2012-2013 Summary of the Curriculum Sections of the Full Program Review

1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)

The Behavioral Sciences Department offers courses principally to meet degree and transfer requirements. In addition, the program offers career/work training as well as lifelong learning opportunities.

The Biology program focuses mainly on transfer. Many of our students enrolled in 110, 110L, 112A, 112B, 112C, 120, 224, and 240 will use these Biology courses to fulfill degrees, transfer, and pre-requisites for other programs (nursing).

Business and Information Systems Department
Business: Accounting and Management (BUS), Business Office Systems (BOS), Computer Information Systems (CIS), Real Estate (REAL) and Statistics (STAT) have been grouped and managed together for more than twenty years.

BIS curriculum is part of both the College of Marin's Transfer Program and Career Education Program. Our students include transfer oriented, recent high school graduates, career oriented students looking to develop entry level or upgrade current job skills, and professionals with advanced degrees looking for training in the latest computer technologies. We get a few students taking classes for personal growth, particularly in the computer technology courses.

Chemistry - Transfer.

Our Distance Education program reaches beyond the traditional classroom in order to fill the educational and career needs of those not being best served by more conventional approaches. Distance Education courses provide an excellent alternative for students who are unable to attend classes during regular hours, or who would like to take additional units in a time-efficient manner.

The Dental Assisting program has primarily a career technical education focus. The Program prepares students with the knowledge and skills necessary for an entry-level position in dental assisting. Students who complete the Program earn their Certificate of Completion in Dental Assisting and are eligible to take the State Registered Dental Assistant Licensure Examination and the Dental Assisting National Board Examination.

The EMT program is a career technical education class.

Engineering - Transfer

Geography:
1. prepares transfer students for a major or minor in Geography or a related field at a four-year institution. Bachelor degrees in these fields prepare students for careers in primary and secondary education, environmental and regional planning, sustainability, climatology, and international relations, to name a few.
2. promotes environmental and global literacy for students and the local community, and an appreciation for diverse intellectual and cultural heritages and an awareness of our increasingly global interconnectedness.

3. provides general knowledge which can be used in the workplace for positions in business, government, service in the international arena, and teaching at the elementary and secondary levels.

The Geology program is three-fold:

--GE transfer students
General education transfer students constitute the majority of students enrolled in CoM geology courses. Transfer students typically take courses such as Geology 103 (Environmental Geology), Geology 109 (Oceanography), Geology 120/120L (Physical Geology). The 120/120L series is particularly popular, as this combination fulfills the lab science transfer requirement. Typically, at least one section of 120 is offered at night, in order to be available to working students.

--Students intending on majoring in a science
A second focus involves students enrolling in CoM geology courses with the intention of majoring in a science. Because I endeavor to make the nature of science a part of each course, science majors in all fields will benefit in their broader understanding of scientific methodology.

--Life-long learning students
A third group served by geology courses at CoM is life-long learning students, who typically are an older demographic. This group benefits from the Marin-focused content of my courses; I attempt to explain geologic fundamentals with reference to local phenomena, in an effort to keep the material relevant to students' lives.

MATH:
Our program has two foci:
1.) Basic skills, as represented by the highly enrolled remedial courses Math 85, 95, 101, and 103, and
2.) Transfer

Apart from Math 115 (Stats), which serves the bulk of students seeking a transfer level course and which is well attended, the transfer program maintains a bare minimum of sections for students interested in math and the sciences: four semesters of calculus (123, 124, 223, 224), linear algebra (116), discrete mathematics (117), and their prerequisites of trigonometry (104), college algebra (105), and the combined college algebra+trig (109).

3) We also have our share of "lifelong learners."

MEDA - The focus of our program is Career Technical Education

The focus of the Natural History Program is varied. Students who participate in courses offered in the program are transfer, career technical and lifelong learning.
The Nursing program has both a career technical education focus and a transfer focus. The Program prepares students with the knowledge, skills, and attitudes necessary for a career in nursing. Program graduates complete the course work required by the California Board of Registered Nursing to qualify them to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Program graduates satisfy the COM requirements to earn an Associate in Science Degree. Our graduates are prepared to join the workforce as an entry level Registered Nurse in a variety of healthcare setting, such as acute care hospitals, extended care facilities, and community agencies.

The Program also focuses on transfer and encourages students to pursue advanced education in nursing. One of the recommendations from the Institute of Medicine and the Robert Wood Johnson Foundation report on the future of nursing was to promote higher levels of education and training through an improved education system that promotes seamless academic progression. Program graduates are qualified to transfer to a four-year institution to obtain a Baccalaureate in Science Degree in Nursing. Currently, the program has an Articulation Agreement with Sonoma State University which is promoting ADN to MSN completion.

PUENTE - Our focus is helping historically underachieving student populations to transfer, after beginning in at least English 120 (if not earlier in the sequence)

2. Have there been changes in the field that might impact your course offerings or degrees? Please explain.

BIS: Future challenges include incorporating the new Microsoft Operating System Windows 8 and new application package Office 2013 into the curriculum. This undoubtedly will affect labs and classroom demo machines on both campuses. The change has been liken to the major change Microsoft went through with the introduction of Windows 95 and is likely to set the table for business office software and hardware over the next several years. CIS, BOS and BUS must be prepared to keep up with the new environment.

Distance Education: COM has a small DE program compared to most CCC. Future budget cuts will impact our program as some DE courses could be cut. Additionally there are three teachers retiring from various disciplines. Are there plans for replacing those teachers with experienced DE instructors? If not training needs to take place very quickly.

Dental Assisting: In January 2010, programs were required to begin implementing new functions as a result of State Assembly Bill AB 2637. Select courses in the program were revised to reflect these requirements. Also, instructors had to have methodology training related to teaching the new procedures and to show proof of this training in the recent Program accreditation. The California Association of Dental Assisting Teachers (CADAT) is one of the organizations offering instruction to faculty in these new procedures.

In the next few years film based x-rays will be obsolete and replaced with digital technology. In preparing students for the newest technology used in the dental profession, the Program now has digital x-ray capabilities. Currently, the program is using film based dental x-rays for their outside patients. We foresee in the immediate future that dentists and the accreditation board will require digital x-ray over film based. However, the accreditation board still requires both to
be taught in the curriculum. In addition, patients are asking for digital x-rays to reduce the x-ray exposure.

The digital sensor reading is transmitted to a computer from which the digital images can be sent to dentists. With this new digital technology comes the dilemma as to how to send these images. This is a problem that needs to be addressed with the Dean and IT.

**EMT:** As of February 2012, new EMT regulations have been adopted by the Office of Administrative Law and will be required to become effective in all EMT training programs on April 1st, 2013. Full implementation of the new requirements shall be no later than 12 months past the approval date of April 1st, 2013. The present program provides 120 hours of which 8 hours in hospital and 10 hours in the field/ambulance. The new regulations require 160 hours of which are 136 hours didactic & skills, and 24 hours of clinical experience and 10 patient-care contacts. This 40-hour increase and planning for implementation will need to be accommodated by the college and Fire Science faculty and staff.

**Engineering:** There are constant changes in lower division transfer requirements by individual UC and CSU engineering departments that necessitate constant re-evaluation of the curriculum. More recently, activities in the wake of SB 1440 have raised the possibility of greater standardization of these lower division requirements; however, because engineering (as a "high unit major") was officially exempted from the legislation, it is not yet clear whether these efforts will be successful. Simultaneously, the CSU system has been pressuring their Engineering departments to reduce Bachelor Degree programs to 120 units, which creates additional challenges and (unpredictable) potential changes in lower division requirements.

Another recent change has been an increase in the use of web-conferencing, tablet PC, and other computer-based technologies to enhance educational opportunities. A consortium of CCs that includes College of Marin has been working to align curriculum and to develop and promote the use of these technologies to increase opportunities for students to take courses that might not be offered at their "home" institution during the semester desired, or perhaps not at all.

**Geography:** Yes. For quite sometime in the United States, the field of Geography as a scholastic discipline fell by the wayside. However, with society becoming increasingly aware of our global interconnectedness, and with the advent of geospatial technologies, Geography is experiencing a renaissance as a major at four-year institutions. Additionally, there is a growing public interest in geographic issues and expanding awareness of geography in other disciplines such as the Earth and Environmental Sciences. This is reflected in the need for a geo-literate population and workforce. Because of this, the Geography Program would like to add courses, offer existing courses more frequently, and offer an Associates degree in Geography.

**Geology:** Yes, there have been changes in employment for geologists, particularly a shift away from petroleum exploration and mining and toward environmental research and environmental consulting/remediation. To reflect such changes, I have begun offering Geology 103 (Environmental Geology) every term, and so far have received an enthusiastic response from students.
MATH - Not really; however, changes in the calculus curriculum at the University level have possibly created problems regarding articulation of our own calculus sequence; the department is looking into this currently.

MEDA: The medical field is under continuous changes. Growing technology, new regulations and constant revision of medical knowledge forces us to review our teaching materials and lab supplies/equipment. MEDA 145, 150 135 and 136 courses are under periodic revision in order to bring the most up to date information and skills to our students.

New legislations in the medical sector also invite us to revisit current regulations in Medicare, Medicaid and Medical Insurance.

We have recently added MEDA 164/164L which will be incorporated to our Fall 2013 schedule. This course will cover topics related with electronic health records. In early 2010 the Obama administration has announced its intention to spend $975 million dollars on developing electronic health records systems in the US as part of the economic stimulus package announced in 2009. This money will take the form of grants coming from both the US Department of Labor and the US department of Health and Human Services. The goal of this spending is to get roughly 100,000 hospitals and doctor practices using integrated and interconnected electronic medical records systems by the year 2014.

Natural History: Absolutely. The significance of the environmental crisis we all face is all the more urgent with every passing year. The Natural History Program addresses this urgency directly by offering courses that illuminate an understanding of our connectedness and how vital our reliance is on the ecosystems we depend on for survival.

Nursing: The Institute of Medicines’ work on health professions’ education (2003), identified six competencies to improve the quality and safety of the healthcare system - Patient-centered Care, Teamwork and Collaboration, Evidence-based Practice, Quality Improvement, Safety, and Informatics. Quality and safety competencies for nursing were defined and targeted knowledge, skills, and attitudes (KSAs) for each competency were developed for pre-licensure programs. These definitions and KSAs were resources to serve as guides to curricular development for academic programs (www.qsen.org). This work has been instrumental in driving the changes being made in the new COM nursing curriculum. The nursing faculties are in the process of revising The Philosophy, Program Student Learning Outcomes, and Course Student Learning Outcomes to reflect these recommendations. See proposed Philosophy of the RN Program, Program Student Learning Outcomes, and Student Learning Outcomes for select courses.

As clinical placements are becoming more difficult to obtain, clinical simulation centers are becoming more prevalent in nursing education. In 2010-2011, 82.8% (n=120) of nursing schools reported using a clinical simulation center and 71.7% (n=86) of schools that used a clinical simulation center had plans to expand the center (2010-2011 BRN Annual School Report - Data Summary). The Nursing Program at COM has a simulation lab and uses it to supplement clinical placements, standardize clinical experiences, and to provide clinical experiences not available in a clinical setting.
3. Are you planning on changing, updating or revising degree or certificate requirements? Please explain.

**BIS**  Curriculum was streamlined this last year in an effort to improve student success and simplify the reporting and monitoring requirements for SLO's and Assessment. Degrees and Certificates of Achievement were reworked considerably including dropping the Specialty subcategory in the CIS degree program.

- We recently returned a course in Marketing to the Business program and are investigating the possible positive effect of combining several eight-week Business Management courses in to single full semester courses.
- We recently updated our AS degree in the physical sciences and cancelled some of our discipline specific degrees. No further changes are planned at this time.
- As we look to increase the SB 1440 degrees, COM should be looking to add DE courses to fill the needs within the various departments.

**Dental Assisting:** As indicated in #2 above, select courses in the Program were revised to reflect the new requirements from AB 2637 to begin implementing training for the extra or expanded functions for the dental assistant. The bill required that instructors receive training in teaching in the following areas: Infection Control, Ultrasonic Scaling, and Pit and Fissure Sealants. All full time and part time instructors had this training as required by the accreditation commission.

The Program currently awards the following certificates: Certificate of Completion in Dental Assisting, California Radiation Safety, California Coronal Polishing, California Ultrasonic Scaling, California Pit and Fissure Sealant, and California Infection Control. These expanded functions are noted on the license.

In addition to the incorporation of these extra functions into the dental assisting curriculum, they are also being offered through Community Education (CE). The Coronal Polishing and Infection Control CE courses are recent. The Program Coordinator has applied for the Pit and Fissure Sealant Certificate through CE, but it has not as yet been approved.

**EMT:** The EMT classes/Program will conform to the new national and state requirements for the EMT program and graduate EMT certification. These new criteria will require extensive planning, writing, course outline revision, documentation and implementation hours.

**Engineering:** If the SB 1440 activities described above do result in some officially adopted course descriptors (C-IDs) and/or transfer model curricula (TMCs), we will revise our own degrees and/or courses to follow suit. The vetting process to comment on course descriptors and model degrees for Engineering just closed (Feb 15), and so it seems likely that news will be forthcoming during the next couple months.

**Geography**

Plans over the next several years include:
1. Making sure all articulation courses are up to date with CSU and UC requirements;
2. Developing and adding a World Regional Geography course offering to the Geography Program;
3. Offering an Associate of Arts degree in Geography.
MEDA: The Medical Assisting Program has gone under extensive revision of its courses. The goals of this revision were to:
- Update contents with current information and new legislations
- Revise SLOs
- Delete lab hours in the administrative portion and save teaching units to create new courses as MEDA 164/164L
- Add topics on MEDA 136/136L to reflect the current requirements in Medical Assisting approved by the California Medical Board
- Delineate specific prerequisites for each of the different tracks of MEDA externship: Administrative, Clinical or Administrative - Clinical Externships
- Degrees and Certificates were also changed in order to reflect these changes

Nursing: The RN Program faculty are in the process of a major curriculum revision. They will most likely not change, update, or revise degree requirements.

4. If available, have you created a “degree for transfer” in your discipline according to SB 1440? If so, what is it?

Anthropology, Business Administration, Psychology, Sociology all have approved degrees for transfer. Geography plans to create a new degree. At the state level, the Biology degree is almost ready. It is not available in other areas.

Geology: I have not yet created a specific "degree for transfer." However, I note that the requirements for the A.S. in Geology match the normal requirements for entry as a geology major for the university programs with which I am familiar. Most departments require at least a year of chemistry and physics prior to being considered for acceptance as a major. These requirements reflect the fact that one must attain a mastery of fundamental scientific concepts prior to taking one's first major's level course (usually Mineralogy).

MATH: The department is currently engaged in developing such a degree. In the meantime, the math degree piggybacks on the AS in Physical Sciences, since, prior to 2012, only 5 degrees had been awarded in 6 years.

5. Have you prioritized your courses according to department goals? (Please attach blueprint)

Bio - We are currently (this semester) looking at our previous blueprint and updating it.

BIS – attached blueprint

Chemistry - Our department has been cut to the bone. All courses are a priority at this point.

Dental Assisting
The purpose of the program is to provide state of the art, in-depth knowledge and training for students to develop the dental assisting skills necessary for an entry-level position. The current Student Learning Outcomes (SLOs) characterize what the graduate will be able to do in the practice of dental assisting at Program completion. These SLOs are evident in dental assisting courses throughout the curriculum and are sequenced in order for student to build on learning outcomes from previous courses.
For example, students take DENT 176 to learn about dental morphology for basic information on tooth anatomy, names, & locations in order to chart. To meet SLO #5, "Assist the dentist at chair-side with regards to ... charting, ...," students need the basic information from DENT 176 to chart. In DENT 172, students learn about infection control and sterilization procedures. To meet SLO #7, "Sterilize instruments and disinfect dental equipment to prevent cross contamination following OSHA compliance," students need the information on infection control and sterilization. Students also need DENT 172 to study head and neck anatomy before doing diagnostic procedures in another course.

**Engineering:** Yes. Fall: ENGG 110A, 111, 125, 235. Spring: ENGG 150, 220, 245.

**MATH:** There is nothing to prioritize: there is no fat in the math curriculum, it's strictly bare bones at this point. Every section of every course we offer is completely necessary to meet the needs of remedial students and of math/science majors. The number of sections offered in remedial courses and in Statistics is driven by enrollment; the current number of calculus sections is fixed, per an agreement reached as part of the last Educational Master Plan; it is the bare minimum necessary to allow a student to complete a math or science major.

We do have a blueprint for math scheduling, which was developed a couple of years ago as a joint project with the English and Science departments, in an effort to coordinate schedules and accommodate as many students as possible.

The real question is whether the Administration and the Board of Trustees have made student success their top priority. Each semester we must turn away students in Basic Skills and Transfer courses, especially Basic Math, Intermediate Algebra, and Statistics. The department requires additional units in order to serve these students. Likewise, we cannot afford to cut summer school units if we are serious about serving the needs of our students. If additional sections of these courses (Math 85, 95, 103 and 115) are run, they cannot come at the expense of the transfer program, which is already as thin as it possibly can get and still be called a transfer program.

**MEDA:** Program goal is to provide the most current and updated instruction so that our students will be competitive candidates when searching for jobs. Our courses are designed to meet this goal.

**Nursing:** Currently, the stated goal of the Program is to prepare graduates whose practice demonstrates caring, critical thinking, effective communication, and cultural and clinical competence. In addition, the Program strives to educate graduates who can work collaboratively, and are adaptable, politically aware, and committed to lifelong learning.

- See: College of Marin Registered Nursing Program Student Handbook
- [http://www.marin.edu/departments/HealthSciences/Nursing/](http://www.marin.edu/departments/HealthSciences/Nursing/)
- Rotation charts page 38

The current seven Student Learning Outcomes characterize what the graduate will be able to do in the practice of nursing at program completion. These outcomes have been leveled throughout the two years of the program and courses are sequenced in order for students to meet these outcomes. However, as stated above, the curriculum is in the process of being changed with a planned implementation date of Fall 2015.
6. Have all your courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.

All areas have been updated with the following notes:

**DENT** - All of the new duties identified in AB 2637 have now been integrated into Program courses. The Program had its last accreditation visit from the American Dental Association in Spring 2011. In preparing for this visit, all courses were revised, including syllabi and evaluation forms.

There is a need to review assessment tools for lab courses (lab evaluation forms). Currently, instructors design their own lab evaluation forms. The criteria in these evaluation forms may or may not reflect the course SLOs. These evaluation forms need to be reviewed to determine whether the criteria accurately assesses course SLOs.

**EMT**: Our courses will need to be updated and revised now according to the new National and State EMT Program and Certification California Code Of Regulations, Title 22, Division 9, Chapter 2 by April 1, 2014.

**Geography** - Student Learning Outcomes for courses offered in Geography were updated in the last 5 years. Not all courses have been taught in that time period. As the new full-time faculty member, I am currently updating and revising courses. There are no plans for deleting courses.

**Nursing**: Nursing Education did a major curriculum revision in Fall 2006, which impacted the philosophy of the program, student learning outcomes, program outcomes, and every course in the program. In Spring 2012, all course outlines and student learning outcomes for existing courses were updated. Over the past one and a half years faculty have worked on another major curriculum revision with a curriculum consultant paid for out of nursing grant funds. Currently, the faculty have a proposed new program philosophy, program student learning outcomes, course student learning outcomes for ten courses, and a proposed draft of a course sequencing plan. The consultant has been hired for another workshop with the faculty & Dean on 3/22/13. The faculty will continue their work on identifying clinical student learning outcomes and developing course content.

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.

**Behavioral Sciences**: Other than the SB 1440 AA-T degree for Anthropology, no new courses or degrees are being developed for the Behavioral Science Department.

**Chemistry**: Possible an environmental chemistry/biology GE course. But this will wait until teaching units are not quite worth the price of platinum.

**Dental Assisting**: One course that is being considered for development is an orientation course to the Program. It would be required, carry approximately .5 unit, and describe the program, expectations, structure and sequencing.
**Engineering:** See above comment regarding 1440. At present, it seems likely that we may have to revise a couple of courses, but that most will remain unchanged. If one or more TMCs are adopted, we will certainly be creating new AS degrees.

**Geography:** Yes, I plan to develop a World Regional Geography course as it is a core course of geographic education for majors. I also plan on making available an Associates degree in Geography. The Geography Program will seek to collaborate with other disciplines within the Life and Earth Sciences department, as well as outside the department, within the next several years on degrees, certificates and course offering involving geography and geographic literacy.

**MATH:** No. On the contrary, we have de-activated several courses, among them Math 90, 102G, 95AB, 110, 114, and 190.

**Natural History:** We plan on developing a Wildlife Conservation course. Wildlife Conservation is the study of conserving wildlife, which is disappearing at an alarming rate and many people want to know what to do about it. This course is of great interest to many participants in our Natural History Program as well as those interested in Environmental Sciences.

**Nursing:** At this time, there is a draft of the new courses and their sequences; however, additional work is needed on developing these courses and getting them through the Board of Registered Nursing and College approval processes. Target implementation date for new curriculum: Fall 2015.

**PUENTE** A new Puente counseling course has been created: COUN 154. This course, COUN 154: Student Development and Transfer, will emphasize the development of the student identity, values and preparation for transfer with an exploration of cultural diversity. This would be a 3.0 UC/CSU transferable course.

8. **Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes?**

**BIS:** There is an effort underway to investigate combining Computer Science and CIS under one department.

**Chemistry:** with biology for GE course

**Distance Education:** There has been some discussion on creating learning communities with Health Education and English or a writing skills course. But given budget constraints this has not come to fruition

**Geography:** The Geography Program will seek to collaborate with other disciplines within the Life and Earth Sciences department, as well as outside the department, within the next several years on degrees, certificates and course offering involving geography and geographic literacy.

**MEDA:** Collaborating with ESL, mathematics and English is an integral part of the success of our program. By collaborating with these departments instructors will then develop and implement strategies and deliver instruction to match the needs of the Medical Assistant student.
9. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses?

**Behavioral Sciences:** I have recently developed an online version of ANTH 101 (Introduction to Physical Anthropology) which will be offered in Spring 2013. I am planning on developing an online version of ANTH 102 (Introduction to Cultural Anthropology) in the next year. Both of these courses are popular high enrolling GE and transfer courses which meet requirements for many programs and majors.

**Chemistry:** Possible, chemistry 110 (nursing chemistry) could be offered as a hybrid course with lecture type of material, problems sets, discussion done online and the students come in once a week for lab.

**Distance Education:** One new DE course, *Introduction to Physical/Biological Anthropology*, was added to the schedule for Spring 2013. History has submitted the paperwork for a DE course. Drama has expressed interest in creating a DE section for Intro to Drama. As new faculty are hired there may be more opportunity for growth in DE. At this point, most of the faculty that have expressed interest are on board and teaching. Ideally any course that has multiple sections at least one should be offered as DE. Actively recruiting faculty to teach in DE is a great idea. However many faculty see it as more work without the compensation for development and training that is required to teach DE.

**Engineering:** Recently created new parallel online versions of some face-to-face courses. We may do this for one or more additional courses.

**MATH:** No. The department maintains Distance Ed versions of the remedial courses Math 101 and 103 (Elementary and Intermediate Algebra) and also of its most heavily attended transfer course, Math 115 (Statistics). We recently ceased to offer Math 95 (Basic Math) in the Distance Learning mode, having found it ineffective.

**Nursing:** There are no plans to develop Distance Ed courses at the present time. However, many instructors are currently using MOODLE as a format for posting course material, learning activities, and discussion groups.

10. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

Most said no with the following notes:

**Dental Assisting:** Prices for dental materials have increased in some courses and remained stable in others. The specific material that is expensive is IRM cement at $75.00 a jar. This material can be shared by students; however, they complain that there isn't enough of this material for the entire class. It is important that students have their own materials, especially for future testing procedures. Aluminum crowns have increased in price to $6.00 each, and students need three each to complete their evaluations. It is estimated that students need approximately $25-$60 per course for materials fees.
EMT: An increase may occur in materials due to the increase of 40 hours in training required by the new California Code of Regulations.

MEDA: We added material fees for MEDA 135L and MEDA 136L. The new material fee will be 50 dollars in each of these labs.

Nursing: NE Skills lab classes require materials fees for various supplies, such as dressings, foley catheters, & intravenous catheters/tubing/bags. Cost of these items continues to rise. Depending on grant and college funding sources, we may need to raise material fees. Also, if the faculty decide to purchase an electronic medical records system for the lab, this will create additional lab fees for students.

11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?
All said yes, with the following notes:

Dental Assisting: Pre-requisites and co-requisites have been reviewed. See Student Access and Success, Section II, which discusses the current English pre-requisite to the Program and the considerations for changing this requirement.

See Student Access and Success, Section I, which discusses students who fail either a theory course or a co-requisite lab course and pass the other. Currently, the student only needs to repeat the failed course and not the co-requisite. This is presenting problems in terms of knowledge and skill competencies being together. This situation could be corrected if a student who failed a course with a co-requisite, had to repeat both courses.

EMT: Yes. Students who took the Advanced First Aid/First Responder class, Fire Tech 112, as opposed to the Title 22 class, have been more successful in passing EMT class. The college should consider not offering the Title 22 class and make the Advanced First Aid/First Responder a pre-requisite for EMT. This will require future college course outline revision, and curriculum committee approval.

Nursing: In Spring 2012 when updating course outlines and student learning outcomes, the pre-requisites and co-requisites for the program were reviewed. No changes were recommended. However, as stated in #3 above, the Interim Director of the Program did request that Speech 122 - Public Speaking be accepted for the speech requirement for nursing at COM. This would allow students transferring to Sonoma State University to meet their speech requirement; a public speaking course is the only course they will accept.