1541
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:		X
Clear:	X	
Current:		X

Comments: Outdated State EMS Department and course description/details are inaccurate. Change course number to be consecutive to clarify to students and counseling the sequence of courses in the program.

NUMBER OF CREDITS:	Yes	No
Appropriate:		X

Please explain any No answer: This course should be split into a lecture and separate practical class for better use of the room, safety, better use of time with lower equipment to student ratio, and better overall student experience. Instructors have too many skills to teach and evaluate individually in each students so there is time wasted and the lab room is unavailable for other classes. If the student numbers were limited, the total number of hours working on skills could be decreased because less time would be wasted while students wait their turn.

GEN. ED. COURSE/ATTRIBUTES:	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list

___ Yes, and should be removed from the list

___ No, and should be added to the list

_X_ No, and should remain off the list

* Coordinator: Use a separate sheet for each course.

* COORDINATOR SUMMARY ©I D

COURSE CATALOG DESCRIPTION ANALYSIS

FOR: EMT 1551
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:		X
Clear:	X	
Current:		X

Comments: Outdated State EMS Department and course description/details are inaccurate. Change course number to be consecutive to clarify to students and counseling the sequence of courses in the program.

NUMBER OF CREDITS:	Yes	No
Appropriate:		X

Please explain any No answer: This course should be split into a lecture and separate practical class for better use of the room, safety, better use of time with lower equipment to student ratio, and better overall student experience. Instructors have too many skills to teach and evaluate individually in each students so there is time wasted and the lab room is unavailable for other classes. If the student numbers were limited, the total number of hours working on skills could be decreased because less time would be wasted while students wait their turn.

GEN. ED. COURSE/ATTRIBUTES:	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list

___ No, and should be added to the list

___ Yes, and should be removed from the list

_X_ No, and should remain off the list

* Coordinator: Use a separate sheet for each course.

* COORDINATOR SUMMARY ©ID

COURSE CATALOG DESCRIPTION ANALYSIS

FOR: EMT 2430
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:	X	
Clear:	X	
Current:	X	

Comments: I agree with the instructor's minor revision because not all instructors take the students on a tour of an EMS facility due to unpredictable availability of the site. Change course number to be consecutive to clarify to students and counseling the sequence of courses in the program.

NUMBER OF CREDITS:	Yes	No
Appropriate:	X	

Please explain any No answer:

_____

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list

___ No, and should be added to the list

___ Yes, and should be removed from the list

_X_ No, and should remain off the list

* Coordinator: Use a separate sheet for each course.

* COORDINATOR SUMMARY ©I D

COURSE CATALOG DESCRIPTION ANALYSIS

FOR: EMT 2510
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:		X
Clear:	X	
Current:		X

Comments: Course description needed updating. Change course number to be consecutive to clarify to students and counseling the sequence of courses in the program.

NUMBER OF CREDITS:

	Yes	No
Appropriate:		X

Please explain any No answer: Student numbers should be limited as recommended in other clinical courses and total number of credits could be decreased from three to two for reasons indicated in EMT 1411 and 1414. State and National standards are now much more defined as far as recommended hours for all levels of clinicals and preexisting criteria is out-of-date.

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list

___ No, and should be added to the list

___ Yes, and should be removed from the list

_X_ No, and should remain off the list

* Coordinator: Use a separate sheet for each course.

* COORDINATOR SUMMARY ©I D

COURSE CATALOG DESCRIPTION ANALYSIS

FOR: EMT 2522
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:	X	
Clear:	X	
Current:	X	

Comments: Change course number to be consecutive to clarify to students and counseling the sequence of courses in the program.

NUMBER OF CREDITS:

	Yes	No
Appropriate:		X

Please explain any No answer: Student numbers should be limited as recommended in other clinical courses and total number of credits could be decreased from four to three for reasons indicated in EMT 2510. State and National standards are now much more defined as far as recommended hours for all levels of clinicals and preexisting criteria is out-of-date.

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list

___ No, and should be added to the list

___ Yes, and should be removed from the list

_X_ No, and should remain off the list

* Coordinator: Use a separate sheet for each course.

* COORDINATOR SUMMARY ©ID

COURSE CATALOG DESCRIPTION ANALYSIS

FOR: EMT 2523
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:	X	
Clear:	X	
Current:	X	

Comments: Change course number to be consecutive to clarify to students and counseling the sequence of courses in the program.

NUMBER OF CREDITS:	Yes	No
Appropriate:		X

Please explain any No answer: Student numbers should be limited as recommended in other clinical courses and total number of credits could be decreased from four to three for reasons indicated in EMT 2510. State and National standards are now much more defined as far as recommended hours for all levels of clinicals and preexisting criteria is out-of-date.

GEN. ED. COURSE/ATTRIBUTES	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list

___ Yes, and should be removed from the list

___ No, and should be added to the list

_X_ No, and should remain off the list

* Coordinator: Use a separate sheet for each course.

* COORDINATOR SUMMARY ©ID
COURSE CATALOG DESCRIPTION ANALYSIS
FOR: EMT 2602
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:		X
Clear:	X	
Current:	X	

Comments: Change course number to be consecutive to clarify to students and counseling the sequence of courses in the program. Fix prerequisites.

NUMBER OF CREDITS:

	Yes	No
Appropriate:		X

Please explain any No answer: This course should be split into a lecture class and separate practical class for better use of the room, safety, better use of time with lower equipment to student ratio, and better overall student experience. Instructors have too many skills to teach and evaluate individually in each students so there is time wasted and the lab room is unavailable for other classes.

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list
___ No, and should be added to the list
___ Yes, and should be removed from the list
_X_ No, and should remain off the list

* Coordinator: Use a separate sheet for each course.

* COORDINATOR SUMMARY ©I D

COURSE CATALOG DESCRIPTION ANALYSIS

FOR: EMT 2612
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:	___	X
Clear:	X	___
Current:	X	___

Comments: Change course number to be consecutive to clarify to students and counseling the sequence of courses in the program.

NUMBER OF CREDITS:

	Yes	No
Appropriate:	___	X

Please explain any No answer: This course should be split into a lecture class and separate practical class for better use of the room, safety, better use of time with lower equipment to student ratio, and better overall student experience. Instructors have too many skills to teach and evaluate individually in each students so there is time wasted and the lab room is unavailable for other classes.

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?	___	X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?	___	X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list

___ Yes, and should be removed from the list

___ No, and should be added to the list

_X_ No, and should remain off the list

* Coordinator: Use a separate sheet for each course.

* COORDINATOR SUMMARY ©ID

COURSE CATALOG DESCRIPTION ANALYSIS

FOR: EMT 2622
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:		X
Clear:	X	
Current:	X	

Comments: Change course number to be consecutive to clarify to students and counseling the sequence of courses in the program.

NUMBER OF CREDITS:

	Yes	No
Appropriate:		X

Please explain any No answer: This course should be split into a lecture class and separate practical class for better use of the room, safety, better use of time with lower equipment to student ratio, and better overall student experience. Instructors have too many skills to teach and evaluate individually in each students so there is time wasted and the lab room is unavailable for other classes.

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list

___ Yes, and should be removed from the list

___ No, and should be added to the list

_X_ No, and should remain off the list

* Coordinator: Use a separate sheet for each course.

* COORDINATOR SUMMARY ©I D

COURSE CATALOG DESCRIPTION ANALYSIS

FOR: EMT 2700
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:	X	
Clear:	X	
Current:		X

Comments: Advanced Cardiac Life Support should be made a non-credit course so that it would not be a requirement to have 15 students to run. It has been offered on a non-credit basis to provide this unique course format to the community and fill a need and can run with a certain number of students to offset the cost to run. It was added to the paramedic curriculum with the upgrade to National standards but is not the right course to meet their needs. A new course should be developed to better meet the needs of students completing the advanced EMT program.

NUMBER OF CREDITS:	Yes	No
Appropriate:		X

Please explain any No answer: See above.

GEN. ED. COURSE/ATTRIBUTES	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list

___ No, and should be added to the list

___ Yes, and should be removed from the list

_X_ No, and should remain off the list

* Coordinator: Use a separate sheet for each course.

* COORDINATOR SUMMARY ©I D

COURSE CATALOG DESCRIPTION ANALYSIS

FOR: MED 1103
Course Number

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate:	X	
Clear:	X	
Current:	X	

Comments: _____

NUMBER OF CREDITS:

	Yes	No
Appropriate:	X	

Please explain any No answer:

_____

GEN. ED. COURSE/ATTRIBUTES

	Yes	No
Is this a Gen. Ed. Course?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

	Yes	No
Does this course include Gen. Ed. Attributes?		X

If Yes, the Attributes are:

(1) _____
(2) _____
(3) _____

GEN. ED. COURSE DISTRIBUTION

Is this Course on the Gen. Ed. Distribution List?

___ Yes, and should remain on the list

___ No, and should be added to the list

___ Yes, and should be removed from the list

_X_ No, and should remain off the list

* Coordinator: Use a separate sheet for each course.

*** INDIVIDUAL FACULTY** **(if) II A**
GENERAL EDUCATION FORM

COURSE NUMBER _____

ATTRIBUTE _____

1. General Education Attribute Learning Objectives:
   The attached attribute learning objectives were approved by the College Curriculum committee to be covered by all faculty teaching this course. Please indicate whether you are covering the attached learning objectives.

_____ ____ Yes ____ No

_____ ____ Yes ____ No

_____ ____ Yes ____ No

2. General Education Attribute Assessments
   Please describe here or attach sample learning activities you are using in your individual classrooms to cover the above learning objectives for the attribute.

3. General Education Attribute Assessments
   a. Please describe here or attach sample assessments you are using for this attribute.

   b. Are you personally using the results of your assessments for refinement of the teaching process and discipline planning?

COPY THIS FORM FOR EACH ATTRIBUTE APPROVED FOR THE COURSE

* Individual Faculty. For example, if a course has two attributes, each faculty teaching the course should fill out two forms

THERE ARE NO OTHER COURSES WITHIN OUR PROGRAM THAT ARE PART OF GEN. ED.

* INDIVIDUAL FACULTY (if) III A
INSTRUCTIONAL METHODOLOGY INVENTORY

FOR: **EMT 1000**
Course Number

FOR: J.R. EWING
Course Instructor

	YES	NO
LECTURE		
INSTRUCTOR	X	
GUEST		X
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)	X	
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS	X	
AUDIO: TAPE/CD ROM		X
P.C.: POWER POINT/OTHER: _____	X	
HANDS-ON ACTIVITY/IES	X	
LAB WORK	X	
ROLE PLAYING	X	
STUDENT PANEL DISCUSSION		X
INDIVIDUAL STUDENT PRESENTATIONS		X
SMALL GROUP PRESENTATIONS		X
SMALL GROUP PROBLEM-SOLVING	X	
PEER REVIEW/EDITING		X

OTHER: _____

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY (if) III A
INSTRUCTIONAL METHODOLOGY INVENTORY

FOR: EMT 1411
Course Number

FOR: A. SANKO
Course Instructor

LECTURE	YES	NO
INSTRUCTOR	X	
GUEST	X	
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)		X
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS		X
AUDIO: TAPE/CD ROM		X
P.C.: POWER POINT/OTHER: _____	X	
HANDS-ON ACTIVITY/IES	X	
LAB WORK	X	
ROLE PLAYING		X
STUDENT PANEL DISCUSSION		X
INDIVIDUAL STUDENT PRESENTATIONS		X
SMALL GROUP PRESENTATIONS		X
SMALL GROUP PROBLEM-SOLVING		X
PEER REVIEW/EDITING		X

OTHER: _____

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY INSTRUCTIONAL METHODOLOGY INVENTORY

(if) III A

FOR: EMT 1414
Course Number

FOR: R. GINTHER
Course Instructor

LECTURE	YES	NO
INSTRUCTOR	X	
GUEST		X
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)	X	
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS	X	
AUDIO: TAPE/CD ROM	X	
P.C.: POWER POINT/OTHER: _____	X	
HANDS-ON ACTIVITY/IES	X	
LAB WORK	X	
ROLE PLAYING	X	
STUDENT PANEL DISCUSSION	X	
INDIVIDUAL STUDENT PRESENTATIONS	X	
SMALL GROUP PRESENTATIONS	X	
SMALL GROUP PROBLEM-SOLVING	X	
PEER REVIEW/EDITING	X	

OTHER: _____

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY INSTRUCTIONAL METHODOLOGY INVENTORY

(if) III A

FOR: EMT 1541
Course Number

FOR: D. MARTIN
Course Instructor

LECTURE	YES	NO
INSTRUCTOR	X	
GUEST		X
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)	X	
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS	X	
AUDIO: TAPE/CD ROM	X	
P.C.: POWER POINT/OTHER: _____	X	
HANDS-ON ACTIVITY/IES	X	
LAB WORK	X	
ROLE PLAYING	X	
STUDENT PANEL DISCUSSION	X	
INDIVIDUAL STUDENT PRESENTATIONS	X	
SMALL GROUP PRESENTATIONS	X	
SMALL GROUP PROBLEM-SOLVING	X	
PEER REVIEW/EDITING	X	

OTHER: _____

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY INSTRUCTIONAL METHODOLOGY INVENTORY

(if) III A

FOR: EMT 1551
Course Number

FOR: G. GARWOOD
Course Instructor

	YES	NO
LECTURE		
INSTRUCTOR	X	
GUEST	X	
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)	X	
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS	X	
AUDIO: TAPE/CD ROM		X
P.C.: POWER POINT/OTHER: _____	X	
HANDS-ON ACTIVITY/IES	X	
LAB WORK	X	
ROLE PLAYING	X	
STUDENT PANEL DISCUSSION		X
INDIVIDUAL STUDENT PRESENTATIONS	X	
SMALL GROUP PRESENTATIONS	X	
SMALL GROUP PROBLEM-SOLVING	X	
PEER REVIEW/EDITING	X	

OTHER: _____

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY (if) III A
INSTRUCTIONAL METHODOLOGY INVENTORY

FOR: EMT 1551
Course Number

FOR: S. Buckley
Course Instructor

	YES	NO
LECTURE		
INSTRUCTOR	X	
GUEST	X rarely	
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)	X	
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS	X	
AUDIO: TAPE/CD ROM		X
P.C.: POWER POINT/OTHER: _____	X	
HANDS-ON ACTIVITY/IES	X	
LAB WORK	X	
ROLE PLAYING	X	
STUDENT PANEL DISCUSSION		X
INDIVIDUAL STUDENT PRESENTATIONS	X	
SMALL GROUP PRESENTATIONS		X
SMALL GROUP PROBLEM-SOLVING		X
PEER REVIEW/EDITING		X

OTHER: _____

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY INSTRUCTIONAL METHODOLOGY INVENTORY

(if) III A

FOR: EMT 1551
Course Number

FOR: D. MARTIN
Course Instructor

	YES	NO
LECTURE		
INSTRUCTOR	X	
GUEST		X
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)	X	
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS	X	
AUDIO: TAPE/CD ROM	X	
P.C.: POWER POINT/OTHER: _____	X	
HANDS-ON ACTIVITY/IES	X	
LAB WORK	X	
ROLE PLAYING	X	
STUDENT PANEL DISCUSSION	X	
INDIVIDUAL STUDENT PRESENTATIONS	X	
SMALL GROUP PRESENTATIONS	X	
SMALL GROUP PROBLEM-SOLVING	X	
PEER REVIEW/EDITING	X	

OTHER: _____

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY INSTRUCTIONAL METHODOLOGY INVENTORY

(if) III A

FOR: EMT 2430
Course Number

FOR: K. HILTNER
Course Instructor

	YES	NO
LECTURE		
INSTRUCTOR	X	
GUEST		X
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)	X	
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS	X	
AUDIO: TAPE/CD ROM	X	
P.C.: POWER POINT/OTHER: _____	X	
HANDS-ON ACTIVITY/IES	X	
LAB WORK	X	
ROLE PLAYING	X	
STUDENT PANEL DISCUSSION	X	
INDIVIDUAL STUDENT PRESENTATIONS	X	
SMALL GROUP PRESENTATIONS	X	
SMALL GROUP PROBLEM-SOLVING	X	
PEER REVIEW/EDITING		X

OTHER: _____

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY INSTRUCTIONAL METHODOLOGY INVENTORY

(if) III A

FOR: **EMT 2510**
Course Number

FOR: D. MARTIN
Course Instructor

LECTURE	YES	NO
INSTRUCTOR		X
GUEST		X
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)	X	
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS		X
AUDIO: TAPE/CD ROM		X
P.C.: POWER POINT/OTHER: EMT Website Clinical Schedules	X	
HANDS-ON ACTIVITY/IES	X	
LAB WORK	X	
ROLE PLAYING	X	
STUDENT PANEL DISCUSSION		X
INDIVIDUAL STUDENT PRESENTATIONS	X	
SMALL GROUP PRESENTATIONS	X	
SMALL GROUP PROBLEM-SOLVING	X	
PEER REVIEW/EDITING	X	

OTHER: _____

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY INSTRUCTIONAL METHODOLOGY INVENTORY

(if) III A

FOR: EMT 2522
Course Number

FOR: D. MARTIN
Course Instructor

LECTURE	YES	NO
INSTRUCTOR		X
GUEST		X
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)	X	
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS		X
AUDIO: TAPE/CD ROM		X
P.C.: POWER POINT/OTHER: EMT Website Clinical Schedules	X	
HANDS-ON ACTIVITY/IES	X	
LAB WORK	X	
ROLE PLAYING	X	
STUDENT PANEL DISCUSSION		X
INDIVIDUAL STUDENT PRESENTATIONS	X	
SMALL GROUP PRESENTATIONS	X	
SMALL GROUP PROBLEM-SOLVING	X	
PEER REVIEW/EDITING	X	

OTHER: _____

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY INSTRUCTIONAL METHODOLOGY INVENTORY

(if) III A

FOR: EMT 2523
Course Number

FOR: D. MARTIN
Course Instructor

LECTURE	YES	NO
INSTRUCTOR		X
GUEST		X
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)	X	
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS		X
AUDIO: TAPE/CD ROM		X
P.C.: POWER POINT/OTHER: EMT Website Clinical Schedules	X	
HANDS-ON ACTIVITY/IES	X	
LAB WORK	X	
ROLE PLAYING	X	
STUDENT PANEL DISCUSSION		X
INDIVIDUAL STUDENT PRESENTATIONS	X	
SMALL GROUP PRESENTATIONS	X	
SMALL GROUP PROBLEM-SOLVING	X	
PEER REVIEW/EDITING	X	

OTHER: _____

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY INSTRUCTIONAL METHODOLOGY INVENTORY

(if) III A

FOR: **EMT 2602**
Course Number

FOR: D. MARTIN
Course Instructor

	YES	NO
LECTURE		
INSTRUCTOR	X	
GUEST	X	
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)		X
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS	X	
AUDIO: TAPE/CD ROM	X	
P.C.: POWER POINT/OTHER: _____	X	
HANDS-ON ACTIVITY/IES	X	
LAB WORK	X	
ROLE PLAYING	X	
STUDENT PANEL DISCUSSION		X
INDIVIDUAL STUDENT PRESENTATIONS	X	
SMALL GROUP PRESENTATIONS	X	
SMALL GROUP PROBLEM-SOLVING	X	
PEER REVIEW/EDITING	X	

OTHER: _____

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY INSTRUCTIONAL METHODOLOGY INVENTORY

(if) III A

FOR: EMT 2612
Course Number

FOR: D. MARTIN
Course Instructor

LECTURE	YES	NO
INSTRUCTOR	X	
GUEST	X	
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)		X
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS	X	
AUDIO: TAPE/CD ROM	X	
P.C.: POWER POINT/OTHER: _____	X	
HANDS-ON ACTIVITY/IES	X	
LAB WORK	X	
ROLE PLAYING	X	
STUDENT PANEL DISCUSSION		X
INDIVIDUAL STUDENT PRESENTATIONS	X	
SMALL GROUP PRESENTATIONS	X	
SMALL GROUP PROBLEM-SOLVING	X	
PEER REVIEW/EDITING	X	

OTHER: _____

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY INSTRUCTIONAL METHODOLOGY INVENTORY

(if) III A

FOR: EMT 2622
Course Number

FOR: D. MARTIN
Course Instructor

LECTURE	YES	NO
INSTRUCTOR	X	
GUEST	X	
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)		X
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS	X	
AUDIO: TAPE/CD ROM	X	
P.C.: POWER POINT/OTHER: _____	X	
HANDS-ON ACTIVITY/IES	X	
LAB WORK	X	
ROLE PLAYING	X	
STUDENT PANEL DISCUSSION		X
INDIVIDUAL STUDENT PRESENTATIONS	X	
SMALL GROUP PRESENTATIONS	X	
SMALL GROUP PROBLEM-SOLVING	X	
PEER REVIEW/EDITING	X	

OTHER: _____

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY (if) III A
INSTRUCTIONAL METHODOLOGY INVENTORY

FOR: **EMT 2700**
Course Number

FOR: D. MARTIN
Course Instructor

	YES	NO
LECTURE		
INSTRUCTOR	X	
GUEST	X	
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)		X
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS	X	
AUDIO: TAPE/CD ROM	X	
P.C.: POWER POINT/OTHER: _____	X	
HANDS-ON ACTIVITY/IES	X	
LAB WORK	X	
ROLE PLAYING	X	
STUDENT PANEL DISCUSSION		X
INDIVIDUAL STUDENT PRESENTATIONS	X	
SMALL GROUP PRESENTATIONS	X	
SMALL GROUP PROBLEM-SOLVING	X	
PEER REVIEW/EDITING	X	

OTHER: _____

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY INSTRUCTIONAL METHODOLOGY INVENTORY

(if) III A

FOR: MED 1103
Course Number

FOR: M. KEARNS
Course Instructor

LECTURE	YES	NO
INSTRUCTOR	X	
GUEST		X
DISCUSSION	X	
DEMONSTRATION		X
INSTRUCTOR		X
STUDENT(S)		X
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS	X	
AUDIO: TAPE/CD ROM	X	
P.C.: POWER POINT/OTHER: _____		X
HANDS-ON ACTIVITY/IES		X
LAB WORK		X
ROLE PLAYING		X
STUDENT PANEL DISCUSSION		X
INDIVIDUAL STUDENT PRESENTATIONS		X
SMALL GROUP PRESENTATIONS		X
SMALL GROUP PROBLEM-SOLVING		X
PEER REVIEW/EDITING	X	

OTHER: _____

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY INSTRUCTIONAL METHODOLOGY INVENTORY

(if) III A

FOR: MED 1103
Course Number

FOR: A. SANKO
Course Instructor

LECTURE	YES	NO
INSTRUCTOR	X	
GUEST		X
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)		X
MEDIA PRESENTATION(S)	X	
VIDEO: LASER/DVD/FILM/VHS		X
AUDIO: TAPE/CD ROM	X	
P.C.: POWER POINT/OTHER: _____	X	
HANDS-ON ACTIVITY/IES		X
LAB WORK		X
ROLE PLAYING		X
STUDENT PANEL DISCUSSION		X
INDIVIDUAL STUDENT PRESENTATIONS		X
SMALL GROUP PRESENTATIONS		X
SMALL GROUP PROBLEM-SOLVING	X	
PEER REVIEW/EDITING		X

OTHER: In class exercises, jeopardy review

* Individual Faculty: To be filled out by all instructors for each course taught.

* INDIVIDUAL FACULTY INSTRUCTIONAL METHODOLOGY INVENTORY

(if) III A

FOR: **MED 1103**
Course Number

FOR: S. BUCKLEY
Course Instructor

	YES	NO
LECTURE		
INSTRUCTOR	X	
GUEST		X
DISCUSSION	X	
DEMONSTRATION	X	
INSTRUCTOR	X	
STUDENT(S)		X
MEDIA PRESENTATION(S)		X
VIDEO: LASER/DVD/FILM/VHS		X
AUDIO: TAPE/CD ROM		X
P.C.: POWER POINT/OTHER:		X
HANDS-ON ACTIVITY/IES		X
LAB WORK		X
ROLE PLAYING		X
STUDENT PANEL DISCUSSION		X
INDIVIDUAL STUDENT PRESENTATIONS	X	
SMALL GROUP PRESENTATIONS		X
SMALL GROUP PROBLEM-SOLVING		X
PEER REVIEW/EDITING		X

OTHER: In class exercises, jeopardy review

* Individual Faculty: To be filled out by all instructors for each course taught.

* FACULTY SUMMARY
INSTRUCTIONAL METHODOLOGY ANALYSIS

© III B

FOR: **EMT 1000 (taught by one instructor)**
Course Number

	CONSISTENCY %
LECTURE	
INSTRUCTOR	100%
GUEST	100%
DISCUSSION	100%
DEMONSTRATION	100%
INSTRUCTOR	100%
STUDENT(S)	100%
MEDIA PRESENTATION(S)	100%
VIDEO: LASER/DVD/FILM/VHS	100%
AUDIO: TAPE/CD ROM	100%
P.C.: POWER POINT/OTHER: _____	100%
HANDS-ON ACTIVITY/IES	100%
LAB WORK	100%
ROLE PLAYING	100%
STUDENT PANEL DISCUSSION	100%
INDIVIDUAL STUDENT PRESENTATIONS	100%
SMALL GROUP PRESENTATIONS	100%
SMALL GROUP PROBLEM-SOLVING	100%
PEER REVIEW/EDITING	100%

OTHER: _____

* Coordinator: Based upon data provided for each course taught by all instructors.

* FACULTY SUMMARY
INSTRUCTIONAL METHODOLOGY ANALYSIS

© III B

FOR: **EMT 1411 (taught by one instructor)**
Course Number

	CONSISTENCY %
LECTURE	
INSTRUCTOR	100%
GUEST	100%
DISCUSSION	100%
DEMONSTRATION	100%
INSTRUCTOR	100%
STUDENT(S)	100%
MEDIA PRESENTATION(S)	100%
VIDEO: LASER/DVD/FILM/VHS	100%
AUDIO: TAPE/CD ROM	100%
P.C.: POWER POINT/OTHER: _____	100%
HANDS-ON ACTIVITY/IES	100%
LAB WORK	100%
ROLE PLAYING	100%
STUDENT PANEL DISCUSSION	100%
INDIVIDUAL STUDENT PRESENTATIONS	100%
SMALL GROUP PRESENTATIONS	100%
SMALL GROUP PROBLEM-SOLVING	100%
PEER REVIEW/EDITING	100%

OTHER: _____

* Coordinator: Based upon data provided for each course taught by all instructors.

* FACULTY SUMMARY
INSTRUCTIONAL METHODOLOGY ANALYSIS

© III B

FOR: **EMT 1414 (taught by one instructor)**
Course Number

	CONSISTENCY %
LECTURE	
INSTRUCTOR	100%
GUEST	100%
DISCUSSION	100%
DEMONSTRATION	100%
INSTRUCTOR	100%
STUDENT(S)	100%
MEDIA PRESENTATION(S)	100%
VIDEO: LASER/DVD/FILM/VHS	100%
AUDIO: TAPE/CD ROM	100%
P.C.: POWER POINT/OTHER: _____	100%
HANDS-ON ACTIVITY/IES	100%
LAB WORK	100%
ROLE PLAYING	100%
STUDENT PANEL DISCUSSION	100%
INDIVIDUAL STUDENT PRESENTATIONS	100%
SMALL GROUP PRESENTATIONS	100%
SMALL GROUP PROBLEM-SOLVING	100%
PEER REVIEW/EDITING	100%

OTHER: _____

* Coordinator: Based upon data provided for each course taught by all instructors.

* FACULTY SUMMARY © III B
INSTRUCTIONAL METHODOLOGY ANALYSIS

FOR: **EMT 1541 (taught by one instructor)**
Course Number

	CONSISTENCY %
LECTURE	
INSTRUCTOR	100%
GUEST	100%
DISCUSSION	100%
DEMONSTRATION	100%
INSTRUCTOR	100%
STUDENT(S)	100%
MEDIA PRESENTATION(S)	100%
VIDEO: LASER/DVD/FILM/VHS	100%
AUDIO: TAPE/CD ROM	100%
P.C.: POWER POINT/OTHER: _____	100%
HANDS-ON ACTIVITY/IES	100%
LAB WORK	100%
ROLE PLAYING	100%
STUDENT PANEL DISCUSSION	100%
INDIVIDUAL STUDENT PRESENTATIONS	100%
SMALL GROUP PRESENTATIONS	100%
SMALL GROUP PROBLEM-SOLVING	100%
PEER REVIEW/EDITING	100%

OTHER: _____

* Coordinator: Based upon data provided for each course taught by all instructors.

* FACULTY SUMMARY © III B
INSTRUCTIONAL METHODOLOGY ANALYSIS

FOR: **EMT 1551 (3 instructors)**
Course Number

	CONSISTENCY %
LECTURE	
INSTRUCTOR	100%
GUEST	66%
DISCUSSION	100%
DEMONSTRATION	100%
INSTRUCTOR	100%
STUDENT(S)	100%
MEDIA PRESENTATION(S)	100%
VIDEO: LASER/DVD/FILM/VHS	100%
AUDIO: TAPE/CD ROM	66%
P.C.: POWER POINT/OTHER: _____	100%
HANDS-ON ACTIVITY/IES	100%
LAB WORK	100%
ROLE PLAYING	100%
STUDENT PANEL DISCUSSION	66%
INDIVIDUAL STUDENT PRESENTATIONS	100%
SMALL GROUP PRESENTATIONS	66%
SMALL GROUP PROBLEM-SOLVING	66%
PEER REVIEW/EDITING	66%

OTHER: _____

* Coordinator: Based upon data provided for each course taught by all instructors.

* FACULTY SUMMARY © III B
INSTRUCTIONAL METHODOLOGY ANALYSIS

FOR: **EMT 2430 (taught by one instructor)**
Course Number

LECTURE	**CONSISTENCY %**
INSTRUCTOR	100%
GUEST	100%
DISCUSSION	100%
DEMONSTRATION	100%
INSTRUCTOR	100%
STUDENT(S)	100%
MEDIA PRESENTATION(S)	100%
VIDEO: LASER/DVD/FILM/VHS	100%
AUDIO: TAPE/CD ROM	100%
P.C.: POWER POINT/OTHER: _____	100%
HANDS-ON ACTIVITY/IES	100%
LAB WORK	100%
ROLE PLAYING	100%
STUDENT PANEL DISCUSSION	100%
INDIVIDUAL STUDENT PRESENTATIONS	100%
SMALL GROUP PRESENTATIONS	100%
SMALL GROUP PROBLEM-SOLVING	100%
PEER REVIEW/EDITING	100%

OTHER: _____

* Coordinator: Based upon data provided for each course taught by all instructors.

* FACULTY SUMMARY © III B
INSTRUCTIONAL METHODOLOGY ANALYSIS

FOR: **EMT 2510 (taught by one instructor)**
Course Number

LECTURE	CONSISTENCY %
INSTRUCTOR	100%
GUEST	100%
DISCUSSION	100%
DEMONSTRATION	100%
INSTRUCTOR	100%
STUDENT(S)	100%
MEDIA PRESENTATION(S)	100%
VIDEO: LASER/DVD/FILM/VHS	100%
AUDIO: TAPE/CD ROM	100%
P.C.: POWER POINT/OTHER: _____	100%
HANDS-ON ACTIVITY/IES	100%
LAB WORK	100%
ROLE PLAYING	100%
STUDENT PANEL DISCUSSION	100%
INDIVIDUAL STUDENT PRESENTATIONS	100%
SMALL GROUP PRESENTATIONS	100%
SMALL GROUP PROBLEM-SOLVING	100%
PEER REVIEW/EDITING	100%

OTHER: _____

* Coordinator: Based upon data provided for each course taught by all instructors.

* FACULTY SUMMARY © III B
INSTRUCTIONAL METHODOLOGY ANALYSIS

FOR: **EMT 2522 (taught by one instructor)**
Course Number

LECTURE	CONSISTENCY %
INSTRUCTOR	100%
GUEST	100%
DISCUSSION	100%
DEMONSTRATION	100%
INSTRUCTOR	100%
STUDENT(S)	100%
MEDIA PRESENTATION(S)	100%
VIDEO: LASER/DVD/FILM/VHS	100%
AUDIO: TAPE/CD ROM	100%
P.C.: POWER POINT/OTHER: _____	100%
HANDS-ON ACTIVITY/IES	100%
LAB WORK	100%
ROLE PLAYING	100%
STUDENT PANEL DISCUSSION	100%
INDIVIDUAL STUDENT PRESENTATIONS	100%
SMALL GROUP PRESENTATIONS	100%
SMALL GROUP PROBLEM-SOLVING	100%
PEER REVIEW/EDITING	100%

OTHER: _____

* Coordinator: Based upon data provided for each course taught by all instructors.

* FACULTY SUMMARY
INSTRUCTIONAL METHODOLOGY ANALYSIS

© III B

FOR: **EMT 2523 (taught by one instructor)**
Course Number

	CONSISTENCY %
LECTURE	
INSTRUCTOR	100%
GUEST	100%
DISCUSSION	100%
DEMONSTRATION	100%
INSTRUCTOR	100%
STUDENT(S)	100%
MEDIA PRESENTATION(S)	100%
VIDEO: LASER/DVD/FILM/VHS	100%
AUDIO: TAPE/CD ROM	100%
P.C.: POWER POINT/OTHER: _____	100%
HANDS-ON ACTIVITY/IES	100%
LAB WORK	100%
ROLE PLAYING	100%
STUDENT PANEL DISCUSSION	100%
INDIVIDUAL STUDENT PRESENTATIONS	100%
SMALL GROUP PRESENTATIONS	100%
SMALL GROUP PROBLEM-SOLVING	100%
PEER REVIEW/EDITING	100%

OTHER: _____

* Coordinator: Based upon data provided for each course taught by all instructors.

* FACULTY SUMMARY
INSTRUCTIONAL METHODOLOGY ANALYSIS

© III B

FOR: **EMT 2602 (taught by one instructor)**
Course Number

	CONSISTENCY %
LECTURE	
INSTRUCTOR	100%
GUEST	100%
DISCUSSION	100%
DEMONSTRATION	100%
INSTRUCTOR	100%
STUDENT(S)	100%
MEDIA PRESENTATION(S)	100%
VIDEO: LASER/DVD/FILM/VHS	100%
AUDIO: TAPE/CD ROM	100%
P.C.: POWER POINT/OTHER: _____	100%
HANDS-ON ACTIVITY/IES	100%
LAB WORK	100%
ROLE PLAYING	100%
STUDENT PANEL DISCUSSION	100%
INDIVIDUAL STUDENT PRESENTATIONS	100%
SMALL GROUP PRESENTATIONS	100%
SMALL GROUP PROBLEM-SOLVING	100%
PEER REVIEW/EDITING	100%

OTHER: _____

* Coordinator: Based upon data provided for each course taught by all instructors.

* FACULTY SUMMARY
INSTRUCTIONAL METHODOLOGY ANALYSIS

© III B

FOR: **EMT 2612 (taught by one instructor)**
Course Number

	CONSISTENCY %
LECTURE	
INSTRUCTOR	100%
GUEST	100%
DISCUSSION	100%
DEMONSTRATION	100%
INSTRUCTOR	100%
STUDENT(S)	100%
MEDIA PRESENTATION(S)	100%
VIDEO: LASER/DVD/FILM/VHS	100%
AUDIO: TAPE/CD ROM	100%
P.C.: POWER POINT/OTHER: _____	100%
HANDS-ON ACTIVITY/IES	100%
LAB WORK	100%
ROLE PLAYING	100%
STUDENT PANEL DISCUSSION	100%
INDIVIDUAL STUDENT PRESENTATIONS	100%
SMALL GROUP PRESENTATIONS	100%
SMALL GROUP PROBLEM-SOLVING	100%
PEER REVIEW/EDITING	100%

OTHER: _____

* Coordinator: Based upon data provided for each course taught by all instructors.

* FACULTY SUMMARY © III B
INSTRUCTIONAL METHODOLOGY ANALYSIS

FOR: **EMT 2622 (taught by one instructor)**
Course Number

LECTURE	CONSISTENCY %
INSTRUCTOR	100%
GUEST	100%
DISCUSSION	100%
DEMONSTRATION	100%
INSTRUCTOR	100%
STUDENT(S)	100%
MEDIA PRESENTATION(S)	100%
VIDEO: LASER/DVD/FILM/VHS	100%
AUDIO: TAPE/CD ROM	100%
P.C.: POWER POINT/OTHER: _____	100%
HANDS-ON ACTIVITY/IES	100%
LAB WORK	100%
ROLE PLAYING	100%
STUDENT PANEL DISCUSSION	100%
INDIVIDUAL STUDENT PRESENTATIONS	100%
SMALL GROUP PRESENTATIONS	100%
SMALL GROUP PROBLEM-SOLVING	100%
PEER REVIEW/EDITING	100%

OTHER: _____

* Coordinator: Based upon data provided for each course taught by all instructors.

* FACULTY SUMMARY © III B
INSTRUCTIONAL METHODOLOGY ANALYSIS

FOR: **EMT 2700 (taught by one instructor)**
Course Number

LECTURE	CONSISTENCY %
INSTRUCTOR	100%
GUEST	100%
DISCUSSION	100%
DEMONSTRATION	100%
INSTRUCTOR	100%
STUDENT(S)	100%
MEDIA PRESENTATION(S)	100%
VIDEO: LASER/DVD/FILM/VHS	100%
AUDIO: TAPE/CD ROM	100%
P.C.: POWER POINT/OTHER: _____	100%
HANDS-ON ACTIVITY/IES	100%
LAB WORK	100%
ROLE PLAYING	100%
STUDENT PANEL DISCUSSION	100%
INDIVIDUAL STUDENT PRESENTATIONS	100%
SMALL GROUP PRESENTATIONS	100%
SMALL GROUP PROBLEM-SOLVING	100%
PEER REVIEW/EDITING	100%

OTHER: _____

* Coordinator: Based upon data provided for each course taught by all instructors.

* FACULTY SUMMARY © III B
INSTRUCTIONAL METHODOLOGY ANALYSIS

FOR: **MED 1103 (3 instructors)**
Course Number

	CONSISTENCY %
LECTURE	
INSTRUCTOR	100%
GUEST	100%
DISCUSSION	66%
DEMONSTRATION	66%
INSTRUCTOR	66%
STUDENT(S)	66%
MEDIA PRESENTATION(S)	66%
VIDEO: LASER/DVD/FILM/VHS	66%
AUDIO: TAPE/CD ROM	66%
P.C.: POWER POINT/OTHER: _____	66%
HANDS-ON ACTIVITY/IES	100%
LAB WORK	100%
ROLE PLAYING	100%
STUDENT PANEL DISCUSSION	100%
INDIVIDUAL STUDENT PRESENTATIONS	66%
SMALL GROUP PRESENTATIONS	66%
SMALL GROUP PROBLEM-SOLVING	66%
PEER REVIEW/EDITING	66%

OTHER: _____

* Coordinator: Based upon data provided for each course taught by all instructors.

*STAFF DEVELOPMENT

© IV

- The single full time faculty member attends all of the staff development mandated for faculty by the college and adjuncts meet their contractual requirements yearly. Discipline-Specific training is coordinated with EMT, CRJ, and PER disciplines at the Auburn Hills Campus since all of these disciplines are located primarily in the same building areas and each discipline has only one or two full time members.

- In addition to the training mandated by the college, all EMT staff must attend training mandated by the State of Michigan in order to maintain their licenses. All EMT program staff must maintain an EMS provider license (EMT, EMT-I, or paramedic) and an EMS Instructor Coordinator license. EMS ICs must get 27 continuing education credits over a three year licensing period; EMT level instructors need an additional 30 credits to maintain the Basic EMT provider license over three years; EMT-Intermediates need 36 additional credits; and paramedics must get 45 more credits over the three year period. Conferences are held twice per year in Michigan for IC professional development and at least once per year a major EMS EXPO is scheduled to obtain provider EMS continuing education credits. The adjunct faculty members have had difficulty getting this training approved for reimbursement from the college and this is reflected on many of the Individual Faculty Perceptions.

- All EMT instructors must maintain current certification over each two-year period through the American Heart Association as a CPR Instructor for Healthcare Providers. Advanced Cardiac Life Support Instructors need to also maintain the two-year certification to teach ACLS. Any other specialty certification is generally renewed on a two-year basis (PEPP, BTLS, ATLS, PHTLS, PALS, PPC, etc).

*ENROLLMENT/**RETENTION DATA

© V

Please provide *** information on all courses the discipline offers.

	2003 ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨			2004 ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨		
Course:	Enrollment	Retention	Percentage	Enrollment	Retention	Percentage
Auburn Hills						
Highland Lakes						
Orchard Ridge						
Royal Oak/Southfield						

* Class list counts
** Retention is defined as number of students receiving grades A-F at the end of the semester
*** Check with CRC Liaison for Data from the Office of Institutional Research, including Grade Distribution Reports

Note: Though the examples of CRC review given to me by my Dean contained this data, I was told by Martin Orlowski that the documents required are the ones provided to me by the Office of Institutional Effectiveness and are included in the following section.

Institutional Research Report

Emergency Medical Technology
Degree and Credit Hour Trends Reports
for
Curriculum Review Committee

OAKLAND
COMMUNITY
COLLEGE

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Emergency Medical Technology Degree Trends Report

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EME/EMT Three-Year Moving Mean

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Emergency Medical Technology Credit Hour Trends Report

EMT Credit Hour Trends Summary

EMT Ten-Year Trend

EMT Three-Year Moving Mean

EMT Rate of Change

College-Wide Ten-Year Trend

OAKLAND
COMMUNITY
COLLEGE

Degree Trends Report

Emergency Med Technology

EME

2002-03

Prepared by:
Oakland Community College
Office of Institutional Research
April 30, 2004

Oakland Community College
Degree Trends Report
Emergency Med Technology (EME)
1993-94 through 2002-03

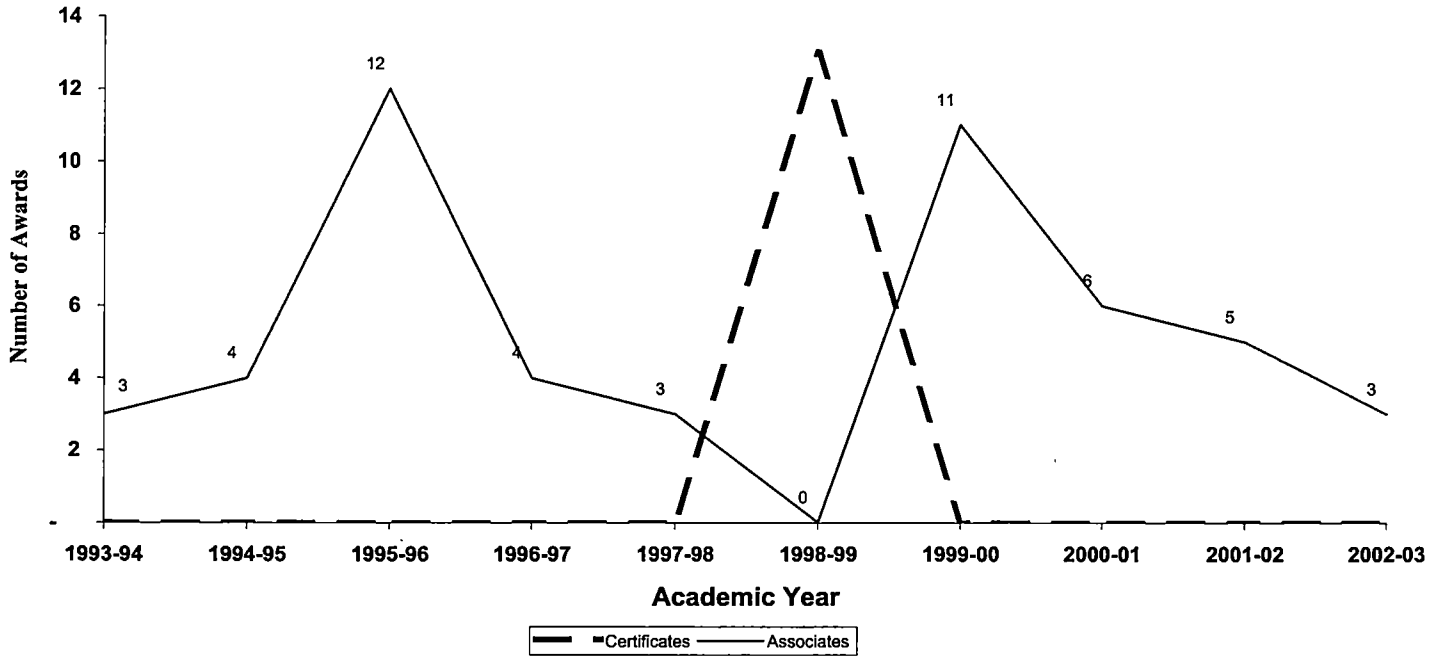
The Degree Trends Report is developed by the Office of Institutional Research based on data compiled from official college records which are submitted to the State of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees Conferred Report. The Degree Trends Report examines trends of OCC degrees, based on specific programs. The standard format offers information about certificates and associate degrees awarded. In the event that a given program offers only a certificate or an associate degree, information describing the other type of award will not be shown.

Trends over a specified period of time are illustrated by the following graphs for Emergency Med Technology (EME)

- Ten-year trend showing the annual awards conferred in Emergency Med Technology
- Rate of change in annual awards conferred in Emergency Med Technology
- The three-year Moving Mean for annual awards conferred in Emergency Med Technology
- Ten-year trend in awards conferred collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Oakland Community College
Associate Degrees and Certificates Awarded
Emergency Med Technology
1993-94 through 2002-03



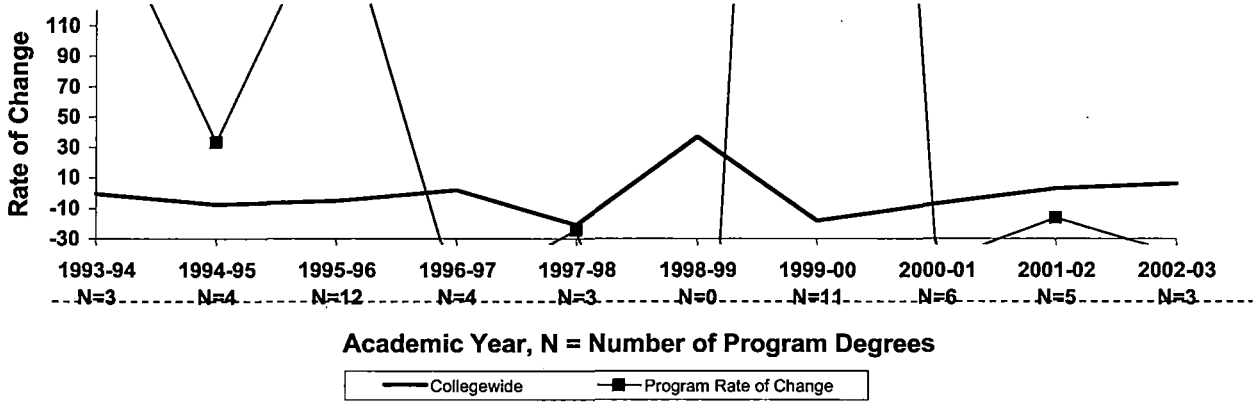
Academic Yr.	Certificates	Associates
1993-94	0	3
1994-95	0	4
1995-96	0	12
1996-97	0	4
1997-98	0	3
1998-99	13	0
1999-00	0	11
2000-01	0	6
2001-02	0	5
2002-03	0	3

Source: OCC, Office of Institutional Research

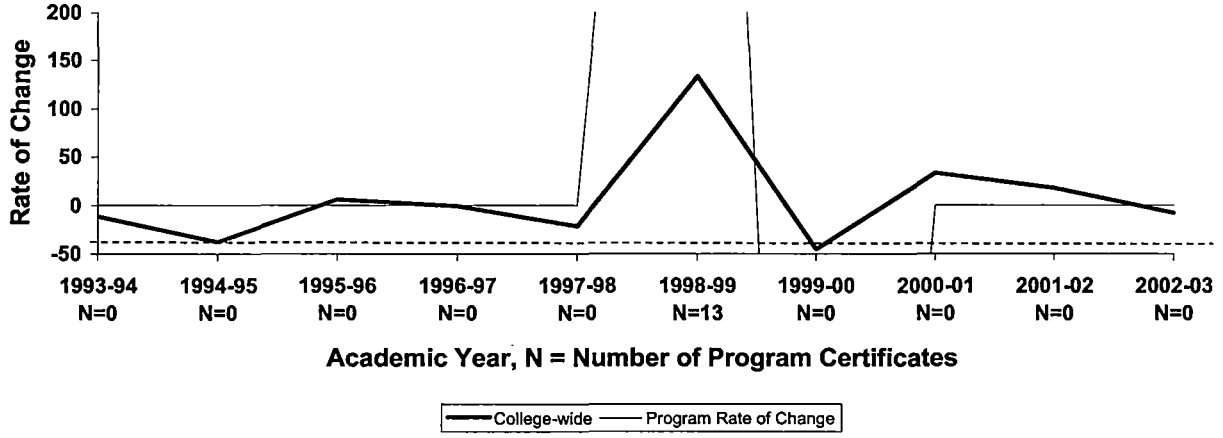
4/30/2004

Oakland Community College
Rate of Change in Annual Awards
College-Wide
1993-94 through 2002-03

Associate Degrees



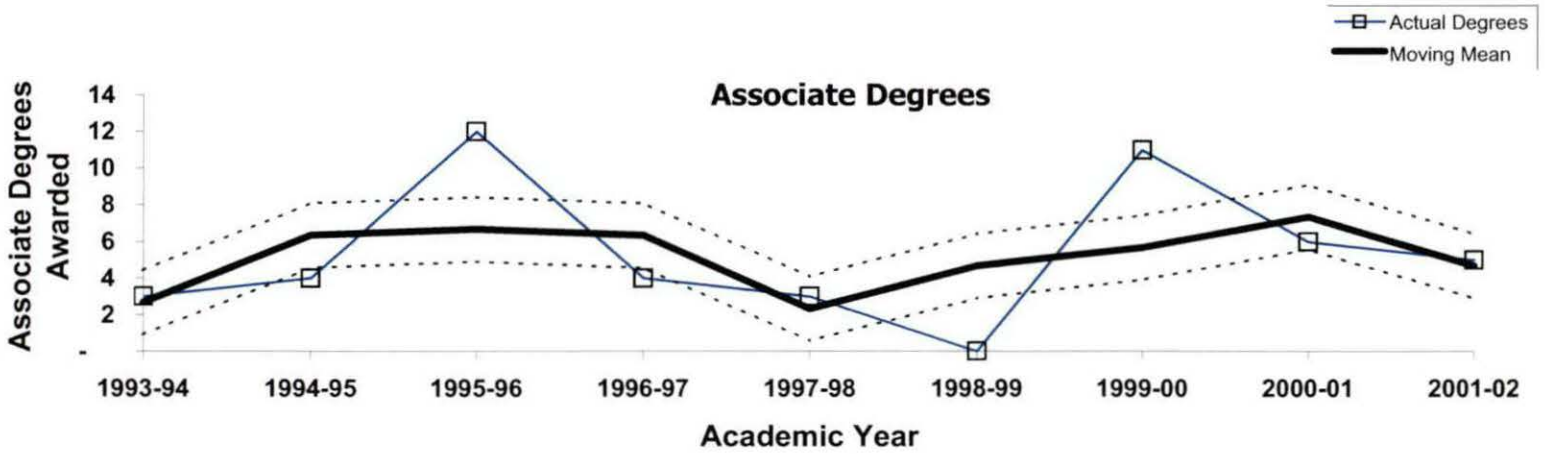
Certificates

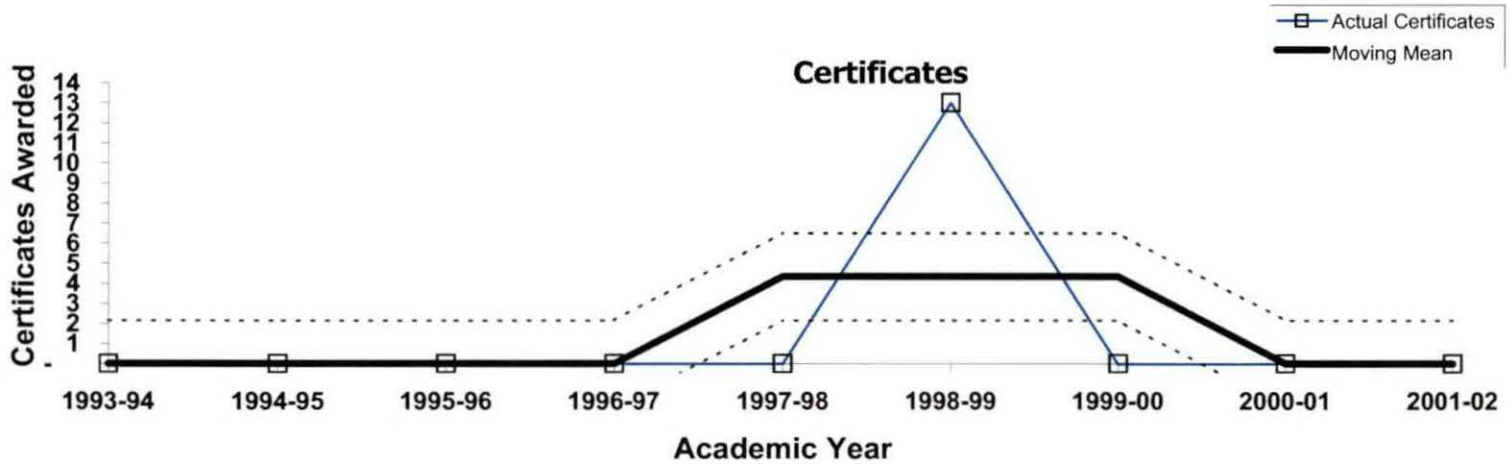


Source: OCC, Office of Institutional Research

4/30/2004

Oakland Community College
Three Year Moving Mean in Annual Awards
Emergency Med Technology
1993-94 through 2001-02

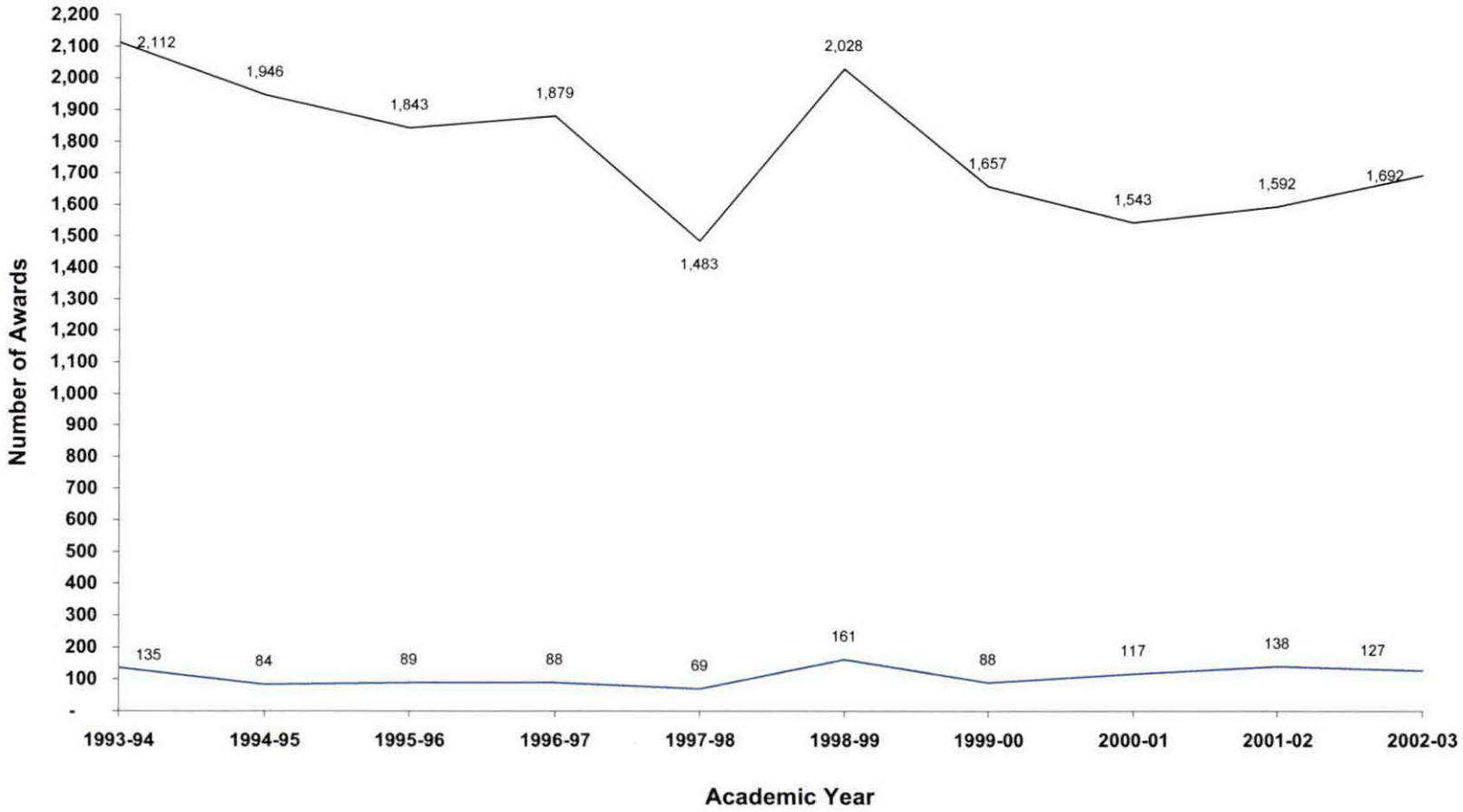




Source: OCC, Office of Institutional Research

4/30/2004

Oakland Community College
Associate Degrees and Certificates Awarded
College-Wide
1993-94 through 2002-03



Source: OCC, Office of Institutional Research

4/30/2004

OAKLAND
COMMUNITY
COLLEGE

Credit Hour Trends Report
Emergency Med Tech
EMT
2002-03

Prepared by:
Oakland Community College
Office of Institutional Research
April 30, 2004

Oakland Community College
Credit Hour Trends Report
Emergency Med Tech
1993-94 through 2002-03

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

Trends over a specified period of time are illustrated by the following graphs for Emergency Med Tech.

- Graph depicting ten-year trend in student credit hours generated by Emergency Med Tech
- Graphs depicting three-year moving mean and rate of change in student credit hours for Emergency Med Tech.
- Ten-year trend in annual credit hours generated Collegewide.

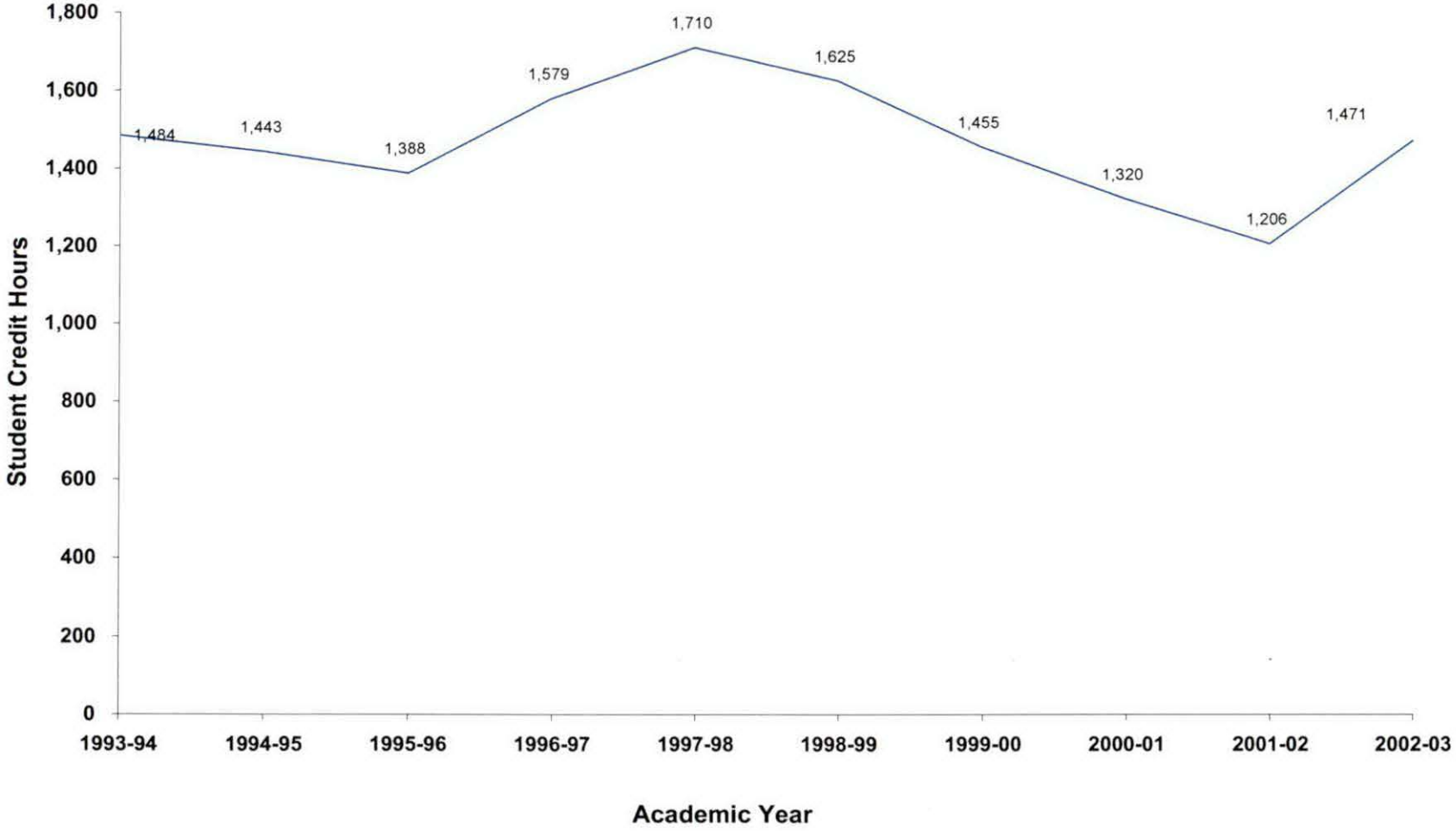
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Source: OCC, Office of Institutional Research

4/30/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
Emergency Med Tech
1993-94 through 2002-03

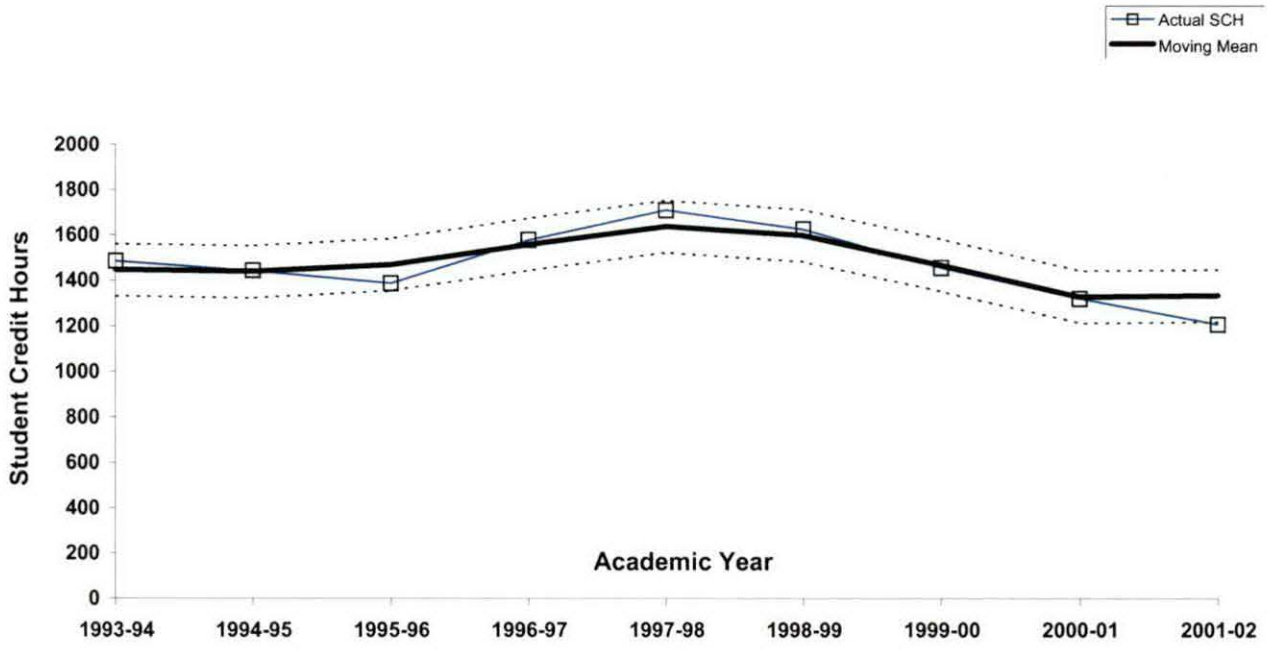
	1993-94 SCH	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	5-Year % Change	10-Year % Change
Emergency Med Tech	1,484	1,443	1,388	1,579	1,710	1,625	1,455	1,320	1,206	1,471	-9.5	-0.9
College Wide Totals	501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	8.7	-4.5



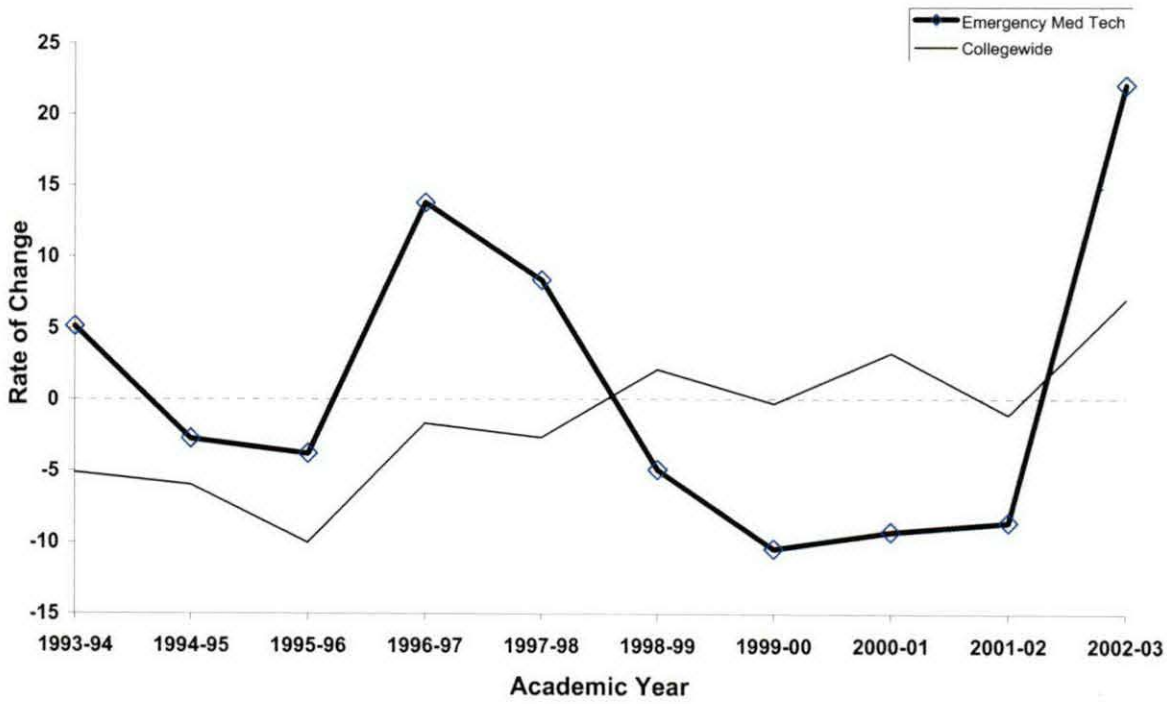
Source: OCC, Office of Institutional Research

4/30/2004

Oakland Community College
Three-Year Moving Mean
Emergency Med Tech
1993-94 through 2001-02



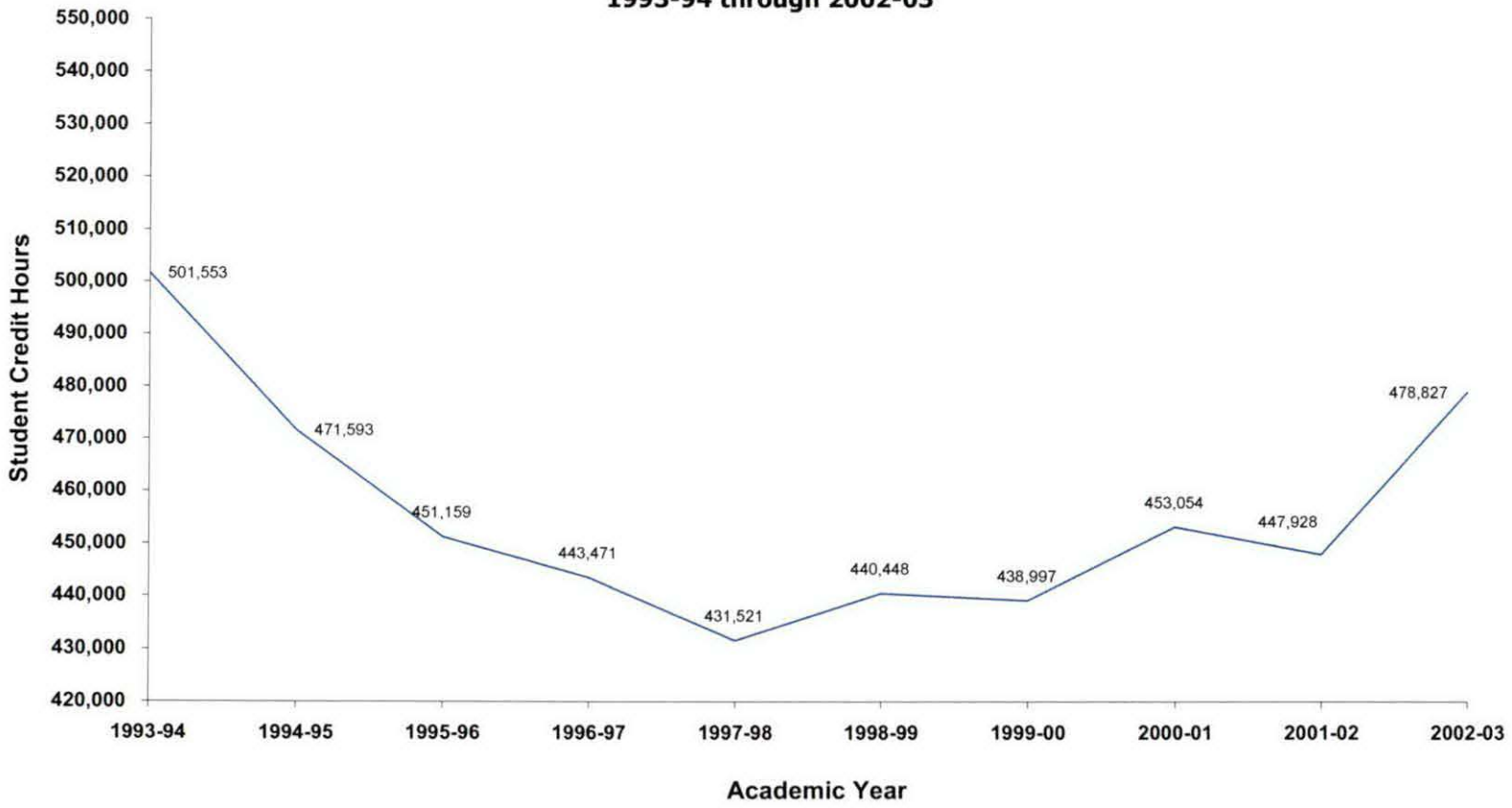
Rate of Change in Student Credit Hours 1993-94 through 2002-03



Source: OCC, Office of Institutional Research

4/30/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1993-94 through 2002-03



1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827

Source: OCC, Office of Institutional Research

4/30/2004

Institutional Research Report

Emergency Services Technology
Degree and Credit Hour Trends Reports
for
Curriculum Review Committee

OAKLAND
COMMUNITY
COLLEGE

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PLS Three-Year Moving Mean

PLS Rate of Change

College-Wide Ten-Year Trend

OAKLAND
COMMUNITY
COLLEGE

Degree Trends Report

Emergency Services Technology

EST

2002-03

Prepared by:
Oakland Community College
Office of Institutional Research
May 4, 2004

Oakland Community College
Degree Trends Report
Emergency Services Technology (EST)
1993-94 through 2002-03

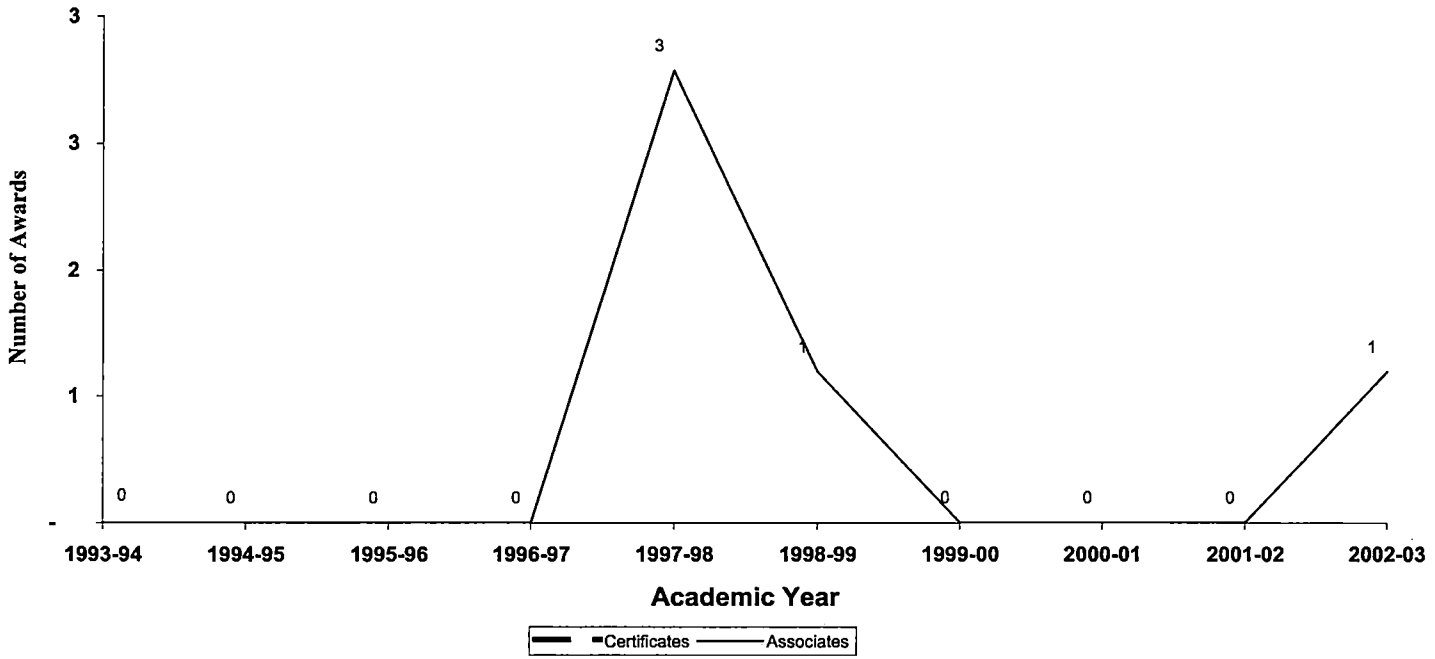
The Degree Trends Report is developed by the Office of Institutional Research based on data compiled from official college records which are submitted to the State of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees Conferred Report. The Degree Trends Report examines trends of OCC degrees, based on specific programs. The standard format offers information about certificates and associate degrees awarded. In the event that a given program offers only a certificate or an associate degree, information describing the other type of award will not be shown.

Trends over a specified period of time are illustrated by the following graphs for Emergency Services Technology (EST)

- Ten-year trend showing the annual awards conferred in Emergency Services Technology
- Rate of change in annual awards conferred in Emergency Services Technology
- The three-year Moving Mean for annual awards conferred in Emergency Services Technology
- Ten-year trend in awards conferred collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Oakland Community College
Associate Degrees and Certificates Awarded
Emergency Services Technology
1993-94 through 2002-03



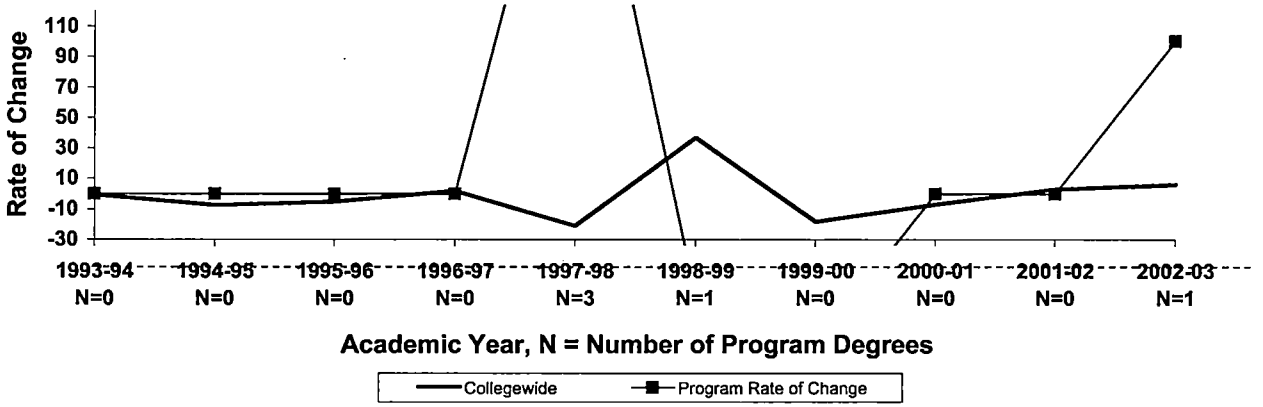
Academic Yr.	Certificates	Associates
1993-94	#N/A	0
1994-95	#N/A	0
1995-96	#N/A	0
1996-97	#N/A	0
1997-98	#N/A	3
1998-99	#N/A	1
1999-00	#N/A	0
2000-01	#N/A	0
2001-02	#N/A	0
2002-03	#N/A	1

Source: OCC, Office of Institutional Research

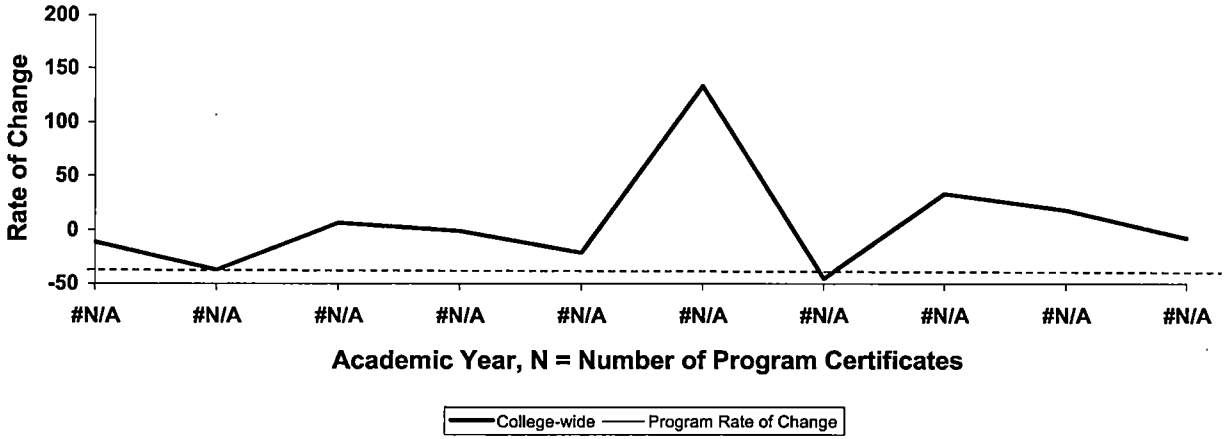
5/4/2004

Oakland Community College
Rate of Change in Annual Awards
College-Wide
1993-94 through 2002-03

Associate Degrees



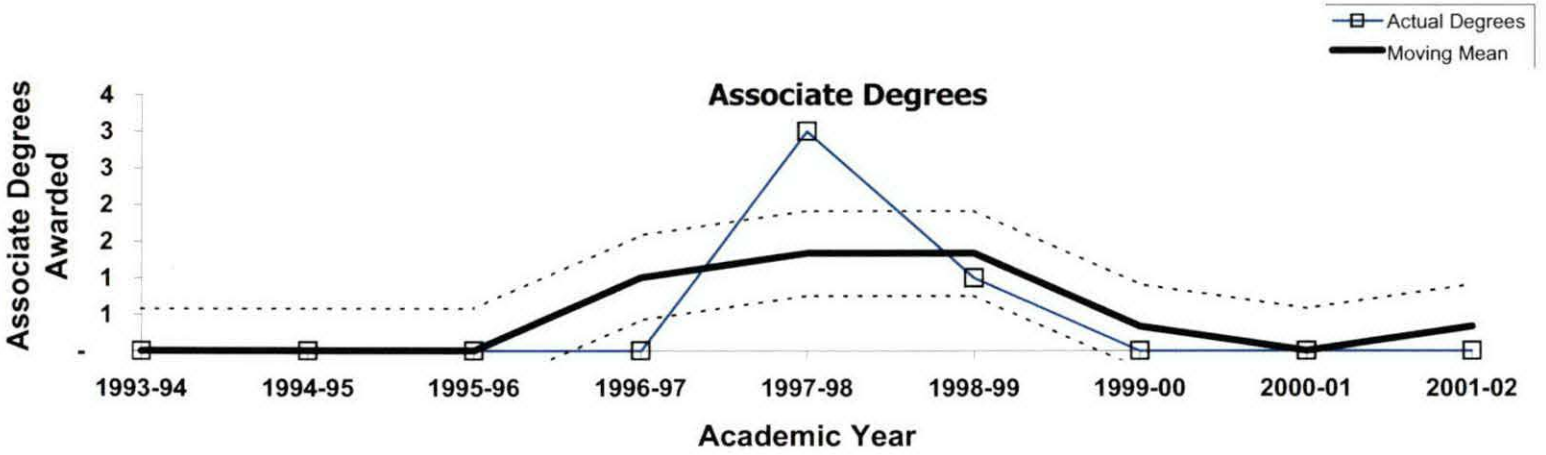
Certificates



Source: OCC, Office of Institutional Research

5/4/2004

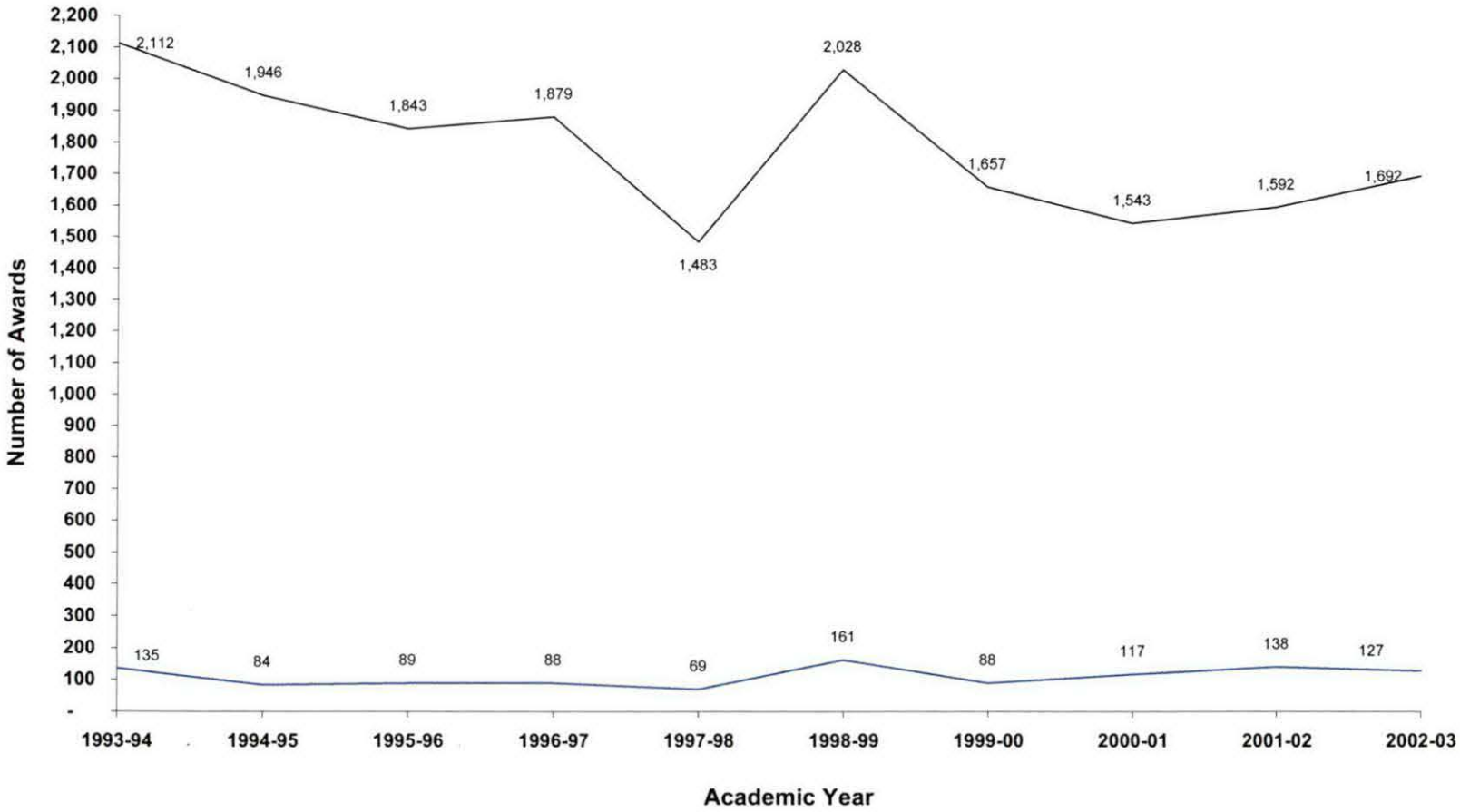
Oakland Community College
Three Year Moving Mean in Annual Awards
Emergency Services Technology
1993-94 through 2001-02



Source: OCC, Office of Institutional Research

5/4/2004

Oakland Community College
Associate Degrees and Certificates Awarded
College-Wide
1993-94 through 2002-03



Source: OCC, Office of Institutional Research

5/4/2004

OAKLAND
COMMUNITY
COLLEGE

Credit Hour Trends Report
Emergency Med Tech
EMT
2002-03

Prepared by:
Oakland Community College
Office of Institutional Research
April 30, 2004

Oakland Community College
Credit Hour Trends Report
Emergency Med Tech
1993-94 through 2002-03

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

Trends over a specified period of time are illustrated by the following graphs for Emergency Med Tech.

- Graph depicting ten-year trend in student credit hours generated by Emergency Med Tech
- Graphs depicting three-year moving mean and rate of change in student credit hours for Emergency Med Tech.
- Ten-year trend in annual credit hours generated Collegewide.

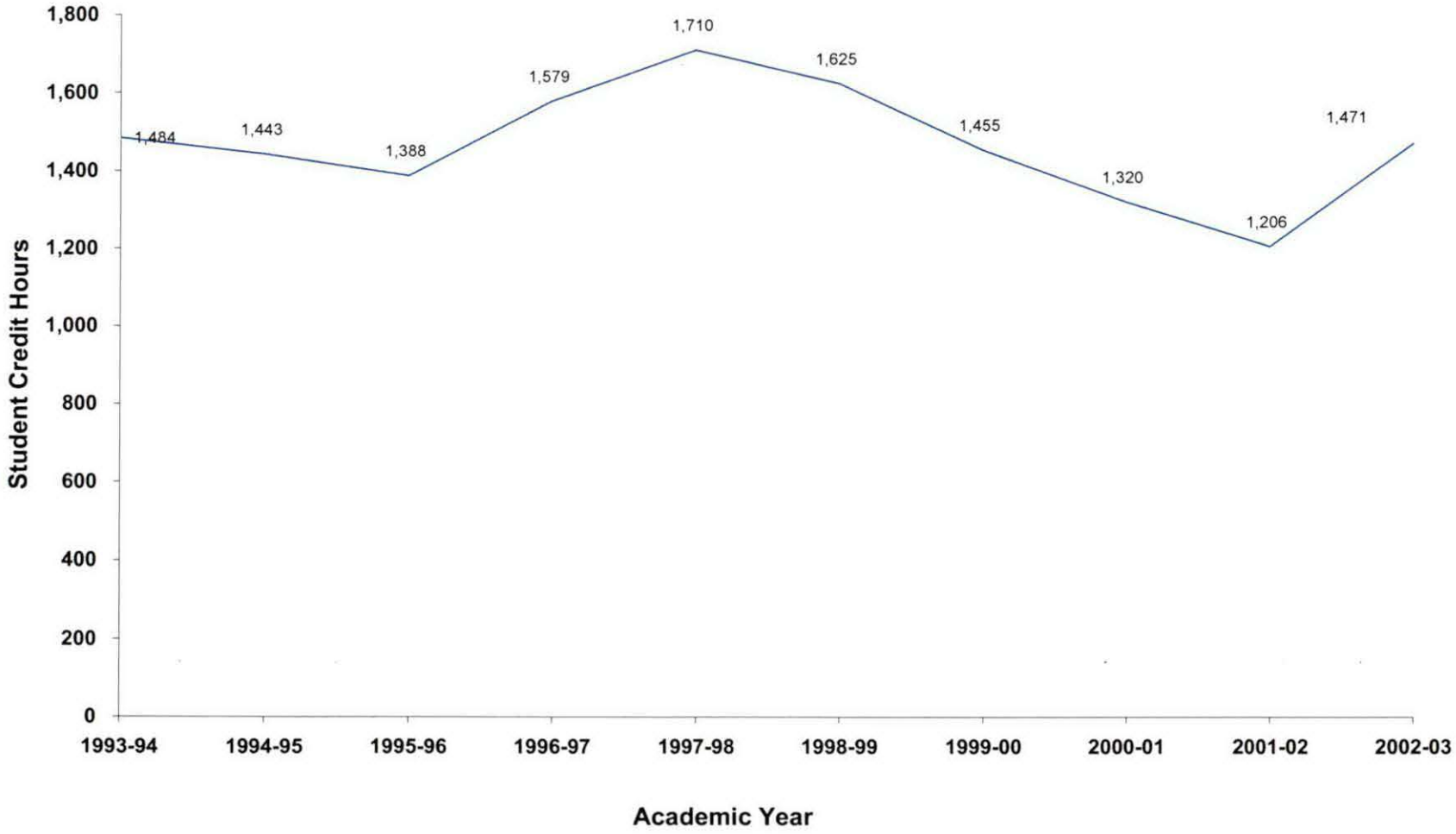
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Source: OCC, Office of Institutional Research

4/30/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
Emergency Med Tech
1993-94 through 2002-03

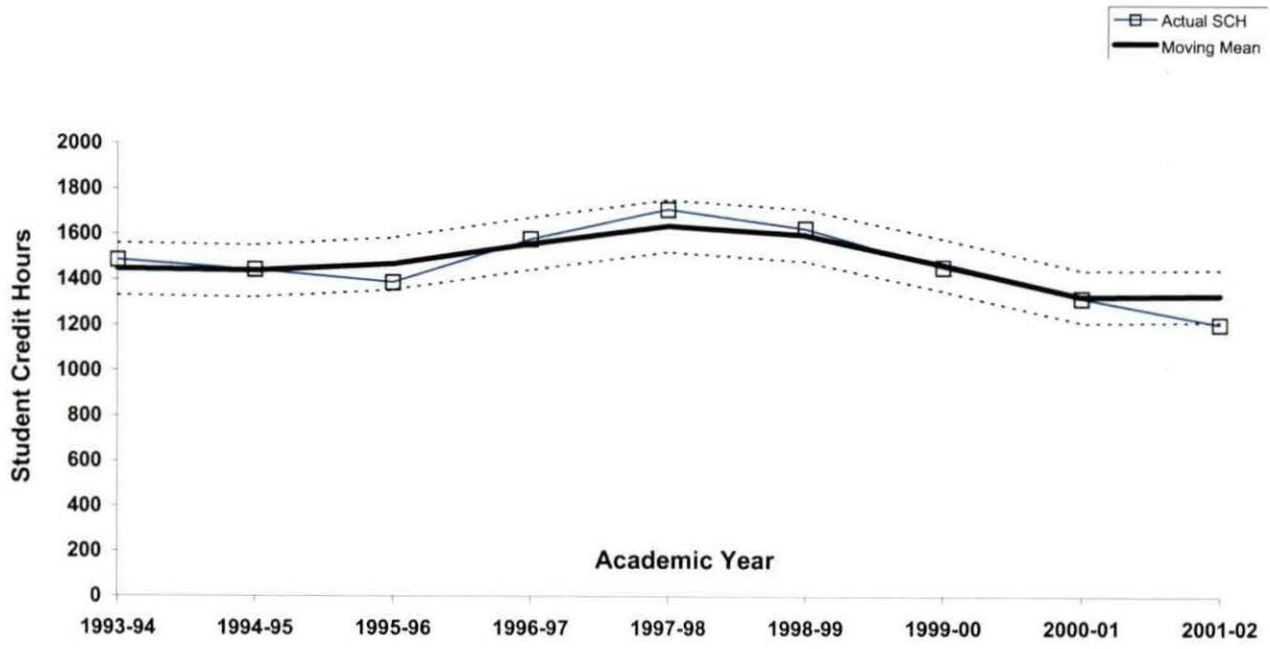
	1993-94 SCH	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	5-Year % Change	10-Year % Change
Emergency Med Tech	1,484	1,443	1,388	1,579	1,710	1,625	1,455	1,320	1,206	1,471	-9.5	-0.9
College Wide Totals	501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	8.7	-4.5



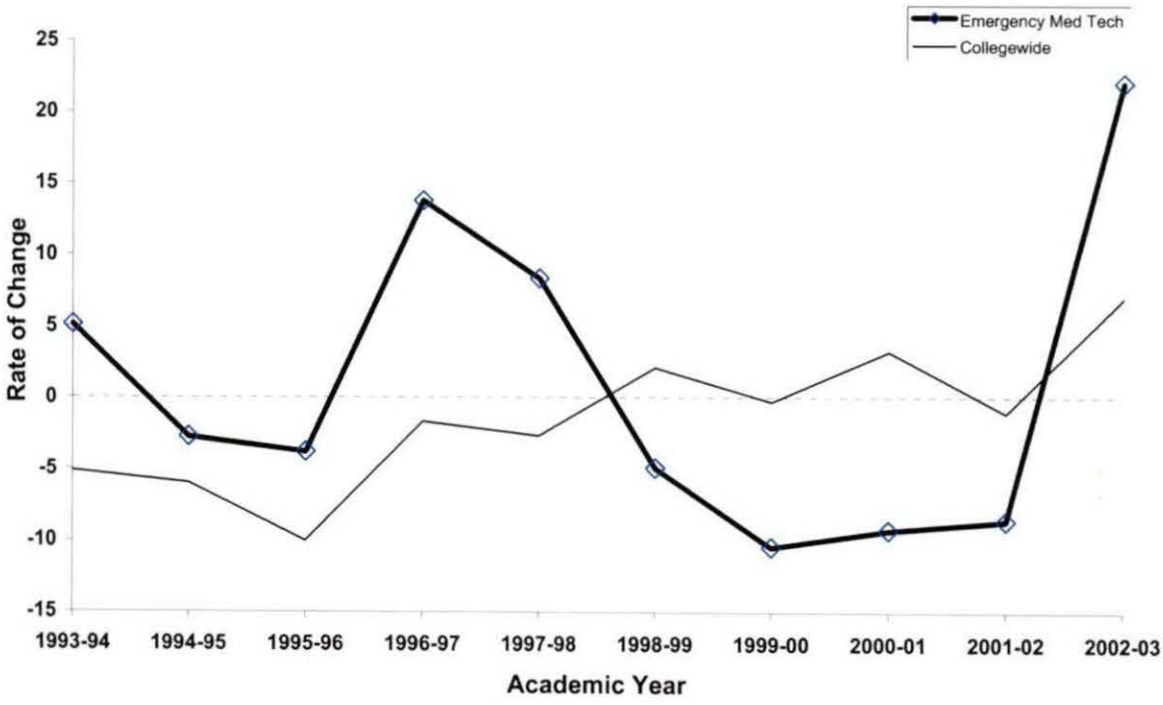
Source: OCC, Office of Institutional Research

4/30/2004

Oakland Community College
Three-Year Moving Mean
Emergency Med Tech
1993-94 through 2001-02



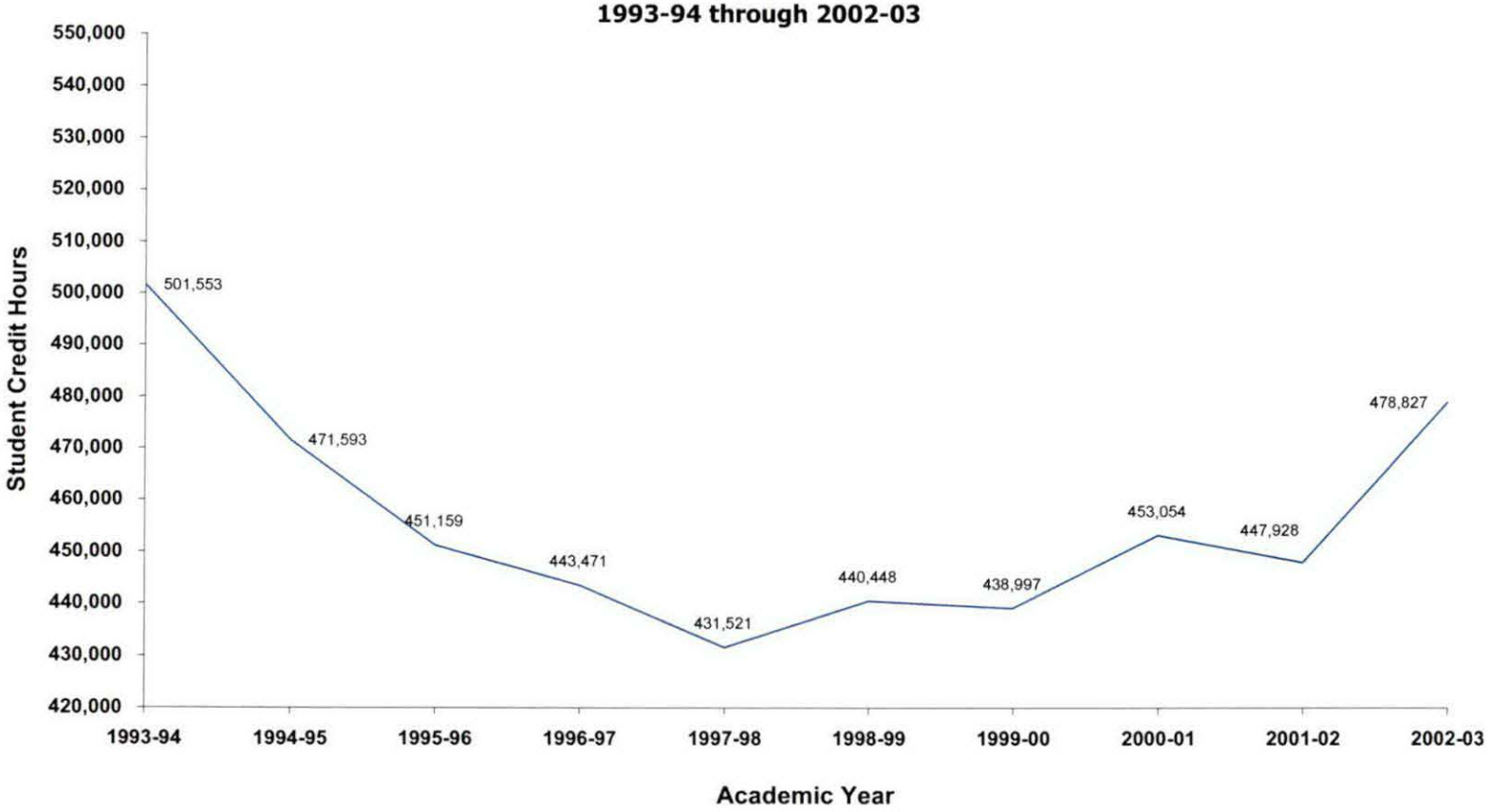
Rate of Change in Student Credit Hours 1993-94 through 2002-03



Source: OCC, Office of Institutional Research

4/30/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1993-94 through 2002-03



1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827

Source: OCC, Office of Institutional Research

4/30/2004

OAKLAND
COMMUNITY
COLLEGE

Credit Hour Trends Report
Fire Fighter Technology
FFT
2002-03

Prepared by:
Oakland Community College
Office of Institutional Research
May 5, 2004

Oakland Community College
Credit Hour Trends Report
Fire Fighter Technology
1993-94 through 2002-03

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

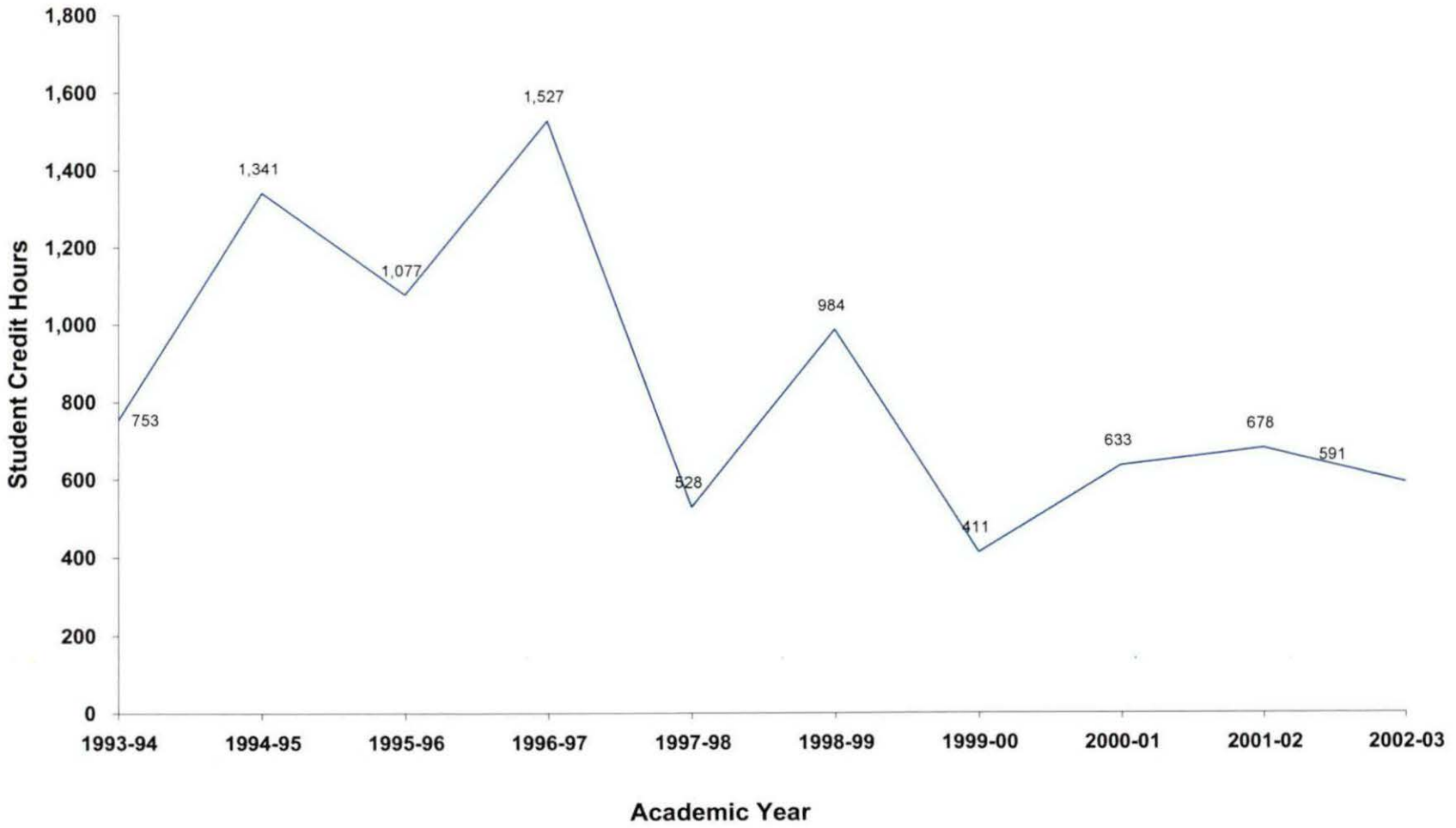
Trends over a specified period of time are illustrated by the following graphs for Fire Fighter Technology.

- Graph depicting ten-year trend in student credit hours generated by Fire Fighter Technology
- Graphs depicting three-year moving mean and rate of change in student credit hours for Fire Fighter Technology.
- Ten-year trend in annual credit hours generated Collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Oakland Community College
Ten-Year Trend in Student Credit Hours
Fire Fighter Technology
1993-94 through 2002-03

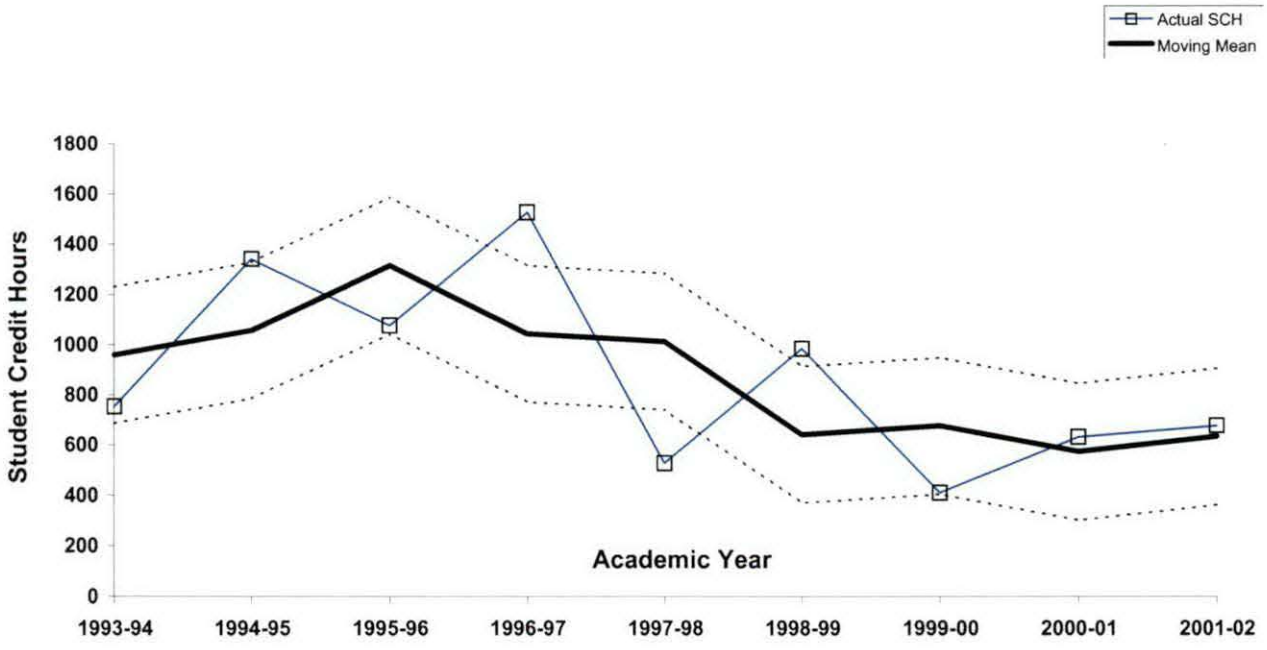
	1993-94 SCH	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	5-Year % Change	10-Year % Change
Fire Fighter Technology	753	1,341	1,077	1,527	528	984	411	633	678	591	-39.9	-21.5
College Wide Totals	501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	8.7	-4.5



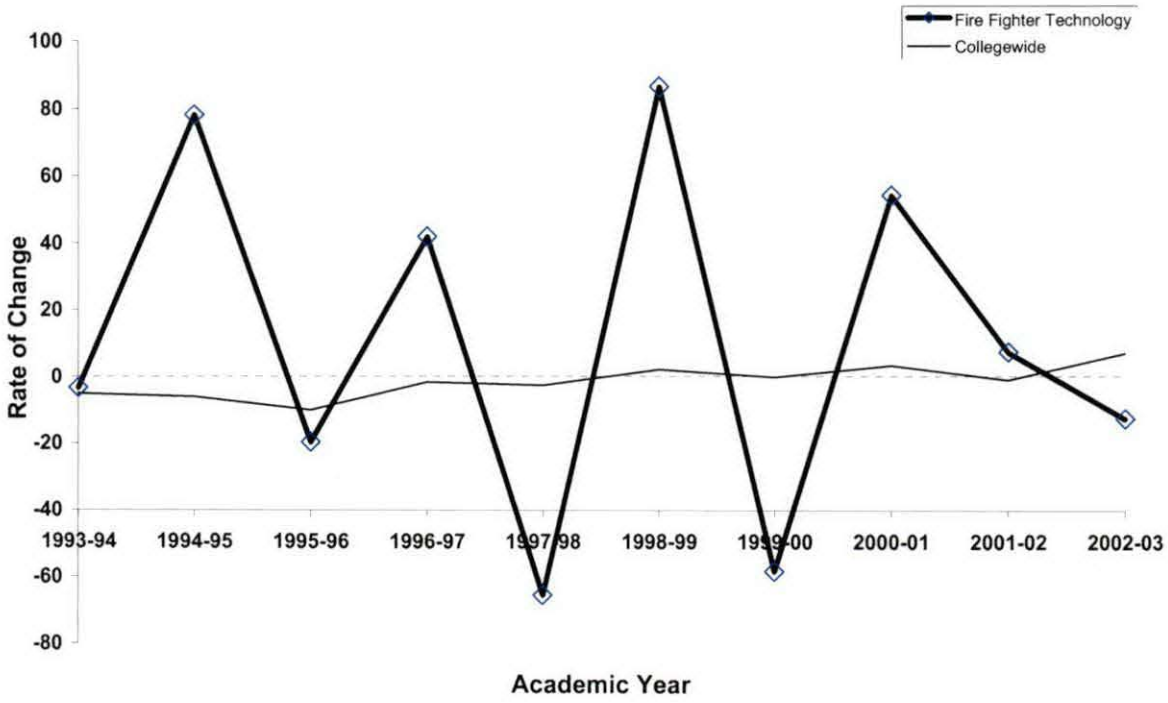
Source: OCC, Office of Institutional Research

5/5/2004

Oakland Community College
Three-Year Moving Mean
Fire Fighter Technology
1993-94 through 2001-02



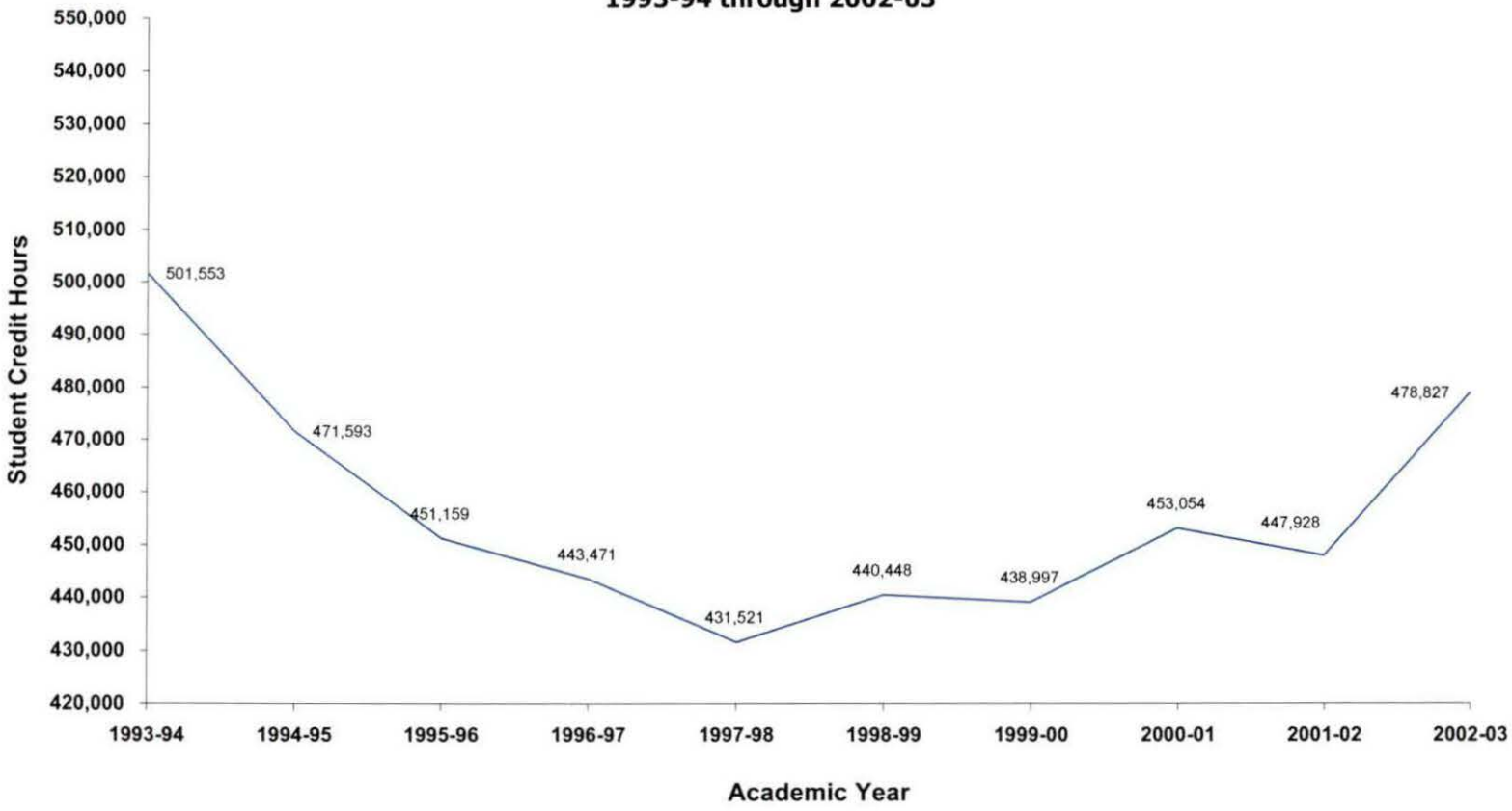
Rate of Change in Student Credit Hours 1993-94 through 2002-03



Source: OCC, Office of Institutional Research

5/5/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1993-94 through 2002-03



1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827

Source: OCC, Office of Institutional Research

5/5/2004

OAKLAND
COMMUNITY
COLLEGE

Credit Hour Trends Report
Medical Technology
MED
2002-03

Prepared by:
Oakland Community College
Office of Institutional Research
May 4, 2004

Oakland Community College
Credit Hour Trends Report
Medical Technology
1993-94 through 2002-03

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

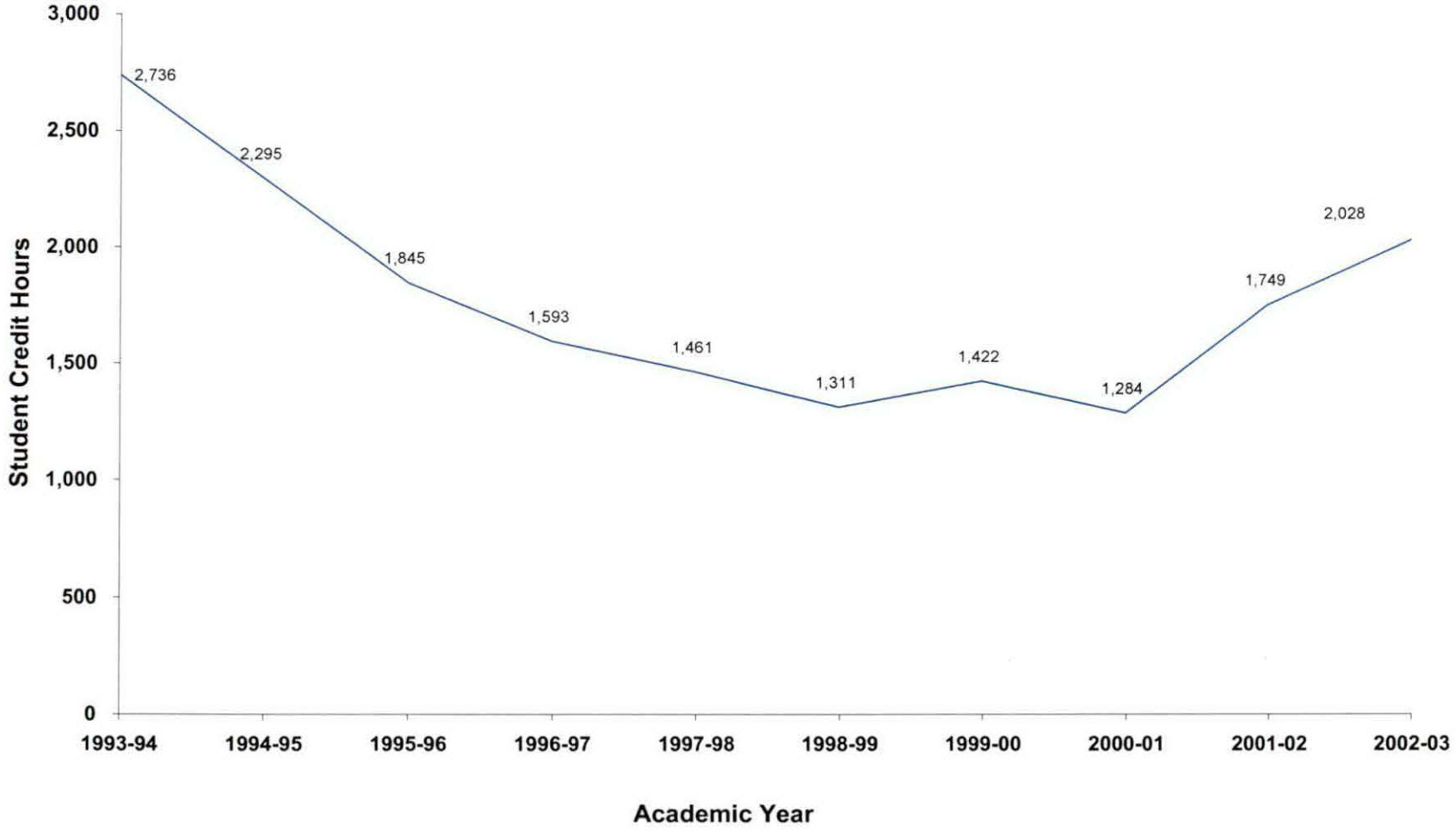
Trends over a specified period of time are illustrated by the following graphs for Medical Technology.

- Graph depicting ten-year trend in student credit hours generated by Medical Technology
- Graphs depicting three-year moving mean and rate of change in student credit hours for Medical Technology.
- Ten-year trend in annual credit hours generated Collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Oakland Community College
Ten-Year Trend in Student Credit Hours
Medical Technology
1993-94 through 2002-03

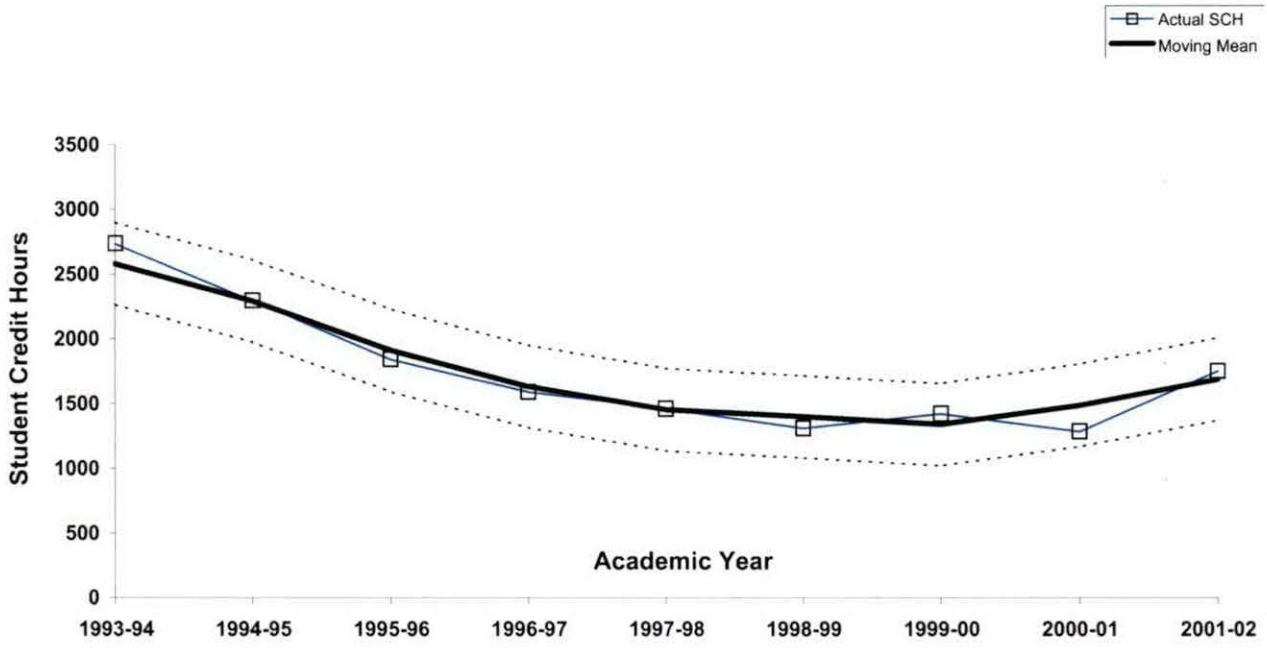
	1993-94 SCH	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	5-Year % Change	10-Year % Change
Medical Technology	2,736	2,295	1,845	1,593	1,461	1,311	1,422	1,284	1,749	2,028	54.7	-25.9
College Wide Totals	501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	8.7	-4.5



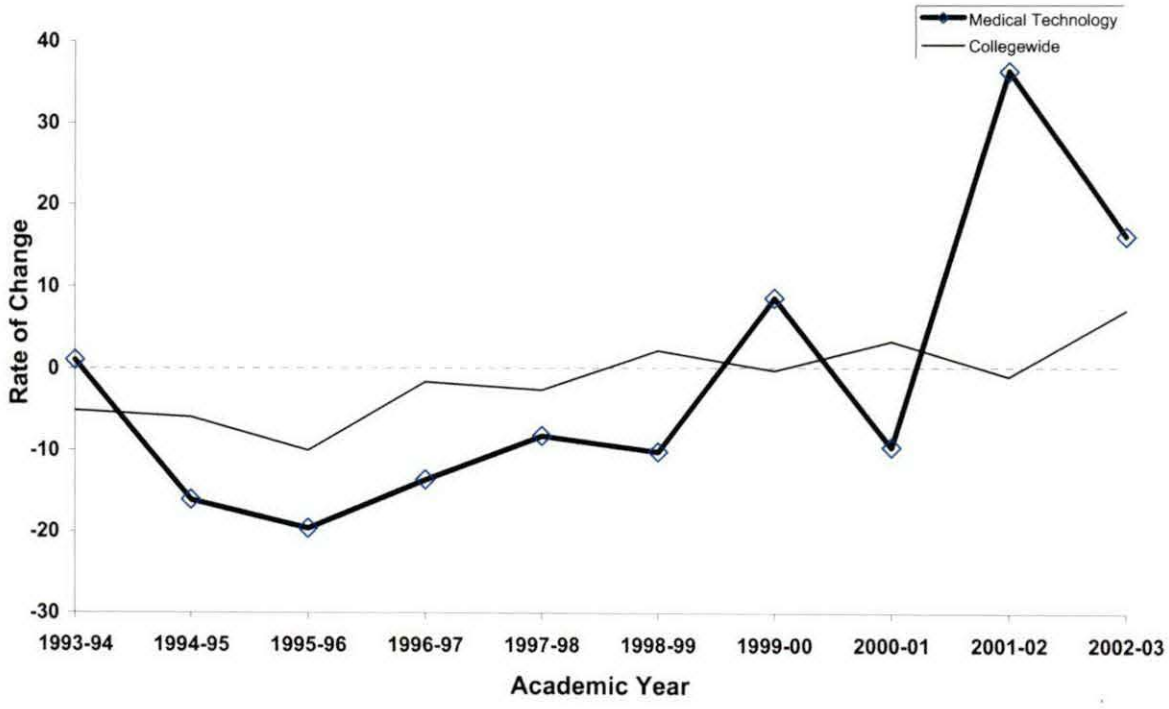
Source: OCC, Office of Institutional Research

5/4/2004

Oakland Community College
Three-Year Moving Mean
Medical Technology
1993-94 through 2001-02



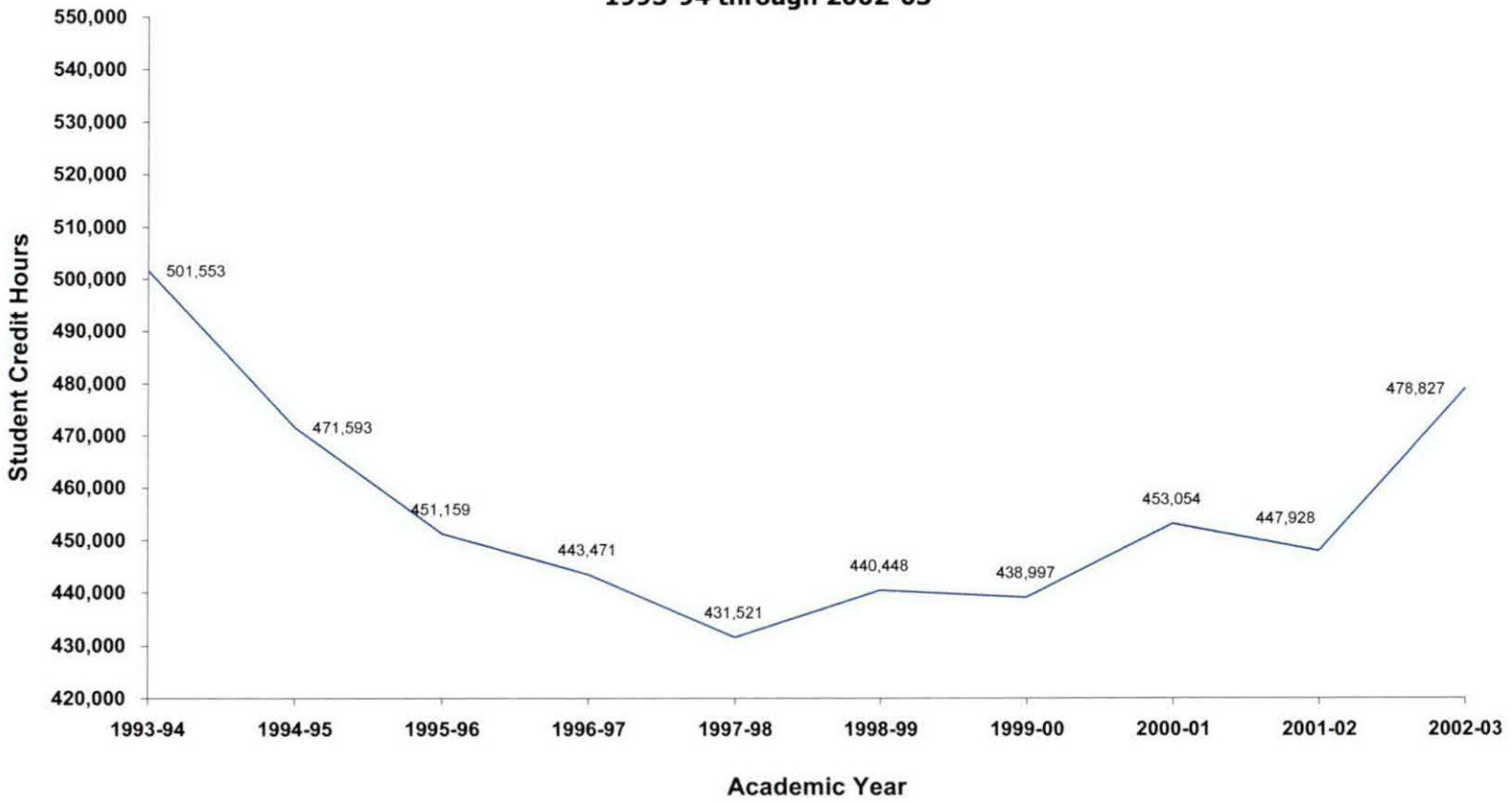
Rate of Change in Student Credit Hours 1993-94 through 2002-03



Source: OCC, Office of Institutional Research

5/4/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1993-94 through 2002-03



1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827

Source: OCC, Office of Institutional Research

5/4/2004

OAKLAND
COMMUNITY
COLLEGE

Credit Hour Trends Report
Physical Education
PER
2002-03

Prepared by:

Oakland Community College

Office of Institutional Research

May 6, 2004

Oakland Community College
Credit Hour Trends Report
Physical Education
1993-94 through 2002-03

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

Trends over a specified period of time are illustrated by the following graphs for Physical Education.

- Graph depicting ten-year trend in student credit hours generated by Physical Education
- Graphs depicting three-year moving mean and rate of change in student credit hours for Physical Education.
- Ten-year trend in annual credit hours generated Collegewide.

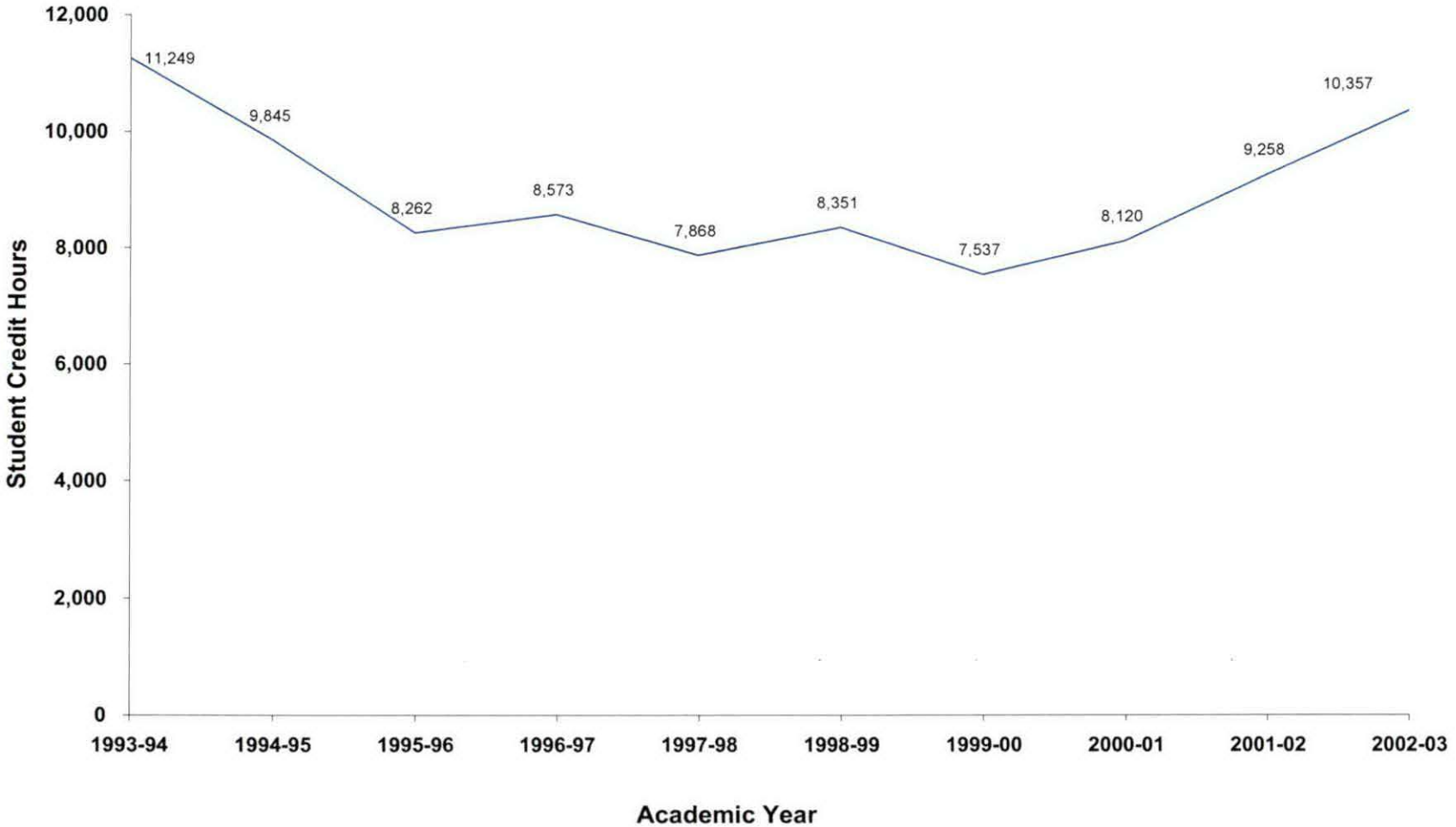
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Source: OCC, Office of Institutional Research

5/6/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
Physical Education
1993-94 through 2002-03

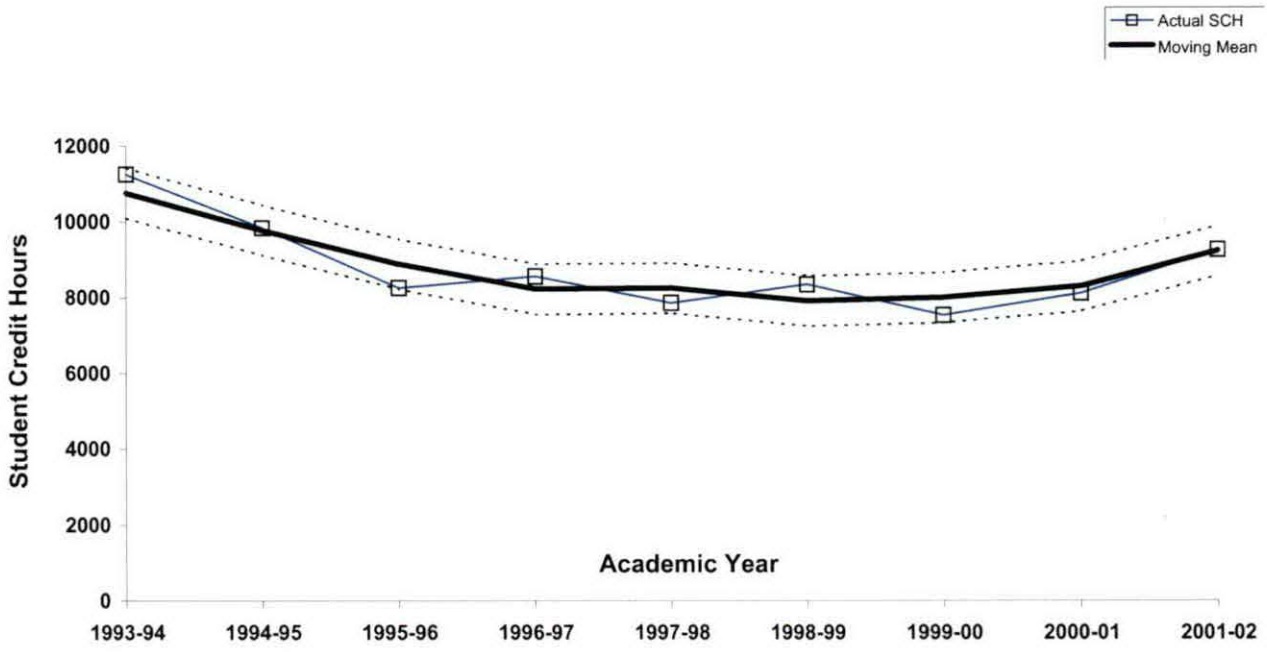
	1993-94 SCH	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	5-Year % Change	10-Year % Change
Physical Education	11,249	9,845	8,262	8,573	7,868	8,351	7,537	8,120	9,258	10,357	24.0	-7.9
College Wide Totals	501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	8.7	-4.5



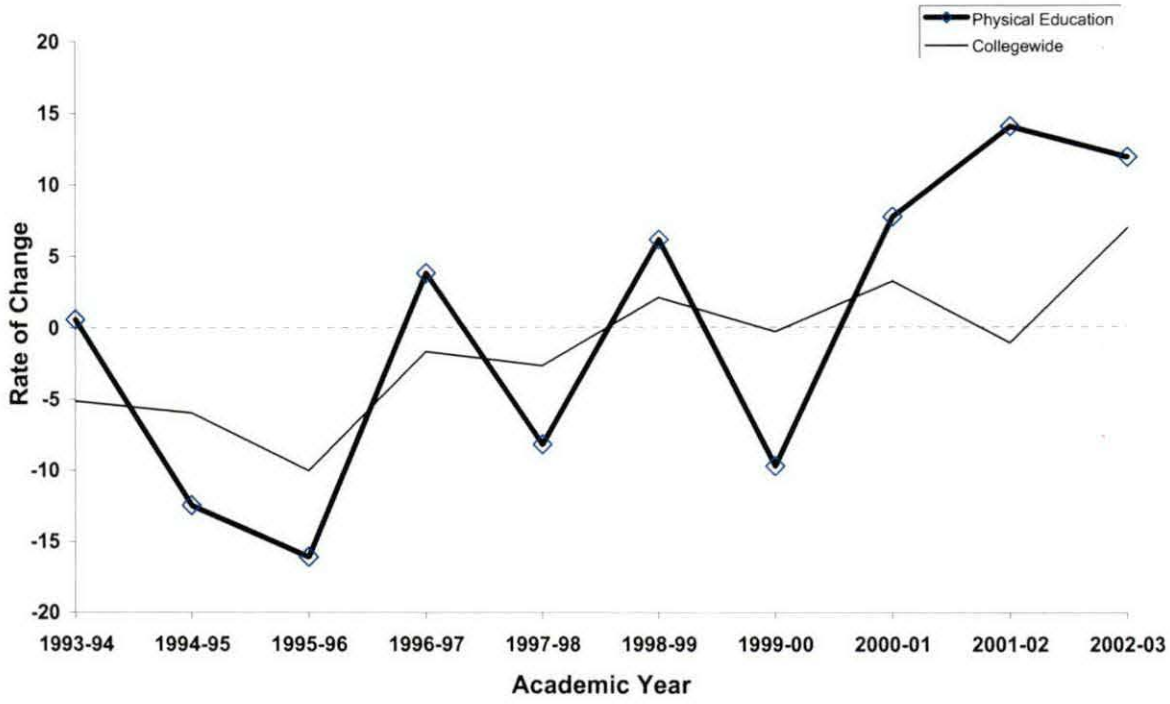
Source: OCC, Office of Institutional Research

5/6/2004

Oakland Community College
Three-Year Moving Mean
Physical Education
1993-94 through 2001-02



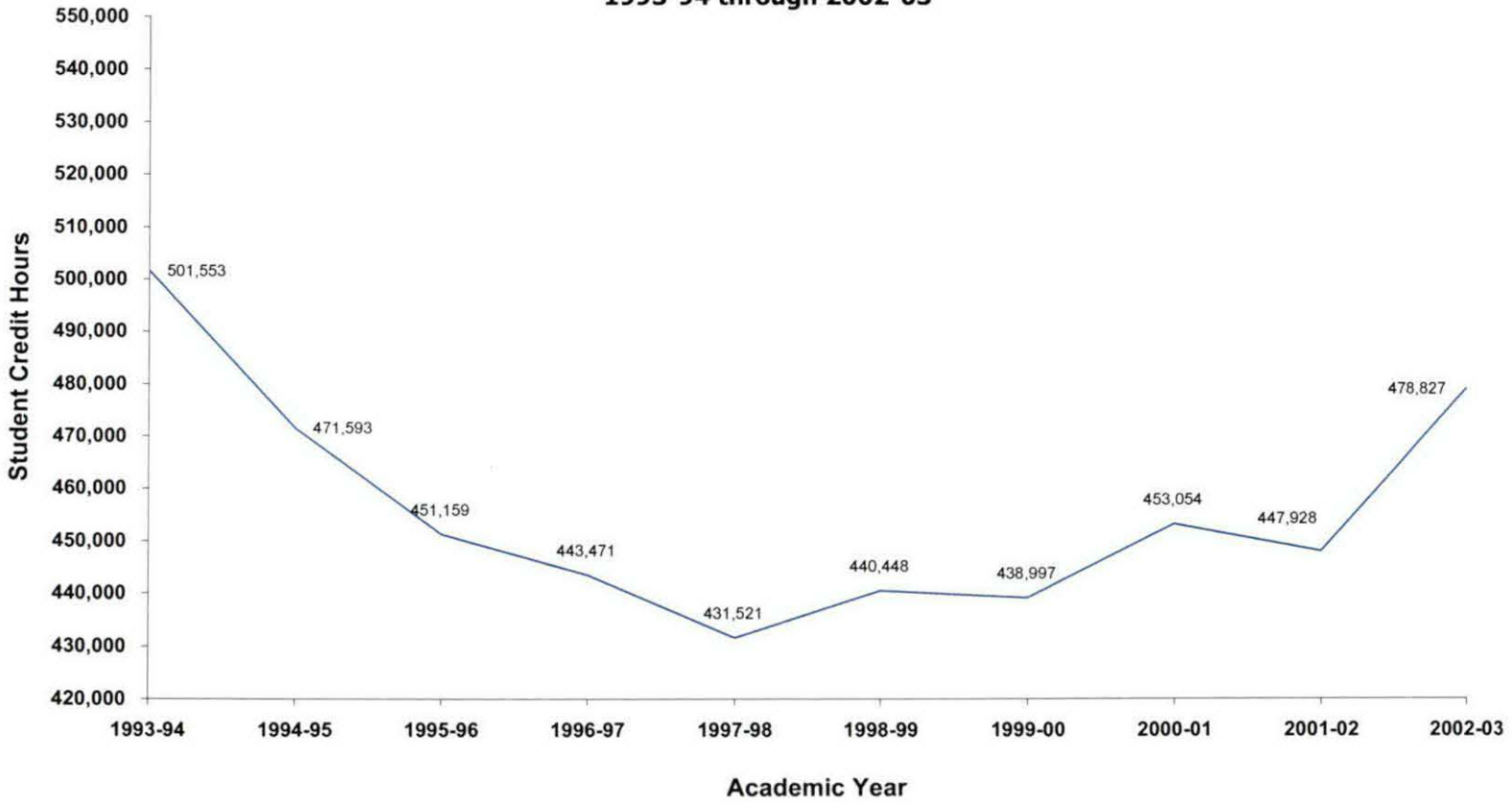
Rate of Change in Student Credit Hours 1993-94 through 2002-03



Source: OCC, Office of Institutional Research

5/6/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1993-94 through 2002-03



1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827

Source: OCC, Office of Institutional Research

5/6/2004

OAKLAND
COMMUNITY
COLLEGE

Credit Hour Trends Report
Law Enforcement
PLS
2002-03

Prepared by:
Oakland Community College
Office of Institutional Research
May 6, 2004

Oakland Community College
Credit Hour Trends Report
Law Enforcement
1993-94 through 2002-03

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

Trends over a specified period of time are illustrated by the following graphs for Law Enforcement.

- Graph depicting ten-year trend in student credit hours generated by Law Enforcement
- Graphs depicting three-year moving mean and rate of change in student credit hours for Law Enforcement.
- Ten-year trend in annual credit hours generated Collegewide.

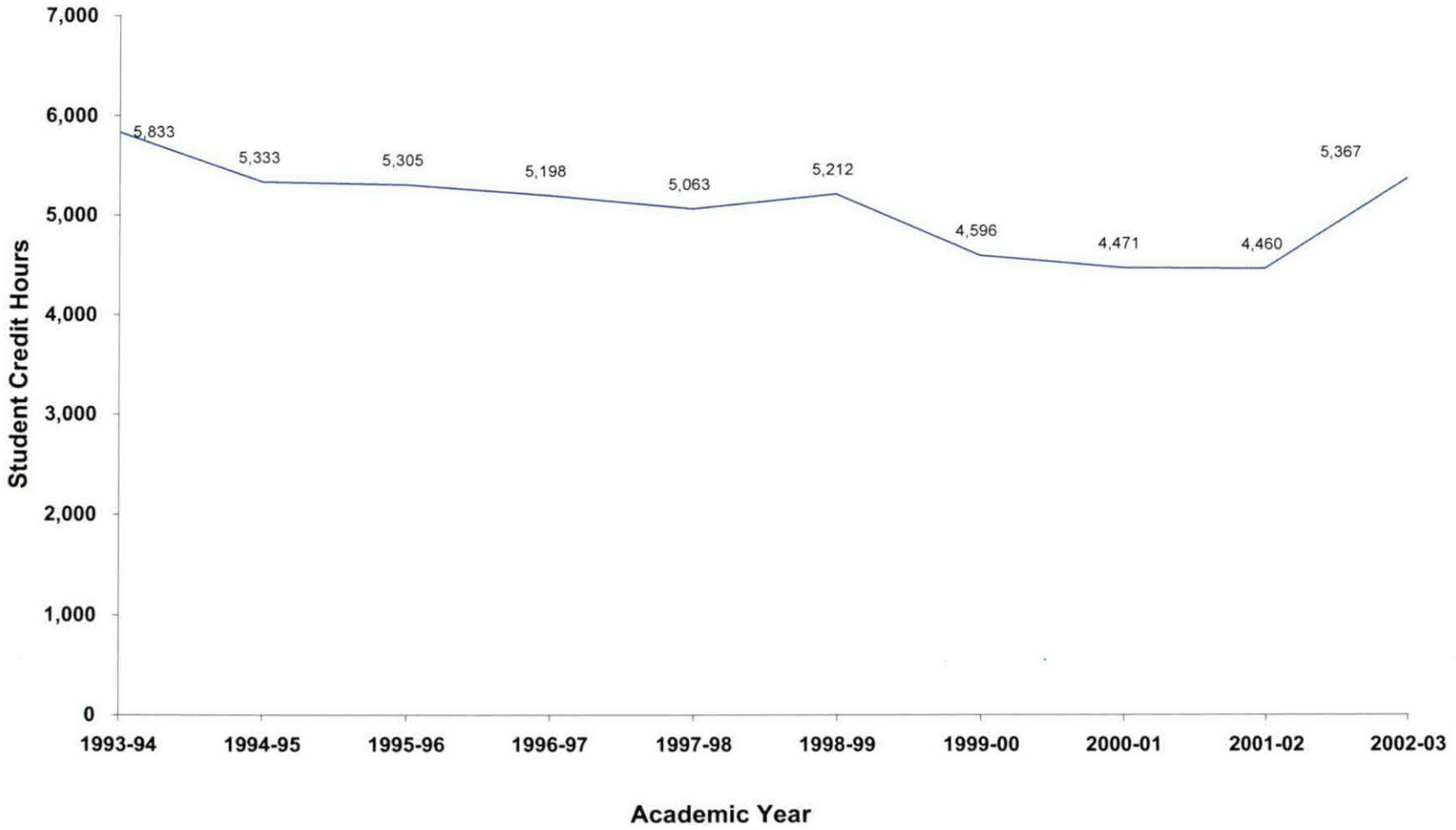
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Source: OCC, Office of Institutional Research

5/6/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
Law Enforcement
1993-94 through 2002-03

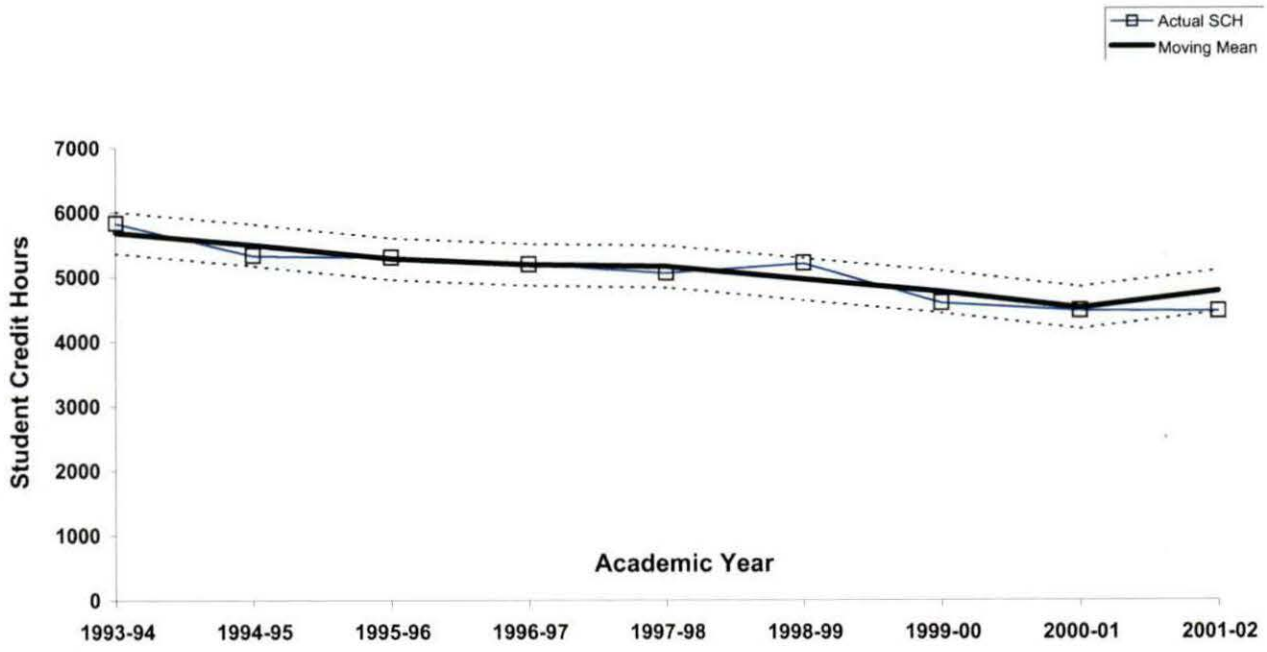
	1993-94 SCH	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	5-Year % Change	10-Year % Change
Law Enforcement	5,833	5,333	5,305	5,198	5,063	5,212	4,596	4,471	4,460	5,367	3.0	-8.0
College Wide Totals	501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	8.7	-4.5



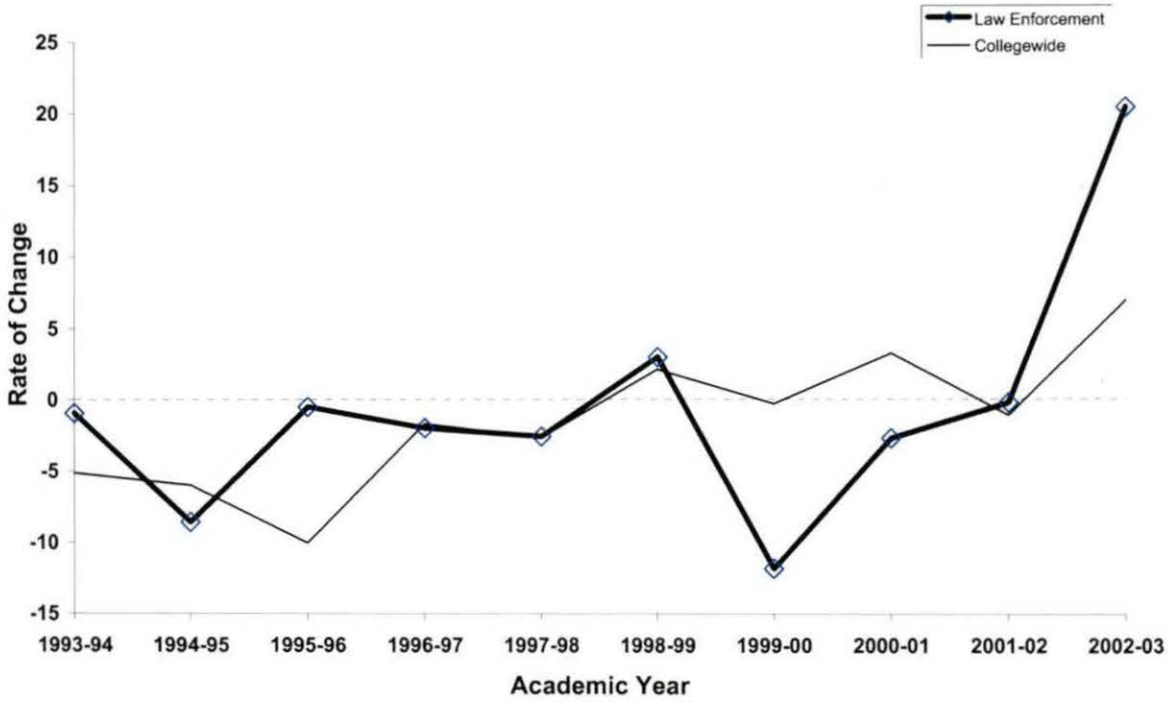
Source: OCC, Office of Institutional Research

5/6/2004

Oakland Community College
Three-Year Moving Mean
Law Enforcement
1993-94 through 2001-02



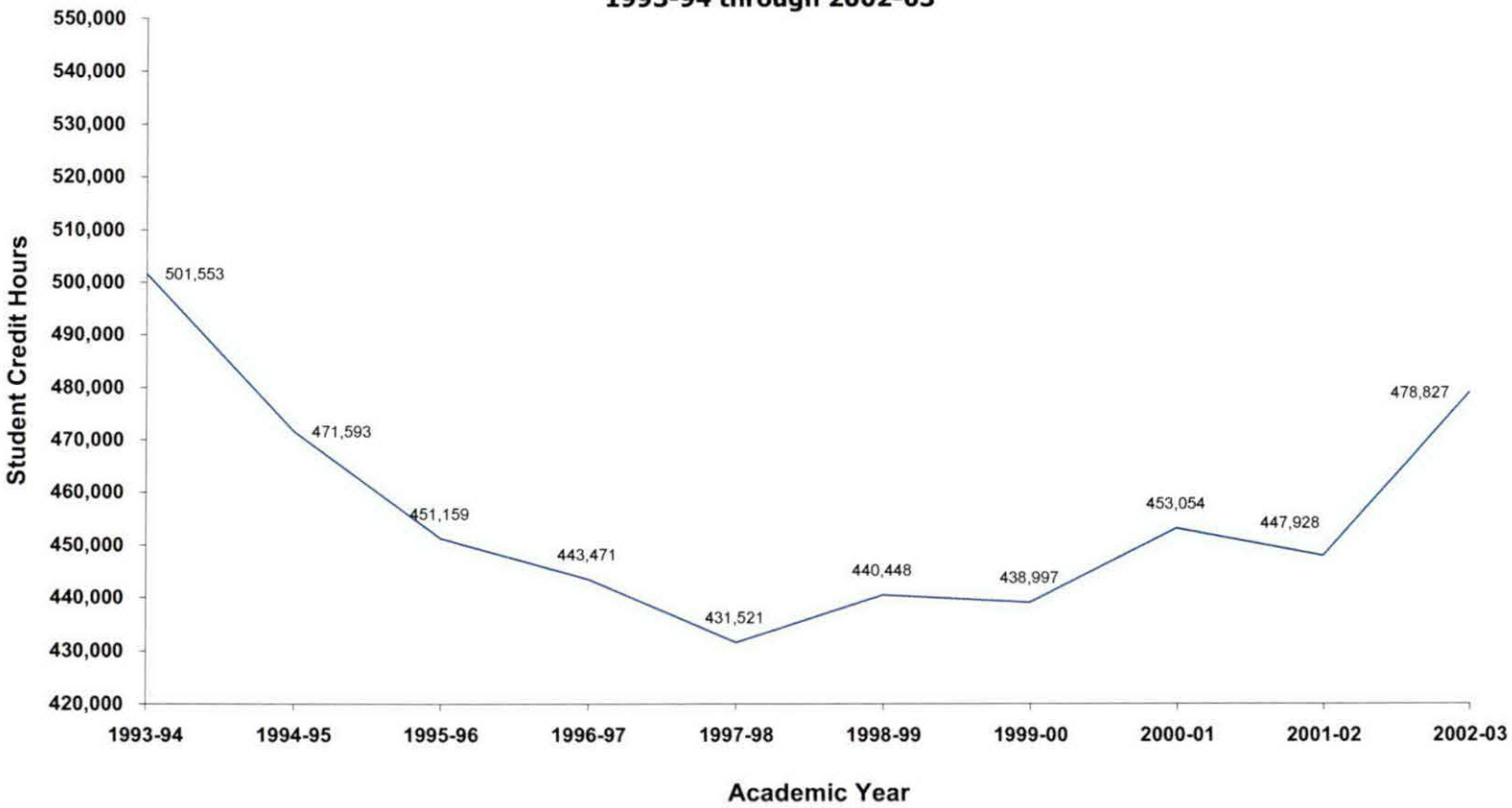
Rate of Change in Student Credit Hours 1993-94 through 2002-03



Source: OCC, Office of Institutional Research

5/6/2004

Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1993-94 through 2002-03



1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
501,553	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827

Source: OCC, Office of Institutional Research

5/6/2004

STUDENT RECRUITMENT

© VI

The EMT staff has always made an effort to send representatives to career fairs and schools in order to promote our program. We have had some challenges in the past with the staff being spread too thin and often had to turn down an opportunity such as these to recruit potential students. We also requested the design of a brochure to promote our program and have had difficulty with other college departments in the follow through. Therefore, some alternative plans were made to try and remedy this problem. The EMT website has been a tremendous asset to students looking for information and for us to provide additional information to our existing students.

The EMT Program Director is a full-time faculty member and receives release time or a supplemental contract to run the program. The other area community colleges have a separate full time person who only coordinates and it has been a tremendous challenge to try and perform both duties well. When the previous director retired, the assistant took the Director position and the assistant position remained open. Unfortunately, what eventually occurred is that some of the duties previously performed were neglected and the program was just "maintained" on a day to day basis with no growth. A permanent employee finally filled the position of EMT/CRJ secretary position and a parapro was hired to fill a new position in EMT/CRJ, and with the addition of a Program Manager, the EMT program began to finally stabilize. This addition to the staff resulted in more phone inquiries and emails for information being returned, some of the work was divided between the Director and Manager, and what this did for the EMT program is evidenced by the fact that our student numbers doubled the past year over the previous year's numbers. We have been able to do a much better job of recruiting and retaining students by the simple fact that we have the staff to support this activity.

In the 2003/2004 academic year, the EMT program staff applied for and received Perkin's funding for recruiting and retaining non-traditional students. It was felt that there were many in the community looking for something like this program and we could do a much better job of bringing those students into our program with the financial support not only to identify and access those students, but to provide any additional assistance they may require in order to stay enrolled and be successful. The persons we attempted to target were those who may have been displaced in their jobs from layoffs or downsizing, and also single moms who might be looking for training to make them more employable (a more non-traditional type of student in an EMS program). Some of the difficulties we thought these students might encounter when considering our program were having to rearrange work schedules in order to attend classes, lost wages from reducing hours at work, childcare, financial difficulties, learning challenges, etc. There were potential solutions to some of these that we felt were more easily obtainable with a Perkin's grant. Those working within the grant spent time again visiting the schools to present our program, going to career fairs and the college's open house, and tutoring students who were having difficulty in our program. Traditionally, one of the difficulties we have faced with the IIC is that our program is so unique that it was difficult to find tutors who were able to assist our students.

OAKLAND COMMUNITY COLLEGE

NO INDIVIDUAL REPORTS FROM THE ADVISORY COMMITTEE WERE COLLECTED.

INDIVIDUAL ADVISORY COMMITTEE/INDUSTRY PERCEPTIONS OF OCCUPATIONAL PROGRAMS & DISCIPLINES

Program/Discipline: _____

Rate each of the following items (as applicable) using the following guide:

5----Excellent -- means nearly ideal, top 5-10-%

4----Good -- is a strong rating, top one-third

3----Acceptable -- is average, middle third

2----Below Expectation -- is only fair, bottom third

1----Poor -- is seriously inadequate, bottom 5-10-%

0----N.A. -- Not applicable to your program/discipline

Please include comments for each item.

Please rate each item below using the scale: 1----Poor, 2----Below Expectations, 3----Acceptable, 4----Good, 5----Excellent, and 0----Not applicable		
		COMMENTS
1. Instructional program content and quality are:		
• Based on performance objectives that represent job skills and knowledge required for successful entry-level employment	1 2 3 4 5	
• Designed to provide students with practical job application experience.	1 2 3 4 5	
• Responsive to upgrading and retaining needs of employed persons.	1 2 3 4 5	
• Periodically reviewed and revised to keep current with changing job practices and technology	1 2 3 4 5	

INDIVIDUAL STUDENT PERCEPTIONS OF OCCUPATIONAL PROGRAMS & DISCIPLINES

Program/Discipline: _____

Rate each of the following items (as applicable) using the following guide:

5----Excellent -- means nearly ideal, top 5-10-%

4----Good -- is a strong rating, top one-third

3----Acceptable -- is average, middle third

2----Below Expectation -- is only fair, bottom third

1----Poor -- is seriously inadequate, bottom 5-10-%

0----N.A. -- Not applicable to your program/discipline

Please include comments for each item.

Please rate each item below using the scale: 1----Poor, 2----Below Expectations, 3----Acceptable, 4----Good, 5----Excellent, and 0----Not applicable						
						COMMENTS
1.Courses in your occupational program are:						
• Available and conveniently located	1	2	3	4	5	
• Based upon realistic prerequisites	1	2	3	4	5	
• Available at moderate cost	1	2	3	4	5	
2. Written objectives for courses in your occupational program:						
• Are available to students	1	2	3	4	5	
• Describe what you will learn in the course	1	2	3	4	5	
• Are used by the instructor to keep you aware of your progress	1	2	3	4	5	

SEE SUMMARY IN VII B5 OR INDIVIDUAL FORMS IN CRC CHAIR'S COPY

INDIVIDUAL FACULTY PERCEPTIONS * OF OCCUPATIONAL PROGRAMS & DISCIPLINES

Program/Discipline: _____

Rate each of the following items (as applicable) using the following guide:

5----Excellent -- means nearly ideal, top 5-10-%

4----Good -- is a strong rating, top one-third

3----Acceptable -- is average, middle third

2----Below Expectation -- is only fair, bottom third

1----Poor -- is seriously inadequate, bottom 5-10-%

0----N.A. -- Not applicable to your program/discipline

Please include comments for each item.

Please rate each item below using the scale: 1----Poor, 2----Below Expectations, 3----Acceptable, 4----Good, 5----Excellent, and 0----Not applicable		
GOALS AND OBJECTIVES		**COMMENTS**
1.Participation in Development of College Occupational Education Program Plan:		
• Excellent - Administrators and/or other supervisory personnel involved in developing and revising the college plan for this occupational program seek and respond to faculty, student and community input. • Poor - Development of a plan for this program is basically the work of one or two persons in the college.	1 2 3 4 5	
2. Program Goals		
• Excellent - Written goals for this program state realistic outcomes (such as planned enrollments, completions, placements) and are used as one measure of program effectiveness. • Poor - No written goals exist for this program.	1 2 3 4 5	

SEE SUMMARY IN VII B5 OR INDIVIDUAL FORMS IN CRC CHAIR'S COPY

NO INFORMATION WAS OBTAINED FROM OUR ADVISORY BOARD.

ANALYSIS OF ADVISORY COMMITTEE/INDUSTRY PERCEPTIONS OF OCCUPATIONAL PROGRAMS & DISCIPLINES

The EMT Program's Advisory Board meets annually to discuss the program and obtain information from members on ways we can improve it. The Board consists of our staff, the fire academy coordinator, the Dean, representatives from counseling, the Program Medical Director, area hospital EMS coordinators, the Region III EMS Coordinator, our American Heart Association Training Center representatives, fire EMS officers, public safety, and local private ambulance service representatives and supervisors. The committee meets at least once per year but has met more often in the past if an urgent topic was identified.

A list of members is included in the CRC Chair's complete document.

SUMMARY OF INDIVIDUAL STUDENT PECEPTIONS (June 2004)

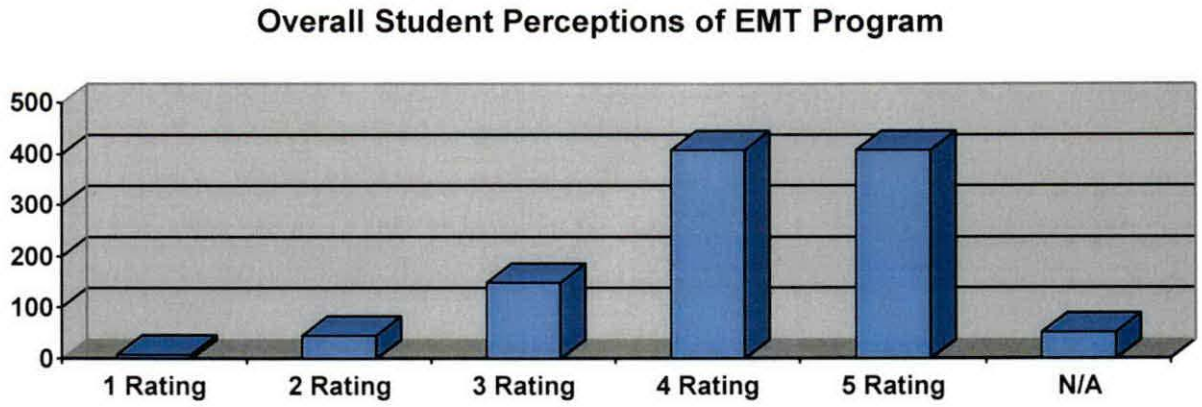
5 = EXCELLENT 4 = GOOD 3 = ACCEPTABLE 2 = BELOW EXPECTATION 1 = POOR 0 = N/A

28 Total Students (24 EMT/4 Paramedic) **Student choices by %**

Question	1	2	3	4	5	0
1. Courses are available and conveniently located		1	14	43	29	
Based upon realistic prerequisites	.03		.07	46	39	.03
Available at moderate cost	.03		21	54	21	
2. Written objectives for courses in program are available to students			.07	46	46	
Describe what you will learn in class			14	39	46	
Are used by instructors to keep you aware of your progress		.03	14	36	46	
3. Teaching methods/course content meet occupational needs/interests/objs			18	46	36	
Provide supervised practice for developing job skills		.03	14	46	36	
4. Related courses (ENG, MAT, SCI) are pertinent to occupational instruction		.07	18	43	25	1
Current and meaningful to you		.03	14	54	18	1
5. Clinical experience in program is readily available at convenient location			14	29	50	.07
Coordinated with classroom instruction			.03	46	46	.03
Coordinated with employer supervision			.03	50	36	14
6. Career planning information meets with your needs and interests			25	43	29	.03
Helps you plan your program			29	43	25	.03
Helps you make career decisions and choices		.03	18	54	25	.03
Helps you understand your rights and responsibilities as an employee			.07	57	32	.03
Helps you evaluate job benefits and conditions of employment opportunities	.03	.03	25	29	29	1
Is provided by knowledgeable, interested staff			18	25	54	.03
Explains nontraditional occupational opportunities for both sexes		.03	14	25	39	18
7. Job success information on former students in program is provided		18	18	29	18	18
Identifies where these job opportunities are located		21	21	25	18	14
Tells about job advancement opportunities	.03	18	18	32	18	1
8. Placement services are available to help you find employment opportunities	.03	18	29	18	14	14
Prepare you to apply for a job		14	21	32	21	1
9. Instructional support services (tutors, lab) are available to meet your needs		.03	.03	10	67	
Provided by knowledgeable, interested staff		.03	1	10	39	1
10. Instructional lecture and lab facilities provide adequate lighting, vent, heat,		.07	.07	32	54	
Include enough workstations for number of students			1	43	46	
Are safe, functional, and well maintained			.07	39	54	
Are available on an equal basis for all students			1	39	50	
11. Instructional equipment is current and representative of industry			.03	39	57	
In sufficient quantity to avoid long delays in use			.07	32	64	
Safe and in good condition			.07	29	68	.03
12. Instructional materials (texts, etc) are available and conveniently located			.07		36	
Current and meaningful to the subject			1	36	50	.03
Not biased toward "traditional" sex roles		.03	.03	29	61	
Available at a reasonable cost	1	14	32	21	21	

INDIVIDUAL STUDENT PERCEPTIONS OF OCCUPATIONAL PROGRAM
Tally of Results from June 2004 (24 EMT/4 Paramedic)

Question #	1 Rating	2 Rating	3 Rating	4 Rating	5 Rating	N/A
1		3	4	12	8	
	1		2	13	11	1
	1		6	15	6	
2			2	13	13	
			4	11	13	
		1	4	10	13	
3			5	13	10	
		1	4	13	10	
4		2	5	12	7	3
		1	4	15	5	3
5			4	8	14	2
			1	13	13	1
			1	14	10	4
6			7	12	8	1
			8	12	7	1
		1	5	15	7	1
			2	16	9	1
	1	1	7	8	8	3
			5	7	15	1
		1	4	7	11	5
7		5	5	8	5	5
		6	6	7	5	4
	1	5	5	9	5	3
8	1	5	8	5	4	4
		4	6	9	6	3
9		1	1	10	16	
		1	3	10	11	3
10		2	2	9	15	
			3	12	13	
			2	11	15	
			3	11	14	
11			1	11	16	
			2	9	18	
			2	8	19	
12			2	15	10	1
			3	10	14	
		1	1	8	17	1
	3	4	9	6	6	
TOTALS:	**8**	**45**	**148**	**407**	**407**	**51**



Based on the data received from students, we received high ratings in course convenience and cost, use of objectives, teaching methods, relevance of related courses, clinical experience, career information, instructional methods and support services, facility and equipment.

As we assessed with faculty, we currently do little to assist students who complete each level of our program in obtaining jobs. The different kinds of jobs available to those who obtain certification and licensure are discussed in classes to inform students of the many avenues available to them after training. However, the only employment opportunity information provided is that which we post on our bulletin board and whatever the students come in to contact with while doing clinicals in the pre-hospital and hospital settings. The students also seemed to feel that the instructional materials are costly.

In addition to job postings, the EMT staff provides letters of reference upon request for most students and occasionally we receive phone solicitation regarding one of our students from a prospective employer. Feedback from students who have completed our program overwhelmingly indicates that the vast majority of our students gain employment in the field. Some pursue further education in heath care in the fields of nursing, physician assistant, and medical school using their EMT training as a supplement to their knowledge or as a stepping stone to strengthen their foundation in future medical education.

ANALYSIS OF INDIVIDUAL FACULTY PERCEPTIONS
Tally of Results from June 2004 (7 Adjunct Faculty)

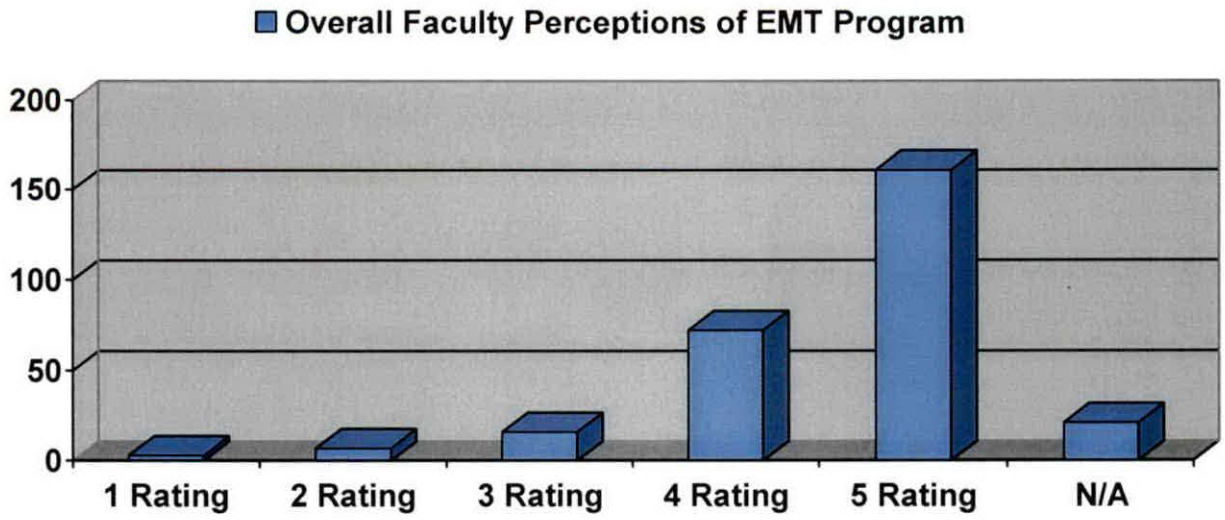
Question #	1 Rating	2 Rating	3 Rating	4 Rating	5 Rating	N/A
1				5	2	
2				4	3	
3			1		6	
4				3	4	
5				2	5	
6			1	2	2	2
7				5	1	1
8				1	6	
9			1	3	1	2
10			1	3	3	
11		1		2	4	
12				1	5	1
13					7	
14				1	6	
15				5	2	
16				4	1	2
17				2	4	1
18			1	1	5	
19			1	2	3	1
20				2	4	1
21				2	4	1
22			2	2		3
23		1	3		1	2
24		1	1	1	4	
25				3	4	
26				2	5	
27			1	2	4	
28					7	
29	3			1	3	
30		1		1	5	
31		1		1	5	
32				1	6	
33				1	6	
34		1			6	
35		1	1		5	
36					7	
37				1	6	
38			2		5	
39				3	2	2
40				3	2	2
TOTALS:	**3**	**7**	**16**	**72**	**161**	**21**

SUMMARY OF INDIVIDUAL FACULTY PECEPTIONS (June 2004)

5 = EXCELLENT 4 = GOOD 3 = ACCEPTABLE 2 = BELOW EXPECTATION 1 = POOR 0 = N/A

7 Total Adjunct Faculty Responses **Faculty choices by %**

Question	1	2	3	4	5	0
1. Participation in Development of College Occupational Education Program Plan				71	29	
2. Program Goals				57	43	
3. Course Objectives			14		86	
4. Competency Based Performance Objectives				43	57	
5. Use of Competency Based Performance Objectives				29	71	
6. Use of Information on Labor Market Needs			14	29	29	29
7. Use of Information on Job Performance Requirements				71	14	14
8. Use of Professional/Industry Standards				14	86	
9. Use of Student Follow-Up Information			14	43	14	29
10. Adaptation of Instruction			14	43	43	
11. Relevance of Supportive Courses		14			57	
12. Coordination with Other Community Agencies and Educational Programs				14	71	14
13. Provision for Work Experience, Cooperative Education, or Clinical Exp.					100	
14. Program Availability and Accessibility				14	86	
15. Provision for the Disadvantaged				71	29	
16. Provision for the Handicapped				57	14	29
17. Efforts to Achieve Sex Equity				29	57	14
18. Provision for Program Advisement			14	14	71	
19. Provision for Career Planning and Guidance			14	29	43	14
20. Adequacy of Career Planning and Guidance				29	57	14
21. Provision for Employability Information				29	57	14
22. Placement Effectiveness for Students in this Program				29		43
23. Student Follow-Up System		14			14	29
24. Promotion of this Occupational Program		14	14	14	57	
25. Provision for Leadership and Coordination				43	57	
26. Qualifications of Administrators and/or Supervisors				29	71	
27. Instructional Staffing			14	29	57	
28. Qualifications of Instructional Staff					100	
29. Professional Development Opportunities	43			14	43	
30. Use of Instructional Support Staff		14		14	71	
31. Use of Clerical Support Staff		14		14	71	
32. Adequacy and Availability				14	87	
33. Maintenance and Safety of Instructional Equipment				14	87	
34. Adequacy of Instructional Facilities		14			87	
35. Scheduling of Instructional Facilities		14	14		71	
36. Adequacy of Availability of Instructional Materials and Supplies					100	
37. Adequacy of Availability of Learning Resources				14	87	
38. Use of Advisory Committees			29		71	
39. Provision in Current Operating Budget				43	29	29
40. Provisions in Capital Outlay Budget for Equipment				43	29	29



The overall opinion of the program from the adjunct faculty's perspective is quite positive. They felt that the administrators respond to input, the written goals are realistic, course and performance objectives have been developed and are measurable, labor market needs and job performance requirements are assessed, and professional industry standards are used to evaluate and revise the program. We could do a better job with student follow-up. The adaptation of instruction, relevance of supportive courses, coordination with other agencies, and especially our clinical experience and program availability were rated quite highly. Equality, in general, and reasonable accommodations for students with disabilities were rated well. Program advisement, career planning, and employment information were rated highly though students seemed to feel we could do more. Resources were all considered excellent though suggestions were made to improve in the comments areas.

The one area that stood out was the Professional Development opportunities. This is a fairly recent challenge we have had, as have others in the college, since we are required to maintain so many credentials in order to be approved by the State to teach EMS. Faculty recently began to have to pay for training and license renewal that used to be covered by the college as part of professional development. This has been a frequent topic of discussion in staff meeting and the office area.

We have tremendous training facilities and equipment here and it is much appreciated by staff. We also have wonderful support staff members that help the program run more smoothly. There were still suggestions made on how to improve such as a full time secretary and parapro, and another full time faculty member or making the Director/Coordinator position full time. CREST has been a wonderful asset to our training and the students are getting benefits no other program can boast to better prepare them for employment.

INDIVIDUAL FACULTY SURVEY * (if) VIII
OF
INTERDISCIPLINARY INTERACTIONS

The purpose of this survey is to determine the nature and extent of interdisciplinary activities and interactions for our discipline/program

Please support the Review of our discipline/program by responding to the following questions and return this form to: _____ at _____ Campus
Name

by _____.
Date

1. Please respond whether the course(s) listed below serve students in your program as:

	Requirement	Support	Elective	No Role
_____ Course	_____	_____	_____	_____
_____ Course	_____	_____	_____	_____
_____ Course	_____	_____	_____	_____
_____ Course	_____	_____	_____	_____

2. To fulfill the needs of the students in your program, these courses:
   are working well _____
   would benefit from revision _____

   Comment:

3. How do these courses contribute to the goals and desired outcomes of your program?

4. Please identify someone from your program who would help our discipline accomplish any revision(s) identified above: _____

* To be sent to all programs that require your course(s).

THERE ARE NO OTHER PROGRAMS THAT REQUIRE OUR COURSES.

COMPARABLE COURSES/PROGRAMS AND TRENDS

Henry Ford Community College, Wayne County Community College, and Macomb Community College all offer EMT programs that comparable to ours. The major differences are in the coordination and support staff. All three have full time coordinators that do not teach and have one or two full time faculty. Some of them exceed our total student number per year, but I do not have information on their success rates and retention of students. The coordinator from WCCC indicated that attrition rates are high due to the number of challenges students seem to have in that geographic area. MCC has had some recent struggles because of a period of rapid growth that they were not prepared for, and not having enough support staff in their program. HFCC seems to be very stable. All three of these colleges have had similar challenges to ours with the change from state to national curriculum. All three offer firefighter/paramedic associate degrees which is one area we are investigating. None of their programs have the nice detailed website we display and this is due to much hard work by the Director and parapro. Our parapro continues to update and maintain ours much better than most other college's websites. Our student numbers have doubled in the past year and we attribute that to our hard-working and dedicated staff, our website, and our growing reputation. We are not that concerned about growth after watching the struggles MCC encountered. Instead, we want to continue to do what were doing, work on improving, and growing at a slow but steady pace.

PROGRAM NEEDS AND RESOURCES

Upon review of our program and discussion with staff, we have come up with some areas that we feel could be improved. The program administration staff works extremely hard and finds little time to do much more than just maintain our current status. There are so many things we would like to do, but so little time/staff in which to do them.

- Our catalog descriptions need to be revised, as do some of the courses in the curriculum. Now that we are much more informed about how to teach the new curriculum, the courses can be better tailored toward student success.

- We would like to have some of our paramedic classes online. There are other areas in the state doing this and we feel that it would fill a real need in the community, especially with the fire departments, not to mention being the first in this area to offer such a program.

- We would like to develop an online medical terminology course to meet a perceived community need. Only having one full time faculty member who teaches most of the EMT courses caused us to delay work on this project. We would like to see the requirement dropped that states only full time faculty can teach online courses.

- A firefighter/paramedic degree option should replace the EST since only five have graduated from this program in seven years. There is not much demand for the EST degree. It was developed with public safety officers in mind who are cross-trained in police, fire, and EMS. Though many of the southern Oakland County police departments are PSOs, a degree requirement is not put in as one of the application requirements. The reason for this is that it would dramatically limit the number of qualified applicants. Most of the Oakland County fire departments have become advanced level EMS providers (paramedics) in the last ten years. There are many reasons for this but some are that we have gotten so good at fire prevention, fires are fewer; and we always have medical emergencies and trauma occurring, community fire departments can provide a quicker response to victims in their own areas than a private service ambulance can.

- Due to the tremendous increase in students and our desire to meet the growing needs of our program, the half-time secretary and half-time parapro positions need to be made full time positions.

20052006 PROPOSED EMT CURRICULUM CHANGES

CLASS	CR	FORMER COURSE	CR	NOTES
Basic EMT				
EMT 1010	4	EMT 1541	5	
EMT 1020	4	EMT 1551	5	
EMT 1030	3	EMT 1541/1551 Prac		Now limited to 16 students
EMT 1200	1	EMT 1000	1	
EMT 1100	1	EMT 1411	1	Now limited to 16 students
				24 ER; 36 Ambulance (60)
EMT 1400	2	EMT 1414	4	1st 7 ½ weeks; Now limited to 16 students
				36 ER; 36 ALS; 4 Respiratory; 8 OR (84)
EMT 1500	2	EMT 2430	2	Number change only, no changes to course
				Pre- or Co-requisite in Advanced Program
Adv. EMT				
EMT 2010	4	EMT 2602	5	
EMT 2020	2	EMT 2602 Practical		Now limited to 16 students
EMT 2200	2	EMT 2510	3	2nd 7 ½ weeks; Now limited to 16 students
				36 ER; 24 ALS; 24 OR; 8 OB; 8 Psych; 4 Morgue (104)
EMT 2300	4	EMT 2612	5	
EMT 2310	2	EMT 2612 Practical		Now limited to 16 students
EMT 2500	4	EMT 2622	5	
EMT 2510	2	EMT 2622 Practical		Now limited to 16 students
EMT 2600	3	EMT 2522	4	Now limited to 16 students
				96 ER; 60 ALS; 24 Peds; 16 ICU; 8 OR; 4 Cath (208)
EMT 2800	2	Exchanged for 2700	2	Limited to 16 students
				New NR Exam Prep course
EMT 2900	2	EMT 2523	2	Now limited to 16 students
				60 ALS; 48 ER (including Med. Director Eval.) (108)

17 classes	42		44	**Total EMT Clinical Hours**	**Total ALS Clinical Hours**
				60 (no change)	(504)

* DISCIPLINE/PROGRAM REVIEW COORDINATOR'S CURRICULUM SUMMARY REPORT FORM

©

Measures	Satisfactory	Needs Improvement	Comments *
I. Current Course Descriptions & Syllabi		✓	Much of this information is outdated. Revisions are included in this document.
II. Course/Program Outcomes	✓		
III. Instructional Methodology	✓		
IV. Staff Development		✓	Reimbursement and support for outside professional development activities would improve this area greatly.
V. Student Retention		✓	We lose many students after Basic EMT that we need to look at more ways to retain them into the advanced program.
VI. Student Recruitment	✓		
VII. Input from the External Community	✓		
VIII. Comparable Courses & Trends	✓		
IX. Interdisciplinary Interactions	✓		
X. Discipline/Program Needs & Resources		✓	More staff or increasing part time to full time.

Recommendations and plans for future curriculum revision (if appropriate) : _____

*** Use additional pages if necessary.** **Discipline/Program Coordinator:** _____ **Date** 6/17/04