

WEST HILLS COLLEGE LEMOORE
COURSE OUTLINE OF RECORD (COR)

FACULTY ORIGINATOR: Leslie Catron

DATE: 10/12/2012

NEW COURSE PROPOSAL COURSE REVISION

CHECKLIST: (check all that apply)

- Course Revision Form
- New Course Proposal
- Course Outline
- Learning Resources Statement
- Distance Education (DE) Addendum
- Adopted Textbook Form
- Form A Prerequisite
- Form B Prerequisite
- Form C Limitations on Enrollment

MIS DATA: (Administrative Use Only)

TOP Code: [Click here to enter text.](#)
Credit Status: [Choose an item.](#)
Basic Skills Status: [Choose an item.](#)
SAM Code: [Choose an item.](#)
Prior to College Level: [Choose an item.](#)
Noncredit Category:
Funding Agency Category:

ROUTING: (must be filled out prior to agenda submission)

Originating faculty: Leslie Catron Date: 8/31/2012

Comments: [Click here to enter text.](#)

Curriculum Representative: Leslie Catron Date: 11/30/2012

Comments: [Click here to enter text.](#)

Technical Review: [Click here to enter text.](#) Date: [Click here to enter a date.](#)

Comments: [Click here to enter text.](#)

Chief Instructional Officer: [Click here to enter text.](#) Date: [Click here to enter a date.](#)

Comments: [Click here to enter text.](#)

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transferability
- Prerequisite(s)
- Course Objectives

OTHER CHANGES – check all that apply

- | | |
|--|---|
| <input checked="" type="checkbox"/> Five Year Review | <input checked="" type="checkbox"/> Instructional Methodologies |
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input type="checkbox"/> Advisory/Prerequisite/Corequisite | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> Distance Education Addendum |
| <input type="checkbox"/> Course Objectives | <input type="checkbox"/> Critical Thinking Assignments |
| <input type="checkbox"/> Course Content | <input type="checkbox"/> Methods of Assessment |

LEARNING AREA APPROVAL

- Changes or revisions to the curriculum have been discussed with learning area faculty.
- Supporting evidence attached at the end of the document (i.e., emails with header information, learning area minutes with attendees, etc.)

NEW COURSE PROPOSAL (use for new courses only)

Total Units:	Semester Lecture Hrs:	Semester Lab Hrs:
Transferability (attach evidence):	<input type="checkbox"/> CSU	<input type="checkbox"/> UC
New Major?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the new major:</i>	<i>Click here to enter text.</i>	
Intended for Transfer?	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> Transfer Elective	<input type="checkbox"/> Transfer General Education	<input type="checkbox"/> Transfer Major Requirement
Associate Degree?	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> AA/AS Elective	<input type="checkbox"/> AA/AS General Education	<input type="checkbox"/> AA/AS Major Requirement
Certificate Program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the certificate:</i>	<i>Click here to enter text.</i>	

COURSE PREFIX and NUMBER: NURS 13
COURSE TITLE: Leadership
INSTRUCTIONAL AREA: HEALTH AND WELLNESS

Room Space Requirements: [Click here to enter text.](#)
Staff Requirements: [Click here to enter text.](#)
Equipment Requirements: [Click here to enter text.](#)

COURSE OUTLINE (use for all courses)

UNITS: **2** Semester Lecture Hrs: **36** Semester Lab Hrs:
Grading (check all that apply): Standard: Pass/No Pass
Special: Students must achieve a 77% on 50% or more of exams

Repeatable for Credit? Yes *Maximum number of times taken for credit:* No
Materials Fee: \$ *Material Description:*

1. Course/Catalog Description

NURS 13 consists of managerial issues, responsibilities, and leadership styles for the new registered nurse graduate, including organizational, communication, professional, legal and ethical issues and perspectives. It is designed to prepare the student nurse to successfully make the transition to professional nursing practice and meet the challenges faced in today's changing health-care environment.

2. Prerequisites (List course prefix, number, and title) Not applicable

Successful completion of the following :

- BIO 32 (Human Anatomy)
- BIO 35 (Human Physiology)
- BIO 38 (Microbiology)
- NUT 1 (Basic Nutrition)
- PSYCH 1 (General Psychology)
- ENG 1A (Composition and Reading)
- CHEM 2A (Introductory Chemistry)

Choose one:

- SOC 1 (Introduction to Sociology)
- SOC 2 (Critical Thinking Social Problems)
- ANTHRO 2 (Introduction to Cultural Anthropology)

Choose one:

- COM 1 (Elements of Speech)
- COM 4 (Small Group Dynamics and Presentation)

- NURS 1 (Foundations of Nursing)
- NURS 1L (Foundations of Nursing Lab)
- NURS 2 (Medical Surgical Nursing I)
- NURS 2L (Medical Surgical Nursing I Lab)
- NURS 3 (Basic Pharmacology)
- NURS 4 (Medical Surgical Nursing II)
- NURS 4L (Medical Surgical Nursing II Lab)
- NURS 5 (Obstetrics-Maternity Nursing)
- NURS 5L (Obstetrics-Maternity Nursing Lab)
- NURS 6 (Advanced Pharmacology)
- NURS 7 (Medical-Surgical Nursing III)

COURSE PREFIX and NUMBER: NURS 13
COURSE TITLE: Leadership
INSTRUCTIONAL AREA: HEALTH AND WELLNESS

NURS 7L (Medical-Surgical Nursing III Lab)
NURS 8 (Mental Health-Psychiatric Nursing)
NURS 8L (Mental Health-Psychiatric Nursing Lab)
NURS 9 (Pediatric Nursing)
NURS 9L (Pediatric Nursing)
NURS 14A (Foundations Learning Lab)
NURS 14B (Pharmacology/Obstetrical Learning Lab)
LVN to RN Bridge Students: NURS 12 (Role Transition) and NURS 12L (Role Transition Lab), LVN license
Health and Safety Requirements

3. Corequisites (List course prefix, number, and title) Not applicable

4. Advisories (List course prefix, number, and title) Not applicable

5. Enrollment Limitations (Describe health/safety, audition, tryout, or cohort limitation) Not applicable

6. Course Objectives (Number each objective; objectives must define the exit skills required of students; use measurable objectives only; courses that allow repeatability must specify objectives for each time the course can be repeated)

Upon completion of the course the student will be able to meet the following objectives:

- A. Compare and contrast two major nursing theories and explain how they direct the implementation of the nursing process.
- B. Illustrate how leadership styles relate to the nursing process.
- C. Apply problem solving techniques in directing management while utilizing the nursing process.
- D. Describe how self-esteem and self-perception impact on nursing performance and managerial effectiveness.
- E. Describe how priorities in making patient assignments and delegation of assignments impact nursing management.
- F. Analyze how professional organizations influence the practice of nursing.
- G. Explain how federal and state laws impact nursing education, licensure and practice.
- H. Prepare a resume and job application, utilizing the guidelines for best professional presentation.
- I. Describe how interpersonal and organizational communication concepts affect leadership.
- J. Discuss the role expectations for the nurse in communicating, teaching, and ensuring safe supportive and restorative nursing care.
- K. Discuss the role of the nurse leader in making decisions, using power, influence, motivating and delegating.
- L. Describe how group dynamics affect leadership styles.

7. Course Content Lecture(Use outline format with letters for differentiating major topics and numbers for subtopics ; list major topics or lesson units; differentiate content of each level, when levels are assigned)

After reading each chapter, the student should be able to

- I. Module 1 – Leadership and Followership

- A. Define the terms leadership and followership.
- B. Discuss the importance of effective leadership and followership for the new nurse.
- C. Discuss the qualities and behaviors that contribute to effective followership.
- II. Module 2 – Manager
 - A. Define the term management.
 - B. Distinguish leadership and management.
 - C. Distinguish scientific management and human relations-based management.
 - D. Discuss the qualities and behaviors that contribute to effective management.
- III. Module 3 –Nursing Practice and the Law
 - A. Identify three major sources of laws.
 - B. Explain the differences between various types of laws.
 - C. Differentiate between negligence and malpractice.
 - D. Explain the difference between an intentional and unintentional tort.
 - E. Explain how standards of care are used in determining negligence and malpractice.
 - F. Describe how nurse practice acts guide nursing practice.
 - G. Explain the purpose of licensure.
 - H. Discuss the difference between internal standards and external standards.
 - I. Discuss advance directives and how they pertain to clients’ rights.
 - J. Discuss the legal implications of the Health Insurance Portability and Accountability Act.
- IV. Module 4 – Question of Value and Ethics
 - A. Discuss the way values are formed.
 - B. Compare and contrast various ethical theories.
 - C. Discuss virtue ethics.
 - D. Apply the seven basic ethical principles to an ethical issue.
 - E. Analyze the impact sociocultural factors have on ethical decision making by nursing personnel.
 - F. Discuss the influence organization ethics have on nursing practice.
 - G. Identify an ethical dilemma in the clinical setting.
 - H. Discuss current ethical issues in health care and possible solutions
- V. Module 5 – Organizations, Power and Empowerment
 - A. Recognize the various ways in which health care organizations differ.
 - B. Define power and empowerment.
 - C. Identify sources of power in a health care organization.
 - D. Describe several ways in which nurses can be empowered.
- VI. Module 6 –Getting People to Work Together
 - A. Describe the basic listening sequence and principles for effective communication.
 - B. Identify barriers to effective communication.
 - C. Discuss strategies for communication with colleagues and clients in health care settings.
 - D. Provide positive and negative feedback in a constructive manner.
 - E. Respond to feedback in a constructive manner.
 - F. Evaluate the conduct of performance appraisals.
 - G. Participate in formal peer-review.
- VII. Module 7 – Dealing with Problems and Conflicts
 - A. Identify common sources of conflict in the workplace.
 - B. Guide an individual or small group through the process of problem resolution.
 - C. Participate in informal negotiations.
 - D. Discuss the purposes of collective bargaining.
- VIII. Module 8 – People and the Process of Change

- A. Describe the process of change.
 - B. Recognize the resistance to change and identify its sources.
 - C. Suggest strategies to reduce resistance to change.
 - D. Assume a leadership role in implementing change.
- IX. Module 9 – Delegation of Client Care
- A. Define the term delegation.
 - B. Define the term unlicensed assistive personnel (UAP).
 - C. Understand the legal implications of making assignments to other health care personnel.
 - D. Recognize barriers to successful delegation.
 - E. Make appropriate assignments to team members.
- X. Module 10 – Quality and Safety
- A. Discuss the history of quality and safety within the U.S. health-care system
 - B. Analyze historical, social, political, and economic trends affecting the nursing profession and the health-care delivery system.
 - C. Explain the importance of quality improvement (QI) for the nurse, patient, organization and health-care delivery system.
 - D. Discuss the role of the nurse in continuous quality improvement (CQI) and risk management.
 - E. Examine factors contributing to medical errors and evidence-based methods for the prevention of medical errors.
 - F. Explain the use of technology to enhance and promote safe patient care, educate patients and consumers, evaluate health-care delivery, and enhance the nurse’s knowledge base.
 - G. Describe the effects of communication on patient-centered care, interdisciplinary collaboration, and safety.
 - H. Promote the role of the nurse in the contemporary health-care environment.
- XI. Module 11 – Time Management 2
- A. Describe personal perceptions of time.
 - B. Discuss the rationale for good time management skills.
 - C. Set short-and long-term personal career goals.
 - D. Analyze activities at work using a time log.
 - E. Incorporate time management techniques into clinical practice.
 - F. Organize work to make more effective use of available time.
 - G. Set limits on the demand made on one’s time.
 - H. Create a personal calendar using a computerized calendar system.
- XII. Module 12 – Promoting a Health Workplace
- A. Recognize the components of nurse job satisfaction.
 - B. Describe quality indicators related to safety and quality.
 - C. Recognize threats to safety in the workplace.
 - D. Identify agencies responsible for overseeing workplace safety.
 - E. Describe methods of dealing with violence in the workplace.
 - F. Identify the role of the nurse in dealing with terrorism and other disasters.
 - G. Recognize situations that may reflect sexual harassment.
 - H. Make suggestions for improving the physical and social environment.
 - I. Understand the American Nurses Association Future Vision for Nursing.
- XIII. Module 13 – Work-Related Stress and Burnout
- A. Identify signs and symptoms of stress, reality shock and burnout.
 - B. Describe the impact of stress, reality shock and burnout on the individual and the health care team.

- C. Evaluate his or her own and colleagues' stress levels.
 - D. Develop strategies to manage personal and professional stresses.
- XIV. Module 14 – Your Nursing Career
- A. Evaluate personal strengths, weaknesses, opportunities and threats using a SWOT analysis.
 - B. Develop a resume including objectives, qualifications, skills experience, work history, educations and training.
 - C. Compose job search letters including cover letter, thank-you letter, and acceptance and rejection letters.
 - D. Discuss components of the interview process.
 - E. Discuss the factors involved in selecting the right position.
 - F. Explain why the first year is critical to the planning of a career.
- XV. Module 15 – Nursing Yesterday and Today
- A. Compare and contrast the historical and current definitions of nursing.
 - B. Discuss the contribution of nursing leaders to the development of modern nursing: Florence Nightingale, Lillian Wald, Margaret Sanger, Mary Mahoney, Mildred Montag, and Virginia Henderson.
 - C. Discuss the history of men in nursing.
 - D. Differentiate the roles of the American Nurses Association, the National League for Nursing and the National Organization for Associate Degree Nursing, American Academy of Nursing, and the National Institute for Nursing Research.
 - E. Discuss ways for nurses to project a positive image.
 - F. Discuss some of the issues faced by the nursing profession over the past century.
 - G. Identify the changes that will affect nursing's future.
 - H. Describe actions every nurse can take to promote the profession and high quality care.

8. Course Content Lab (Use outline format with letters for differentiating major topics and numbers for subtopics ; for courses with lab hours only) Not applicable

9. Methods of Instruction (Use outline format with letters for differentiating methods ; list instructor initiated teaching and learning strategies)

- A. Lecture presentation and discussion – PowerPoint, DVD, Video
- B. Small group discussion
- C. Reflective blogging
- D. Learning groups
- E. Guest speakers
- F. Resource reading (journal articles and online web material)
- G. High fidelity simulation education
- H. Standardized Patient simulation
- I. Role play, storytelling, case studies
- J. Learning activities - learning games – interactive content
- K. Computer software activities and other methods of technology mediated learning tools

10. Out-of- Class Assignments (Use outline format with letters for differentiating assignments; examples include, but are not limited to, mandatory field trips, applied field work, etc.) Not applicable

11. Methods of Assessment (Use outline format with letters for differentiating major topics and numbers for subtopics ; list measurements of student achievement, writing assignment, and/or proficiency demonstration)

- A. Exams
- B. Quizzes
- C. Journal article review
- D. Reflective blogging
- E. Self-Reflection – SWOT Analysis
- F. High-Fidelity Simulation Education
- G. Personal project – Cover Letter/Resume/Curriculum Vitae

12. Cultural Pluralism Assignments and Methodology (Describe specific instructor initiated examples examining aspects of culture, contributions and social experiences of underrepresented ethnic or racial groups in the U.S. or in the history and multicultural traditions of non-western societies; examples should be comparative among multiple social groups, and include analysis of concepts of ethnicity, ethnocentrism and racism, and how they shape and explain ethnic experience)

Cultural diversity is a thread that runs throughout this program. The student will be assigned patients based on diagnosis, which will include a variety of cultural, ethnic, and socioeconomic backgrounds.

13. Critical Thinking Assignments (Use detail and state in cognitive terms reasonable, reflective thinking that focuses on observational skills, self-awareness, reasoning skills, questioning skills, problem-solving skills, and presenting one’s position on an issue or solution)

Appropriate critical thinking and interventions will be required upon abnormal assessment findings in the course assignments. Students will have to learn to develop a comprehensive personal plan to organize, delegate, and prioritize when working within a healthcare team to provide patient care. Therefore, scenarios, including simulation, case studies, and reflective thinking assignments will be provided requiring the student to use and improve their critical thinking skills to accomplish the learning objectives. Medication dosage calculations, drug compatibilities, and therapeutic drug effects will be continue to be included in all aspects of content improving medication safety administration requiring further critical thinking skills.

LEARNING RESOURCES STATEMENT (use for all courses)

The Learning Resources collection has been reviewed by the faculty originator and the librarian.

The following resources are ADA compliant and currently available for course support:

- Books
- Reference Materials
- Media
- Electronic Resources

The following resources are recommended for purchase to further support the course:

- Books
- Reference Materials
- Media
- Electronic Resources

Include an itemized list of materials requested including source, title, ISBN, and/or other purchase information:

[Click here to enter text.](#)

COURSE PREFIX and NUMBER: NURS 13
COURSE TITLE: Leadership
INSTRUCTIONAL AREA: HEALTH AND WELLNESS

TEXTBOOK FORM (use for all courses)

All transfer-level courses are required 1) to have a primary text with a 12th grade or higher readability and 2) be no more than five years old. Exceptions will be subject to Curriculum Committee approval. Secondary textbooks and other instructional materials are not restricted to specific readability levels or publication dates. All textbooks must have readability statistics attached.

REQUIRED PRIMARY STUDENT TEXTBOOK(S) / MATERIAL(S)

Title: Essentials of Nursing Leadership and Management
Edition, Publication Year: **5th ed. , 2010** ISBN/Website: 9780803622081
Author(s) Last Name, First Name: Whitehead, D.K., Weise, S.A. & Tappen, R.M.
Publisher: Philadelphia: F.A. Davis Company
Readability Level: 15.3

SECONDARY STUDENT TEXTBOOK / MATERIAL

Title: How many people does it take to make a difference?
Edition, Publication Year: : 2009 ISBN/Website: : 978193231972
Author(s) Last Name, First Name: Zadra, D., & Yarnada, K
Publisher: Seattle, WA: Compendium, Inc
Readability Level: 10.9

OPTIONAL INSTRUCTOR RESOURCE MATERIAL

Title: [Click here to enter text.](#)
Edition, Publication Year: [Click here to enter text.](#) ISBN/Website: [Click here to enter text.](#)
Author(s) Last Name, First Name: [Click here to enter text.](#)
Publisher: [Click here to enter text.](#)
Readability Level: [Click here to enter text.](#)

Essentials of Nursing Leadership and Management

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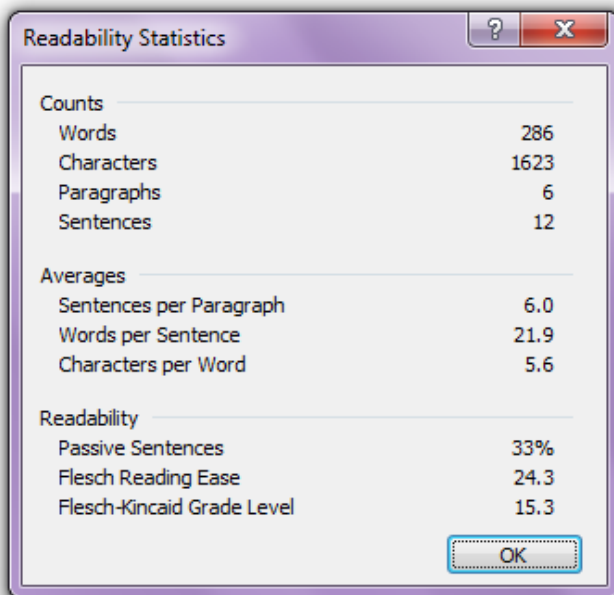
The relationship aspects of leadership are again brought to our attention in the work on emotional intelligence (Goleman, Boyatzes, & McKee, 2002). Part of what distinguishes ordinary leaders from leadership “stars” is consciously addressing the effect of people’s feelings on the team’s emotional reality. How is this done? First learn how to recognize and understand your own emotions and learn how to manage them, channel them, and stay calm and clear-headed and suspend judgment until the facts are in when a crisis occurs (Baggett & Baggett, 2005). The emotional intelligent leader welcomes constructive criticism, asks for help when needed, can juggle multiple demands without losing focus and can turn problems into opportunities.

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The question is what is not nursing’s role? Indeed, nursing’s role is part of every agency, every goal, and every outcome but the issues are not limited to healthy aging, genetics, and prevention of chronic diseases, technology, infectious diseases, and bioterrorism- the list goes on and on. Nursing must be at the forefront of this century, coupled with the timeless nursing values of advocacy, caring, compassion, quality, commitment, and trust. Evidence is growing that nursing is vital to building and maintaining safe, patient-centered, and affordable health care.

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Staff nurses today face often untenable assignments that need to be documented as such. Critical, clinical judgment should be utilized when evaluating the appropriateness of an assignment as refusal to accept an assignment without appropriate discussion within the chain of command can be defined as insubordinate behavior. Each Registered Nurse should become familiar with organizational policies, procedures, and documentation regarding refusal to accept an unsafe assignment. ANA has recently adopted a position statement and model ADO form available for use by SNA members



How many people does it take to make a difference?

Page 1

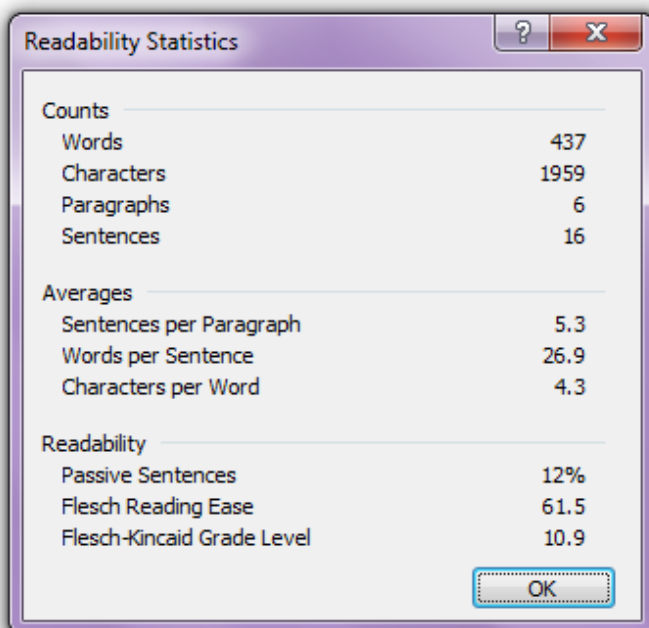
Ask a hundred people what a great life looks like and you'll probably get a hundred different answers, but certain answers will make virtually everyone's lists as most people agree for example, that a great life includes something work living for, maybe even worth dying for. A portion of a great life would be devoted to something bigger, greater, and grander than yourself, something that inspires you, energizes you and pulls you forward something that responds to your unique talent or touch and, ultimately, make a difference in the world around you. A great life would naturally bring more meaning, purpose, love, laughter, wonder, and adventure to your days when at the end of your journey you could look back on a life of significance, rather than regret.

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Go ahead and cry and I will catch your tears. A few weeks after one of his classmates died, an eight-year-old boy decided to visit the classmate's home one day after school. Later, when he returned home, his mother was surprised to find out where the boy had been and asking gently; "What did you say?" she waited for his reply. "Nothing." He replied, "I Just sat on his mom's lap and helped her cry." You never know how much good a simple smile can do. Each morning a middle school teacher noticed a lone student standing out in the hallway, a student with a withered arm and leg who always stood unsmiling and alone as none of the other students spoke with him. The teacher decided to make a point of greeting the boy in the hall each morning with a friendly smile and hello and on the last day of school, the teacher found a bright yellow envelop on his desk. Inside was a note from the student and all it said was, "Dear Mr. Tice, it was so nice of you to say hello to me in the hall each day.

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Service to others has its own arithmetic and combines two or more good-hearted people in the pursuit of a common cause when suddenly one-plus-one are more than two. It's call synergy and even though we all can do a little something, together we can do something truly amazing. If we all use arithmetic of service, there is not a single problem in this world that cannot be solved but the hard part is convincing each person that they play a significant part in the equation. Each of us has something to give which cannot otherwise be given and we all contribute a very critical factor in the multiplier effect.



Health and Wellness Learning Area Meeting

West Hills College Lemoore

September 6, 2011

Room 238

12:00 p.m. – 1:00 p.m.

10) Curriculum Committee Report

L. Catron reported that RN & LVN curriculum is up for review and that new curriculum forms will be available in October. L. Catron also informed the learning area that she is working on the grid for the 5 year review. R. Ragsdale reported that the state has been evaluating various courses in the PE areas and he is working with M. Hendrickson to adjust the pre-requisites for basketball and bad mitten curriculum. He is also trying to finish volleyball curriculum so that the course can be offered in the spring.

Health and Wellness Learning Area Meeting

West Hills College Lemoore

September 27, 2011

Room 238

12:00 p.m. – 1:00 p.m.

7) Curriculum Committee Report – Leslie

L. Catron reported Curriculum had their first meeting and that the committee underwent training. Training is necessary if you are in need of a substitute to fill in for a curriculum meeting. She reported that the training is located on the curriculum portal.

L. Catron also reported that all new forms should be ready in two weeks. J. Preston encouraged the learning area if the deadline has passed you can still submit the forms.

Health and Wellness Learning Area Meeting

West Hills College Lemoore

November 8, 2011

Room 239

12:00 p.m. – 1:00 p.m.

8) Curriculum Committee Report – Leslie:

L. Catron reported that the curriculum forms went through the second reading and should be up later in the week to use. She noted that the curriculum packet forms will have a few changes and that the short form will no longer be used. If writing or revising curriculum; use the new forms.

10.1- Course Deactivations/Deletions- Rodney:

R. Ragsdale asked the faculty to check their e-mails regarding information he sent of deactivating courses such as PE 6 & PE 52 while keeping courses PE 46 & PE 48 active.

10.2- TMC Kinesiology:

R. Ragsdale handed out a Kinesiology Transfer Model Curriculum form and shared with the learning area that the state passed the KINES degree. He will work with M. Hendrickson to help check over courses for a two option degree and pass the report on to Coalinga.

Health and Wellness Learning Area Meeting
West Hills College Lemoore
February 7, 2012
Room 239
12:00 p.m. – 1:00 p.m.

9) Curriculum Committee Report – Leslie:
10.1- Course Revisions for Spring 2012?

L. Catron reminded the learning area to submit any forms they may have for TRC. She noted that Nursing and PE have turned in paperwork using the new curriculum forms.

S. Droker reminded the learning area to visit the WHCL Curriculum Team Site to view the curriculum schedule. L. Catron added that the Curriculum handbook is also available on the portal.

Health and Wellness Learning Area Meeting
West Hills College Lemoore

April 10, 2012
Room 239
12:00 p.m. – 1:00 p.m.

10) Curriculum Committee Report – Leslie:

L. Catron noted that the Paramedic program curriculum has been completed by Marleen Smart and submitted to TRC for review. She requested input as others would seem appropriate.

TRC will review all nursing, PE, and Paramedic courses on April 16, 2012. The final forms with corrections are due to be posted to Curriculum Committee by Monday April 23, 2012 before 1 p.m. ensuring review in this semester.