

WEST HILLS COLLEGE LEMOORE
COURSE OUTLINE OF RECORD (COR)

FACULTY ORIGINATOR Leslie Catron

DATE 8/31/2012

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>	

Room Space Requirements: Standard classroom seating 48 students

COURSE PREFIX and NUMBER: NURS 9
COURSE TITLE: Pediatric Nursing
INSTRUCTIONAL AREA: HEALTH AND WELLNESS

Staff Requirements: BRN approved Masters prepared Registered Nurse
Equipment Requirements: White board, projector, document finder

COURSE OUTLINE (use for all courses)

UNITS: 1.5 Semester Lecture Hrs: 27 Semester Lab Hrs:

Grading (check all that apply): minimum Pass/No Pass
pass 77%

Repeatable for Credit? Yes *Maximum number of times taken for credit:* No

Materials Fee: \$ *Material Description:*

1. Course/Catalog Description

NURS 9 focuses on integration and application of the nursing process as it relates to the nursing care of children and their families. Emphasis is on the concepts and skills related to age-appropriate family centered care. Clinical experiences will provide opportunities for students to participate in therapeutic activities in a variety of pediatric settings.

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

Successful completion of 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), or LVN license and acceptance in the LVN to RN Bridge class, NURS 14A (Foundations Learning Lab), NURS 14B (Pharmacology/Obstetrical Learning Lab)

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

Concurrent enrollment in NURS 9L (Pediatric Nursing Lab)

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

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

The enrollment will be limited to 48 students per Board of Registered Nursing approval.

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:

- I. Communication Skills:
 - A. Identify and implement strategies for effectively communicating with children of different age and developmental levels and their families.
 - B. Demonstrate effective written and verbal communication skills with all members of the

- healthcare team.
- II. Thinking and Reasoning:
 - A. Utilize biopsychosocial concepts and theories, and principles of critical thinking to apply the nursing process to the care of children and their families.
 - B. Apply the nursing process and principles of safety to deliver care and perform nursing skills on assessed need for children and their families in complex care situations.
 - C. Employ knowledge of common health care problems using the nursing process to provide quality nursing care.
- III. Information Competency:
 - A. Utilize various web-based technology and educational resources to apply information in the care of children and their families.
- IV. Diversity:
 - A. Integrate developmental theories and concepts of diversity in the application of the nursing process in the care of children.
- V. Civic Responsibility:
 - A. Assume responsibility and accountability for nursing activities in the role of the pediatric nurse.
 - B. Utilize the nursing process, principles of health teaching, health promotion, illness prevention, and restorative care or end of life to promote adaptation for children and their families.
- VI. Life Skills:
 - A. Collaborate with other health care team members to manage and coordinate care for children and their families.
 - B. Examine personal beliefs and fears in the care of children and their families.
- VII. Careers:
 - A. Examine the professional nursing role as it applies to the pediatric nurse.

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)

Module 1 – Basic Concepts of Pediatrics

- A. Define and describe pediatric nursing including role and practice standards.
- B. Describe the historical significance of the history of pediatric nursing and its impact on family centered care.
- C. Describe biologic, psychosocial and cognitive development and growth behaviors utilizing Erikson and Piaget’s theories.
- D. Identify methods of communicating with the pediatric client and/or their significant others.
- E. Identify common safety issues for the pediatric client according to age groups.
- F. List the normal parameters for vital signs according to age groups and appropriately assess pain and implement effective pain management techniques.
- G. Perform an age-appropriate physical examination for a pediatric client.
- H. Identify nutritional requirements for the pediatric client according to age groups.
- I. Explain the role of play for the pediatric client and implement age-appropriate play therapy.
- J. Implement a plan of care for a pediatric client that is developmentally appropriate and demonstrates cultural sensitivity.
- K. Implement age-appropriate techniques for the safe, accurate administration of medications, including intravenous therapy.
- L. Communicate appropriately with the child and/or their significant others in the presences of chronic and terminal illnesses.

Module 2 – Caring for Children with Alteration in Oxygenation

- A. Delineate the differences in the anatomy, physiology and functioning of the respiratory system of children and adults.
- B. Describe the pathophysiology, clinical manifestations, treatment and nursing management of common acute and chronic alterations in oxygenation: asthma, bronchiolitis, croup, cystic fibrosis and pneumonia.
- C. Describe the actions of medications that are commonly used in the treatment of alterations in oxygenation.
- D. Describe the role of caregiver, teacher and manager of care using the nursing process with children experiencing chronic oxygenation alterations and interact appropriately with their families

Module 3 – Caring for Children with Alterations in Nutrition/Elimination

- A. Describe the differences between the anatomy and physiology of the gastrointestinal system of the infant and the adult.
- B. Discuss the pathophysiology, etiology, signs and symptoms of common disorders of nutrition and elimination and the nursing management using the nursing process as an organizing framework.
- C. Discuss the nursing management for children and their families requiring surgery for specific disorders of nutrition and elimination.
- D. Identify the educational needs for children and their families with problems in nutrition and develop a teaching plan that reflects age-appropriate and culturally sensitive content.
- E. Delineate the differences in the anatomy, physiology and functioning of the genitourinary system of children and adults.
- F. Describe the pathophysiology, clinical manifestations, treatment and nursing management in the role of caregiver, teacher and manager of care with common alterations in elimination related to the genitourinary system: Acute glomerulonephritis, nephritic syndrome, urinary tract infection, Wilm’s Tumor and related fluid and electrolyte imbalances using the nursing process as the organizing framework.
- G. Describe the actions of medications that are commonly used in the treatment of alterations in genitourinary functions.

Module 4 – Caring for Children with Alterations in Immunologic Function

- A. List the primary functions and describe the differences between the anatomy and physiology of the immune system of the infant and the adult.
- B. Discuss the pathophysiology, etiology, signs and symptoms of common immunological alterations and the nursing management using the nursing process as an organizing framework.
- C. Discuss the immunization schedule and explain the common side effects and adverse reactions of the various vaccines.
- D. Identify the educational needs for children and their families and develop a teaching plan that reflects age-appropriate and culturally sensitive content.
- E. Identify pharmacological substances and the nursing implications specific to immune function.

Module 5 – Caring for Children with Alterations in Circulation

- A. Delineate the differences in the anatomy, physiology and functioning of the circulatory/cardiovascular system of children and adults.
- B. Describe the pathophysiology, clinical manifestations, treatment and nursing management of common acute and chronic alterations in circulation: congenital heart disease, hemophilia, iron deficiency anemia and sickle cell disease.
- C. Describe the actions of medications that are commonly used in the treatment of alterations in circulation.
- D. Describe the role of caregiver, teacher and manager of care using the nursing process with children experiencing chronic circulatory alterations and interact appropriately with their

families.

Module 6 – Caring for Children with Alterations in Neurosensory Functions

- A. Delineate the differences in the anatomy, physiology and functioning of the neurosensory system of children and adults.
- B. Describe the common causes of hearing and visual impairment in children and how hearing or visual impairments affect the child's development of speech and language.
- C. Describe the pathophysiology, clinical manifestations, treatment and nursing management in the role of caregiver, teacher and manager of care with common alterations in neurosensory functioning: Bacterial meningitis, cerebral palsy, minor head injury, hydrocephalus, Reye's Syndrome, seizures, spina bifida. Utilize the nursing process as the organizing framework.
- D. Describe the actions of medications that are commonly used in the treatment of alterations in neurosensory.

Module 7 – Caring for Children with Alterations in Metabolism – Endocrine

- A. Delineate the differences in the anatomy, physiology and functioning of the endocrine system of children and adults.
- B. Describe the pathophysiology, clinical manifestations, treatment and nursing management in the role of caregiver, teacher and manager of care with common alterations in metabolism related to the endocrine system: Growth Hormone Deficiency, Precocious Puberty and Type I Diabetes using the nursing process as the organizing framework. Identify the educational needs for children and their families and develop a teaching plan that reflects age-appropriate and culturally sensitive content.
- C. Describe the actions of medications that are commonly used in the treatment of alterations in metabolism – endocrine

Module 8 – Caring for Children with Alterations in Mobility

- A. Delineate the differences in the anatomy, physiology and functioning of the musculoskeletal system of children and adults.
- B. Describe the pathophysiology, clinical manifestations, treatment and nursing management in the role of caregiver, teacher and manager of care with common alterations in mobility: Developmental Dysplasia of the hip, Fractures and Scoliosis using the nursing process as the organizing framework and identify the educational needs for children and their families and develop a teaching plan that reflects age-appropriate and culturally sensitive content.
- C. Describe the actions of medications that are commonly used in the treatment of alterations in mobility.

Module 9 – Caring for Children with Pediatric Emergencies

- A. Identify environmental issues which may contribute to abuse and neglect, drowning, poisonings, suicide, substance abuse and unexpected death of an infant.
- B. Describe the pathophysiology, clinical manifestations, treatment and nursing management in the role of caregiver, teacher and manager of care during pediatric emergencies: Abuse, Near drowning, suicide, substance abuse and unexpected death of an infant using the nursing process as the organizing framework, identify the educational needs for children and their families and develop a teaching plan that reflects age-appropriate and culturally sensitive content.

COURSE PREFIX and NUMBER: NURS 9
COURSE TITLE: Pediatric Nursing
INSTRUCTIONAL AREA: HEALTH AND WELLNESS

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. Role play, storytelling, case studies
- I. Concept care maps
- J. Study guides – learning activities
- K. Learning games – interactive content, 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. Classroom quizzes
- C. Team presentations
- D. Article assignment with reflection blogging
- E. Self- Evaluation
- F. High-Fidelity Simulation Education
- G. Classroom participation evaluation

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. Students 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 and the clinical setting. Students will learn to develop a comprehensive patient plan of care to organize, delegate and prioritize when performing care for the pediatric patient and family. 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 continue to be included requiring improvement in critical thinking skills and patient medication safety.

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.](#)

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: Wong's Essentials of Pediatric Nursing
Edition, Publication Year: 8th 2009 ISBN/Website: 978-0-323-05612-0
Author(s) Last Name, First Name Hocckenberry, Marilyn J., & Wilson, David
Publisher: Elsevier/Mosby
Readability Level: 16.5

SECONDARY STUDENT TEXTBOOK / MATERIAL

Title: Study Guide Wong's Essentials of Pediatric Nursing
Edition, Publication Year: 8th 2009 ISBN/Website: 978-0-323-05612-0
Author(s) Last Name, First Name: Hockenberry, Marilyn J., & Wilson, David
Publisher: Elsevier/Mosby
Readability Level: 13.3

OPTIONAL INSTRUCTOR RESOURCE MATERIAL

Title: Assessment Technologies Institute Nursing Care of Children
Edition, Publication Year: 8.0 2010 ISBN/Website: 978-1-933107-82-0
Author(s) Last Name, First Name: Assessment Technologies Institute
Publisher: Assessment Technologies Institute
Readability Level: 12.0
<https://www.atitesting.com/Home.aspx>

Wong’s Essentials of Pediatric Nursing

Page 2

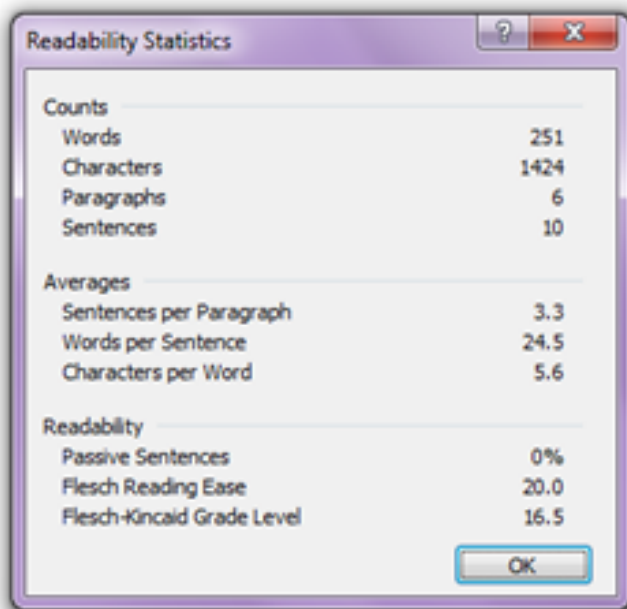
Nutrition is an essential component for health growth and development. Human milk is the preferred form of nutrition for all infants. Breastfeeding provides the infant with micronutrients, immunologic properties, and several enzymes that enhance digestion and absorption of these nutrients. A recent resurgence of breastfeeding has occurred due to education of mothers and fathers regarding the benefits and increased social support.

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The establishment of the Children’s Bureau marked the beginning of a period of studies of economic and social factors related to infant mortality, maternal deaths, and maternal and infant care in rural areas, all of which created a stimulus for better standards of care for mothers and children. These studies led to the first Maternity and Infancy Act (Sheppard-Towner Act) in 1921, which provided grants to states to develop a Division of Maternal and Child Health (MCH) as a unit of the health department. This bill eventually lapsed due to opposition from those (especially the American Medical Association) who viewed it as a socialist movement.

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Both numeric and structural abnormalities of autosomes (all chromosomes except the X and Y chromosomes) account for a variety syndromes usually characterized by cognitive deficiencies. A few are associated with a group of characteristics that clearly indicate the précises chromosome anomaly. Nurses often denote dysmorphic facial features, behavioral characteristics such as an unusual cry and poor feeding behavior, and other neurologic manifestations such as hypotonia or abnormal reflex responses, which may alert them to these and other chromosome abnormalities.



Study Guide Wong’s Essentials of Pediatric Nursing

Page 1

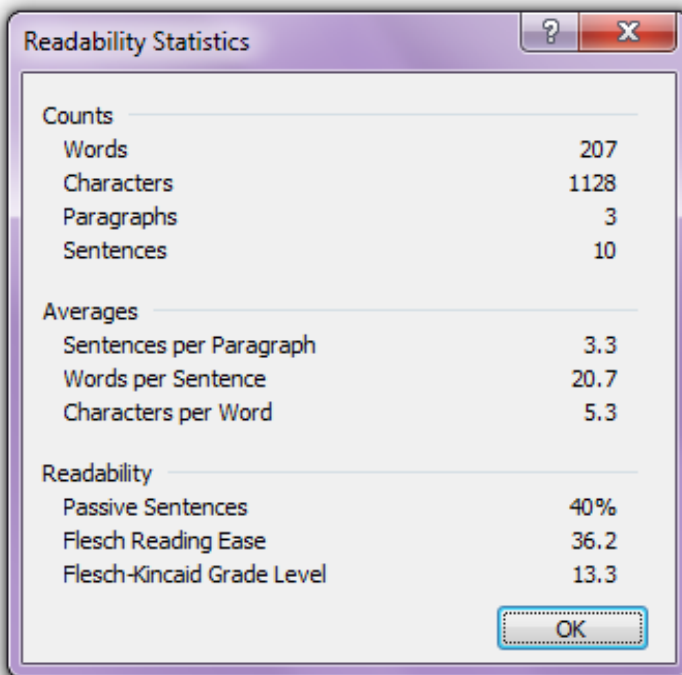
Chapter 1 provides an overview of the nursing care of children from a child-centered perspective as unique individuals with specific developmental needs. The chapter explores the current state of healthcare for children, childhood health problems, and family-centered care. After completing this chapter, the student will be able to use the nursing process as a tool to critically think about ways to deliver individualized and effective nursing care to children and their families.

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Chapter 2 explores the role of the nurse in the interdisciplinary approach to care of children and families in the community setting. Concepts and principles of community health nursing are explored. The components of the community nursing process are explained and contrasted with the nursing process used for an individual child or family. The information in the chapter will assist the student in defining the different roles and function of the community health nurse in providing care for the child and family.

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Family system theory is derived from general systems theory, a science of “wholeness” that is characterized by interaction among the components of the system and between the system and the environment. The family is viewed as a system that continually interacts with its members and the environment. The emphasis is on the interaction.



Technologies Institute Nursing Care of Children

Page 6

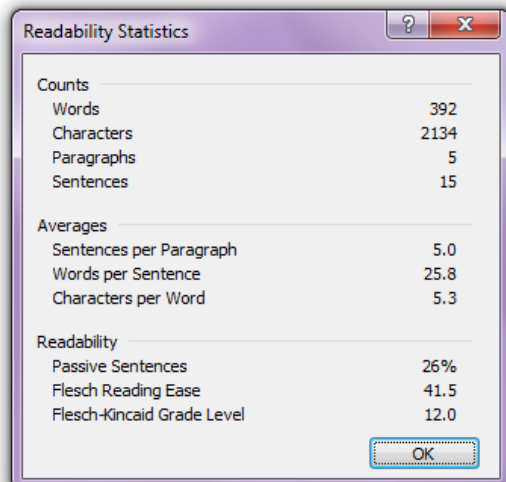
An extended family includes one or more parents, one or more children, and other family members, such as a grandmother. A nuclear family includes two parents and their children whereas a blended family includes at least one stepparent, stepsibling, and/or half sibling. A gay/lesbian family includes a common-law tie between two members of the same sex who may or may not have children. Genogram, structure, developmental tasks, family functions/roles, and family stressors should all be included in a family assessment including the child's physical growth is part of that child's individual assessment.

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The death of a child may be traumatic and devastating for a family resulting in Parental grief that may last a lifetime, place stress on marital relations, and impact a parent's ability to assist siblings in dealing with their grief. Children, regardless of age, will experience grief and loss, which is expressed sporadically through behavior and play and is present for a long period of time. Grief in children is expressed and dealt with in an individual manner. Children who have sustained the loss of siblings may experience physical symptoms (sleep disturbances, depression) or may display behaviors like trying to be perfect or acting out for attention. Dysfunctional grief is a type of complicated grief that persists for more than a year after the loss and this type of grief presents with the following characteristics: intense and prolonged feelings of loneliness, emptiness, and yearnings; distractive thoughts; an inability to sleep; lowered self-esteem; and loss of interest in daily activities. Family-centered care is required to meet the needs of each individual family member who is experiencing grief.

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Prevention methods should include performing proper hand hygiene, using a bulb syringe to remove nasal mucus, and keeping mucous membranes moist. It is also important to change the infant's position frequently to promote proper respiratory function therefore, placing the infant in Fowler's position most of the time is not advised. Antibiotics should not be used prophylactically to prevent infection. Muscular weakness in the lower extremities and an unsteady, wide-based or waddling gait are assessment findings consistent with muscular dystrophy. A child with cerebral palsy may show purposeless, involuntary, abnormal movements; a child with spina bifida may show a spinal defect and sac-like protrusion; and a child with Down syndrome may have an upward slant to the eyes.



COURSE PREFIX and NUMBER: NURS 9
COURSE TITLE: Pediatric Nursing
INSTRUCTIONAL AREA: HEALTH AND WELLNESS

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.