

#12

COMPLETE

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Page 1: Please review the following:

Q1

Contact Person:

Name	Kathryn Nette/Fabienne Bouton
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Q2

Department:

Biological Sciences

Q3

Title of Request:

Human Cadavers to support Human Dissection course

Q4

Location of Request:

Anatomy Lab H 207

Q5

Type of Request (Select one):

Other: Please specify the non-operational other request::
In order to run the human dissection course we need to acquire two cadavers every two years; the cadavers are supplied by UCSD and are essentially loaned to us for a two year period. The costs involved are for preparation of the cadaver, transportation, and ultimate disposition of the body.

Q6

Description of Request: Please provide a description of the supplies, equipment, furniture or other request. When making your request, please be as specific as possible and include information such as make, model, manufacturer, color, quantity, etc.

Two human cadavers, one male and one female for use in Bio 251 Human Dissection class. The course is centered around the dissection of these cadavers. These are obtained on loan from UCSD Medical School for a period of two years after which time they are returned to UCSD for ultimate disposition of the bodies.

Q7

Estimated Cost:

\$7000. (\$3500 each). This is an approximate cost, which does change slightly; it is too far in advance to get an exact cost from UCSD right now; this cost estimate is based on what costs have been in the past.

Q8

Respondent skipped this question

Please attach quote, if available

Q9

Total Cost of Ownership: Can this request be maintained with existing funding sources? If not, please explain your plan to maintain this request. Example: potential yearly service agreements, warranties, and replacement costs.

Cadavers are maintained by lab techs in biology. Only costs are for production of preservative that is used to maintain the body for the two year period which is a few hundred dollars and is covered out of the biology supply budget.

Q10

Justification of Request: Please select the applicable criteria(s) and provide the details of how the criteria(s) relate to your request.

Equipment replacement,

Critical need,

Impact on student success and access,

Provided details::

The entire course is based around dissection of these human cadavers; we can handle 12 students each spring, 6 per cadaver. Students who take this class are typically those who want to transfer to nursing or medical programs, and receive extra points for having taken the course. Students must apply to take the course and must show that they are ready to actually work on a human body. We have to sign a contract with UCSD in order for them to loan us the cadavers and there are behavioral requirements for the students who will work on them. These can essentially be thought of as equipment replacement; no cadavers, no class. The college made the commitment to this when it decided to add the class to the course inventory.

Q11

Program Goal: Please identify the program goal(s) this request would help your program achieve and provide a brief explanation of how it would do so.

Maintain the Human dissection course on the active course inventory for the college.

Q12

Cuyamaca values equity and our resource allocations should reflect our values. How does this request support the college's equity and anti-racist work? Or how does this request contribute to more equitable student outcomes? District's Governing Board Resolution: To view, please visit the Governing Board's site [here](#), view the June 16, 2020 meeting, and view agenda item 8.1 "Resolution No. 20-015 In Denunciation of Violence Against Black Americans and Commitment to Anti-Racism" Cuyamaca College's Academic Senate's Resolution Cuyamaca College's Equity Plan

This course gives our students potential advantages in transferring into professional programs; since a great proportion of our STEM students fall into disadvantaged groups, by creating an advantage for those students who have taken this class, we can ultimately create greater equity in biomedical career fields.
