



CURRICULUM COMMITTEE MEETING

Friday, April 12, 2013 - 2:00 p.m.

Bayou St. John, City Park Campus – (Building 23, Second Floor)

AGENDA

I. Call to Order

II. Roll Call

III. Minutes of the meetings of

- a) **February 1, 2013**
- b) **March 1, 2013**

IV. Curriculum Operations Report – Tim Stamm

V. General Education / Articulation Initiatives – Tim Stamm

- a) Board of Regents Academic Affairs Policy 2.15:

“The standard number of credits required for the Associate Degree will be 60, though in some circumstances (e.g., accreditation requirements) they may range from 60-72 hours. Exceptions to the standard number of credits must be approved according to the respective System's policy. The Board of Regents will periodically review both the number of credit hours required and approved exceptions to the 60-hour standard.”

VI. Common Course Names/Numbers

- a) Louisiana ACT 356 (2009); subsection 3164:

“...the Board of Regents shall develop, coordinate, and maintain a statewide course numbering system for postsecondary Education in all public ... postsecondary institutions as a means to facilitate program planning and transfer of students and course credits between and among ... postsecondary educational institutions.”

- b) Mathematics – Core Competencies/Descriptions – November 21, 2011
- c) English – Core Competencies/Descriptions – January 13, 2012
- d) Biological Sciences – Core Competencies/Descriptions – February 17, 2012
- e) Physical Sciences – Core Competencies/Descriptions – March 27, 2012
- f) Foreign Languages – Core Competencies/Descriptions – April 17, 2012

- g) Fine Arts – Core Competencies/Descriptions – September 11, 2012
- h) Humanities – Core Competencies/Descriptions – October 10, 2012
- i) Social and Behavioral Sciences – Core Competencies/Descriptions – November 27, 2012.
- j) Accounting – Core Competencies/Descriptions -- February 26, 2013
- k) Finance/Economics/Management – Core Competencies/Descriptions – April 9, 2013 (meeting date adjusted)
- l) Marketing/Business Law/Legal Environment of Business/Microcomputer Applications/Statistical Methods/General-Intro to Business Administration/Business Math – Core Competencies/Descriptions -- May 1, 2013

VII. New Business

- a) **Business & Technology:**
Program Termination: Certificate of Technical Studies in Culinary Management. Terminate the C.T.S. in Culinary Management, as the program's purpose no longer meets business/industry needs, as reflected by available certification/licensure.
- b) **Technical Division:**
Program Termination: Technical Competency Area in Electrical Construction. Terminate the T.C.A. in Electrical Construction. The related Certificate of Technical Studies in Electrical Construction was terminated at the March 1, 2013 meeting of the Curriculum Committee, and replaced with Certificate level programs more reflective of contemporary workforce and licensure needs. The related T.C.A. in Electrical Construction does not meet contemporary workforce needs.
- c) **Nursing/NURS:**
Change of Course Laboratory-Credit and/Contact Hours :
 NURS-132: Transitions in Nursing: Licensed Practical Nurse (LPN) to Registered Nurse (RN). Revise the course laboratory, credit, and contact hours of NURS-132: Transitions in Nursing: Licensed Practical Nurse (LPN) to Registered Nurse (RN) *from 5-3-6 / 120 to 5-6-7 / 165* to reflect the revised Associate of Science degree in Nursing curriculum.
- d) **Nursing/NURS:**
Change of Course Description: NURS-132: Transitions in Nursing: Licensed Practical Nurse (LPN) to Registered Nurse (RN). Change the course description of NURS-132: Transitions in Nursing: Licensed Practical Nurse (LPN) to Registered Nurse (RN) to state: "For licensed practical nurses only. Builds on previously learned knowledge, skills and attitudes while incorporating the concepts of nursing, persons as patients, health, environment, and introduces the learner to the designated concepts and mandates which form the basis of the nursing curriculum.

Exemplars of chronic health conditions are used to further explain each concept and enhance the learner's understanding of the biological, psychological, social and professional dimensions of nursing and the learner is introduced to special populations in health care. In applying the nursing process and giving special emphasis to assessment, pharmacological, nutritional, mental health, health language and community considerations in the care of more than one patient with altered health in varying health care settings the learner will have opportunities to demonstrate competencies in patient-centered care, collaboration, quality improvement, informatics, evidence-based practice and safety. Key issues unique to the LPN to RN transition are discussed. Current description: “(For students admitted to the LPN to RN curriculum option) Care of the hospitalized adult with common chronic health problems. Theoretical concepts and clinical skills related to legal-ethical matters. Includes ventilation-perfusion, fluid volume, nutrition, endocrine, oncological and surgical problems. Emphasizes nursing process and roles of the associate degree nurse. Issues unique to LPN to RN transition.”

e) **Nursing/NURS:**

New Course: NURS-133: Pharmacology for Transitions (3-0-3 / 45). Creation of a new course, NURS-133: Pharmacology for Transitions, designed to introduce the LPN-RN transition student to essential components of pharmacology. Course description: “Concepts related to pharmacology and the nurse’s role in the safe administration of medications. Pharmacodynamics, drug classifications, and drug calculations are also included.”

f) **Nursing/NURS:**

Change of Program Description: Associate of Science in Nursing. Revise the program description for the A.S. in Nursing as follows: Program description: Eligibility statements: DELETE: Number 3 “An overall college grade point average (GPA) of at least 2.0 if college work is attempted.” General Education Requirements: Add: “Required grade of “C” or higher in all program courses required for degree.”

g) **Nursing/PRNU:**

Change of Program Description: Technical Diploma in Practical Nursing. Revise the program description for the T.D. in Practical Nursing as follows: Program Description: Delete references to fall and spring enrollment in paragraph two; Eligibility statement: Delete references to May or August admission dates; Delete third bullet of Number 3: Minimum scores: NET scores. Modify United States of America citizenship reference to state: “Additionally, LSBPNE requires that U.S citizenship or permanent residency must be held in order for a graduate of the program to apply for P.N. licensure.”

- h) **Allied Health/PHAR:**
Reactivation of Terminated Course: PHAR-101: Introduction to Pharmacy (3-0-3 / 45). A course, PHAR-101: Introduction to Pharmacy, was offered Fall 1999 to Fall 2005. Reactive the course, with the following description: “History of the profession, scope of practice. Information on career opportunities and specialty areas in pharmacy, as well as the educational requirements.”
- i) **Allied Health/PHAR**
New Course: PHAR-108: Law, Ethics, and Communication (3-0-3 / 45). Creation of a new course, PHAR-108: Law, Ethics, and Communication, designed to provide the pharmacy technician student with the fundamental skills for effective communication in the pharmacy setting, an overview of the laws that govern pharmacy practice, and ethical considerations in the practice. Course description: “Communication, law, and ethics in the pharmacy setting. Topics include patient focused communication, principles and elements of interpersonal and inter-professional communication, communication with diverse patient populations, foundation of law and ethics, pharmacy law, medication errors, and ethical issues in pharmacy and healthcare settings.”
- j) **Allied Health/PHAR**
New Course: HESC-103: Medical Law and Ethics (3-0-3). Creation of a new course, HESC-103: Medical Law and Ethics, designed to provide an overview of the legal principles and ethical standards in the medical field. Course description: “Ethical and legal principles and responsibilities involved in the medical field. Legal responsibilities, professional liability, licensing, contracts, confidentiality, HIPAA, STARK, risk management, and other applications of law in medicine are included.”
- k) **Allied Health/DIET/DMTP**
Change of Course Description: DMTP-101: Medical Nutrition Therapy. Change the description of DMTP-101: Medical Nutrition Therapy to state: “Foundational knowledge of basic nutrition and medical nutrition therapy. Includes instruction in nutrition principles, dietary guidelines, menu planning, nutrition care plans, and client education.” Current description: “Foundation knowledge of basic nutrition and medical nutrition therapy in both classroom and clinical experience. The course content includes nutrition principles, dietary guidelines, menu planning, nutrition care plans and client education.”
- l) **Technical Division/ELLT**
Course Revision: ELLT-100: Electrical Distribution (2-4-3 / 90). Course description: “Methods and types of electrical power transmission and distribution systems. Structures, equipment, power grids, and pole setting will be emphasized.”

- m) **Technical Division/ELLT**
Course Revision: ELLT-101: Introduction to Electric Line Technician Theory (2-4-3 / 90). Course description: “Minimum safety standards, general electrical concepts, and tools of the trade.
- n) **Technical Division/ELLT**
Course Revision: ELLT-103: Pole Climbing and Rigging (2-8-4 / 150). Course description: “Techniques used to safely climb utility poles and attach lifting equipment.
- o) **Technical Division/ELLT**
Course Revision: ELLT-104: Transformers (2-4-3 / 90). Course description: “Fundamentals and principles of single and three phase motors and generators as well as transformer theory, application, and characteristics.”
- p) **Technical Division/ELLT**
Course Revision: ELLT-201: Underground Construction (2-4-3 / 90). Course description: “Types of underground distribution systems.”
- q) **Technical Division/ELLT**
Course Revision: ELLT-202: Meter Installation and Service (1-3-2 / 60). Course description: “Basic theories of watt-hour meter operation, installation, and removal.”
- r) **Technical Division/ELLT**
Course Revision: ELLT-203: Three Phase Transformers (2-4-3 / 90). Course description: “Application and connection of single phase transformers to supply three phase power.
- s) **Technical Division/ELLT**
Change of Program Title: Certificate of Technical Studies in Electric Line Helper II. Change the title of the Certificate of Technical Studies in Electric Line Helper II *from* Certificate of Technical Studies in Electric Line Helper II *to* Certificate of Technical Studies in Electric Line Technician. The revised title more accurately reflects the curricular content and program learning outcomes.
- t) **Technical Division/ELLT**
Program Revision: Certificate of Technical Studies in Electric Line Technician. Revise the C.T.S. in Electric Line Technician: Add: ELLT-101: Introduction to Electric Line Technician Theory, ELLT-100: Electrical Distribution, ELLT-103: Pole Climbing and Rigging, ELLT-104: Transformers, ELLT-201: Underground Construction, ELLT-202: Meter Installation and Service, ELLT-203: Three Phase Transformers to Required Courses in Major; Add: CCSS-108: Career Success Skills and TECH-101: NCCER Technical Core to Required Related Courses; Total Program Hours: 26.

- u) **Arts & Humanities/CDYC**
Course Termination: CDYC-121: Movement with Young Children. Terminate the course, CDYC-121: Movement with Young Children. Content from this course will be incorporated in a new course, to more efficiently facilitate program learning outcomes and student progression through the program. Termination of this course reflects recent changes to Early Child Care standards.

- v) **Arts & Humanities/CDYC**
Course Termination: CDYC-131: Music with Young Children. Terminate the course, CDYC-131: Music with Young Children. Content from this course will be incorporated in a new course, to more efficiently facilitate program learning outcomes and student progression through the program. Termination of this course reflects recent changes to Early Child Care standards.

- w) **Arts & Humanities/CDYC**
Course Termination: CDYC-135: Dramatic Expression with Young Children. Terminate the course, CDYC-135: Dramatic Expression with Young Children. Content from this course will be incorporated in a new course, to more efficiently facilitate program learning outcomes and student progression through the program. Termination of this course reflects recent changes to Early Child Care standards.

- x) **Arts & Humanities/CDYC**
Course Termination: CDYC-165: Language and Literacy. Terminate the course, CDYC-165: Language and Literacy. Content from this course will be incorporated in a new course, to more efficiently facilitate program learning outcomes and student progression through the program. Termination of this course reflects recent changes to Early Child Care standards.

- y) **Arts & Humanities/CDYC**
Course Termination: CDYC-175: Teaching Science to Young Children. Terminate the course, CDYC-175: Teaching Science to Young Children. Content from this course will be incorporated in a new course, to more efficiently facilitate program learning outcomes and student progression through the program. Termination of this course reflects recent changes to Early Child Care standards.

- z) **Arts & Humanities/CDYC**
Course Termination: CDYC-185: Teaching Mathematics to Young Children. Terminate the course, CDYC-185: Teaching Mathematics to Young Children. Content from this course will be incorporated in a new course, to more efficiently facilitate program learning outcomes and

student progression through the program. Termination of this course reflects recent changes to Early Child Care standards.

aa) **Arts & Humanities/CDYC**

New Course: CDYC-125: Music and Movement (3-0-3 / 45). Creation of a new course, CDYC-125: Music and Movement. The goal of the course is to provide an overview of the value of music and movement through structured and creative play as a teaching tool. Course description: “Planning and organizing creative music and movement activities for young children. Terms related to the fundamentals of music theory and techniques needed in introducing singing, listening, playing, creating, and moving for care and development of young children programs are discussed.

bb) **Arts & Humanities/CDYC**

New Course: CDYC-179: Math and Science for Young Children (3-0-3 / 45). Creation of a new course, CDYC-179: Math and Science for Young Children. The goal of this course is to prepare students to teach Mathematics and Science in a child care setting. Course description: “Exploration of principles, methods, and materials for teaching young children math and science concepts through discovery and play.”

cc) **Arts & Humanities/CDYC**

Program Revision: Associate of Applied Science in Care and Development of Young Children. Revise the Associate of Applied Science in Care and Development of Young Children: Add: CDYC-113: Infant and Toddler Curriculum to Required Course in Major; Delete: CDYC-121: Movement with Young Children, CDYC-131: Music with Young Children, CDYC-135: Dramatic Expression with Young Children, CDYC-165: Language and Literacy, CDYC-175: Teaching Science to Young Children, CDYC-185: Teaching Mathematics to Young Children as various “OR” choices in Required Courses in Major. Create an “Approved Electives” Category (Select 6 hours): CDYC-125: Music and Movement, CDYC-179: Teaching Math and Science to Young Children, CDYC-141: Art with Young Children, CDYC-221: Introduction to Multiculturalism, CDYC-106: CDA Prep I, CDYC-107: CDA Prep II. Total Program Hours remain the same.

dd) **Business & Technology/MLIS**

Change of Course Description: MILS-101: Dynamics of Leadership. Change the course description of MILS-101: Dynamics of Leadership to state: “Introduces the personal challenges and competencies that are critical for effective leadership and communication. The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.” Current description: “Introduction to history and organization of Army ROTC and leadership traits, principles, and

characteristics. The student is introduced to the customs and courtesies of the military service, the present pay system, service benefits, the national defense structure, and the basic organization and functions of a military squad and platoon. Includes periodic field trips.”

ee) **Business & Technology/MLIS**

Change of Course Description: MILS-102: Dynamics of Leadership II. Change the course description of MILS-102: Dynamics of Leadership II to state: “Leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. You will explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises. Explores the Army’s leadership philosophy and learn fundamental military concepts. Emphasis on Army leadership will provide the learner a better understanding of the ROTC program, its purpose in the Army, and its advantages for the student.” Current description: “Continuation of leadership training and theory to include weapons training (assembly and disassembly procedures for the M-16 rifle and M-60 machine gun), communications (radiotelephone procedures, use of a CEOI), first-aid (bleeding, shock, burns, fractures, CPR), and training in NBC (nuclear, biological, chemical) topics. Includes periodic field trips.”

ff) **Business & Technology/MLIS**

Change of Course Description: MILS-201: Applied Leadership. Change the course description of MILS-201: Applied Leadership to state: “Dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises. The focus continues to build on developing knowledge of the leadership attributes and core leader competencies through the understanding of Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics. Case studies will provide a tangible context for learning the Soldier’s Creed and Warrior Ethos.” Current description: “Discussion of leadership principles and application of leadership techniques through role playing and group dynamics. Includes organization communications, human relations, organizational structures, power and influence, and management. Uses the military organization as a model. Course includes training in physical conditioning and periodic field trips.”

gg) **Business & Technology/MILS**

Change of Course Description: MILS-202: Management Techniques. Change the description of MILS-202: Management Techniques to state: “Challenges of leading teams in the complex operational environment. The course highlights dimensions of terrain analysis, patrolling, and

operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations.” Description currently states: “Introduction to management principles and techniques. Includes a discussion of leadership principles and application of leadership techniques as well as an introduction to military correspondence, discussion of customs and traditions, and Ranger Challenge skills such as knot tying and rope bridge. Course includes training in physical conditioning and periodic field trips.”

VIII. Old Business

IX. Next Meeting April 26, 2013 (Scheduled Meeting)

X. Adjournment