



CURRICULUM COMMITTEE MEETING

Friday, February 21, 2014 - 2:00 p.m.

Training/Orientation Room, City Park Campus – (Building 2, First Floor Room 105)

MINUTES

I. Call to Order

The meeting was called to order at 2:00pm, by Harold Gaspard, Chair

II. Roll Call

Present	Lester Adelsberg	Joan Hodge
Were:	John Arbour	Linda Kieffer
	Malane Arnaud-Davis	Mark McLean
	Jennifer Bennett	Cheryl Myers
	Douglas Brewster	Warren Punecky
	Maria Cisneros	Rhonda King
	Janet Colletti	Vance Roux
	Lesha Coulon	Tim Stamm
	Lilian Gamble	Tedd Walley
	Danielle Gandolfo	Darlene Williams
	Harold Gaspard	Kiedra M. Williams
	Thomas Gruber	
Attending to	Sal Anselmo	Larissa Littleton-Steib
Other Business:	Vernell Briscoe	Rhett McNorton
	Ashley Chitwood	Claudia Martinez
	Arnel Cosey	Patrice Moore
	Sara DeLozier	Kenneth Ripberger
	Linda Donahue	David Sanders
	Raymond Duplessis	Deborah Skevington
	Meredith Feike	Dolores Smith
	Larisia Jones	Kristine Stricknad
	Melissa LaCour	Theophilieus Worrell
	Anne LaVance	
Guests:	Janet Gauthier Stephens	Jon Petrie
	Ronald Chisholm	Amanda Rosenzweig
	Kathy Favret	John Trimmer

III. Minutes of Committee Meetings

- a) October 25, 2013
- b) November 15, 2013

IV. Curriculum Operations Report – Tim Stamm

V. Articulation/Transfer Initiatives – Tim Stamm

- a) Delgado Community College and Northshore Technical Community College – Transferrable General Education Courses
- b) 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 – Review – October 9, 2013
- c) English – Review – November 5, 2013
- d) Biological Sciences – Review – March 18, 2014

VII. Developmental Education:

- a) Louisiana Act 187 (2011):
Established a Remedial Education Commission

“The need for clear entrance and exit standards for all remedial courses and the transferability of credit for such courses to all public postsecondary education institutions in the state.”

VIII. New Business

- a) **Communication/READ**
Revision of Grading Policies: READ. The Reading Department proposes eliminating the “Y” grade notation in Developmental Reading courses, and to use the standard “A-F” grading system in its place. Elimination of the “Y” grade notation will impact student progression through and exiting from Developmental Reading. Progression Outline: READ-070: Basic Reading: Final grade of “A,” “B,” or “C” indicates

advancement to *next level* Reading Course; Final grade of “D” or “F” indicates student must *repeat the same course*. READ-071: Developmental Reading I: Final grade of “A,” “B,” or “C” indicates advancement to *next level* Reading Course; Final grade of “D” or “F” indicates student must *repeat the same course*. READ-072: Developmental Reading II: Pre-Final Exam Grade Average of “A,” “B,” or “C” are eligible to take Exit Examination; those passing the Exit Examination, receive Final Grade of “A,” “B,” or “C” and Exit Developmental Reading Requirements. Those students not passing the Exit Exam, receive a Final Grade of “D” or “F,” and are required to repeat *the same Reading course (i.e., READ-072)*. Those students with a Grade Average of “D,” or “F” are not eligible to take the Exit Examination, and must repeat *the same Reading course (i.e., READ-072)*. Motion to accept proposal [**Motion: Warren Punecky; Second: Lillian Gamble; Carried, Unanimously**].

- b) *The agenda was reordered and items were combined together for discussion. Original Placement Items VIII. b. to VIII.m.*

Allied Health/PSOM

New Course: PSOM-105: Introduction to Sleep and Wake (3-0-3 / 45). Creation of a new course, PSOM-105: Introduction to Sleep and Wake. The goal of the course is to provide the student with an over of the importance of sleep and health across the life span. Course description: “Introduction to the basics of sleep, sleep as a profession and its relevance to other health professions. The course is designed to attract interest to the field and provides knowledge and skills that can be applied to optimize sleep quality. Topics include: concepts of REM and NREM sleep, sleep regulation, common sleep disorders, sleep hygiene, and sleep and aging.”

Allied Health/PSOM

New Course: PSOM-107: Fundamentals of Polysomnography (3-0-3). Creation of a new course, PSOM-107: Fundamentals of Polysomnography. The goal of the course is to provide the student with the core principles, concepts, and skills used on a daily basis in the field of Polysomnography. Course description: “Principles, concepts, and skills used on a daily basis in the field of polysomnography. Consideration is given to the technologist’s responsibilities, job description, ethical behavior, medical records and patient confidentiality, as well as patient and electrical safety. Other topics include principles of biopotentials and waveform analysis, EEG sensors and other sensors, and the basics of sleep staging.”

Allied Health/PSOM

New Course: PSOM-109: Anatomy and Physiology of Sleep and Breathing. Creation of a new course, PSOM-109: Anatomy and Physiology of Sleep and Breathing. The goal of the course is to provide a foundation for understanding how the brain and nervous system work with the respiratory system to control and modulate sleep and wake. Course description: “Introduces, reviews, and explores the anatomic and physiologic knowledge necessary to understand sleep and sleep regulation

as well as breathing and breathing regulation. Covers the neurological and respiratory structure and function as related to sleep and wake as well as the cardiovascular system and sleep. Topics include the brain and spinal control of breathing, the mechanics and physiology of breathing, gas exchange and transport, the effects of sleep on breathing and sleep-related breathing disorders, acid-base disorders, and pulmonary function testing. The course will include lectures, demonstrations, board illustrations, and power-point slides.”

Allied Health/PSOM

New Course: PSOM-112: Pathophysiology and Classification of Sleep Disorders (3-0-3 / 45). Creation of a new course, PSOM-112:

Pathophysiology and Classification of Sleep Disorders. The goal of this course is to provide an overview of the normal and abnormal physiologic basis for sleep disorders and their classification. Course description: “Continuation of PSOM-109. Explores the physiologic basis for the major sleep disorders including sleep-disordered breathing, disorders of hypersomnia, sleep-related movement disorders, parasomnias, and disorders of initiating and maintaining sleep. Introduces the classification of sleep disorders as outlined in the International Classification of Sleep Disorders-3. Provides a clinical introduction to the assessment and treatment of sleep disorders frequently encountered in the sleep laboratory.”

Allied Health/PSOM

New Course: PSOM-115: Instrumentation in Polysomnography (3-2-3 / 75). Creation of a new course, PSOM-115: Instrumentation in Polysomnography. The goal of the course is to provide the student with hands-on training in the various hardware and software used in the evaluation and management of sleep disorders. Course description: “Core knowledge of principles, concepts, and skillsets used on a daily basis in the field of polysomnography. Skills will be developed further and applied in subsequent courses and practicums. By gaining a greater understanding of physiologic and physical concepts in this course the student is better prepared to face future challenges and changes in field of polysomnography.”

Allied Health/PSOM

New Course: PSOM-117: Monitoring and Introduction to Therapeutic Interventions (3-2-3 / 75). Creation of a new course, PSOM-117: Monitoring and Introduction to Therapeutic Interventions. The goal of the course is to provide students with opportunities to apply hardware and software skills mastered in earlier Polysomnographic Technology courses in the laboratory setting. Course description: “Continuation of PSOM 115 and is a combination classroom and laboratory simulation. Expands on the basic skills and concepts acquired in PSOM 115 and introduces the student to clinical polysomnography and monitoring in the laboratory. Included in the course are processes and protocols applied in a sleep center or laboratory such as PAP monitoring. Students will have an opportunity to test these protocols on each other in a simulation setting.”

Allied Health/PSOM

New Course: POLY-120: Polysomnographic Practicum I (0-16-3 / 240). Creation of a new course, POLY-120: Polysomnographic Practicum I. The goal of this course is provide practical application of skills introduced in programmatic courses. Course description: “The combined hardware, technical, and clinical facilities of an AASM sleep disorders center. Application of the principles, concepts, and skills learned in PSOM 115 and PSOM 117 will be developed in a clinical environment under the preceptorship of the Sleep Center supervisor/manager. Students will have an opportunity to work with different patient populations under the guidance of the Center supervisor/manager.”

Allied Health/PSOM

New Course: POLY-200: Polysomnographic Theory Integration (3-0-3 / 45). Creation of a new course, POLY-200: Polysomnographic Theory Integration. The goal of the course is to provide students with opportunities to integrate knowledge gained in the program with advanced recording procedures and analysis. Course description: “Advanced study in polysomnography. Covers complex testing procedures and advanced levels of data collection and analysis. The course is designed to develop the skills, principles, and practical applications learned in PSOM 115, 117, and 120. In addition to continued emphasis on accurate differentiation of sleep stages and recognition of abnormal respiratory events and ECG patterns, the student will learn advanced recording procedures. The course will also provide the student with a background in pediatric sleep disorders and scoring rules.”

Allied Health/PSOM

New Course: PSOM-207: Polysomnographic Practicum II (0-16-3 / 240). Creation of a new course, PSOM-207: Polysomnographic Practicum II. The goal of the course is to provide students with opportunities to work with a variety of patients in the Clinical Sleep laboratory. Course description: “Combined hardware, technical, and clinical facilities of an AASM sleep disorders center. Application of learned theoretical concepts and skills in polysomnography persist in an AASM Sleep Center environment. Students will obtain exposure to pediatric and, if possible, infant monitoring under the guidance of the Center supervisor/manager.”

Allied Health/PSOM

New Course: PSOM-209: Therapeutic Interventions for Polysomnographic Technology (3-2-3 / 75). Creation of a new course, PSOM-209: Therapeutic Interventions for Polysomnographic Technology. The goal of the course is to provide students with an opportunity to apply the knowledge and skills learned in PSOM 200 and previous PSOM courses in a simulated clinical laboratory setting with emphasis on therapeutic interventions and pediatric sleep. Course Description: “Advanced study in the theory and practice of therapeutic interventions in polysomnography. Emphasis is placed on recognizing the appropriate procedures in response to events and recognition of the complications and contraindications of prescribed therapy. Students will learn to

discriminate between the impact of medications used to treat sleep disorders and drugs in use that affect the polysomnogram. The course combines theory with practice in a laboratory setting with emphasis on the selection of supplemental oxygen therapy protocols and equipment by reviewing patient indications and contraindications. In addition, emphasis will also be on application of pediatric specific monitoring and pediatric scoring as well as on quantitative sleepiness assessment technologies.”

Allied Health/PSOM

New Course: PSOM-210: Polysomnographic Practicum III (0-16-3 / 240). Creation of a new course, PSOM-210: Polysomnographic Practicum III. The goal of this course is to provide students with the opportunity to extend the knowledge and expertise gained from PSOM 120 Practicum I and PSOM 207 Practicum II as well as the other courses. Emphasis will initially be on working with adult patients and later, with exposure to pediatric and infant patients. Course description: “Continued exposure to the combined hardware, technical, and clinical facilities of an AASM sleep disorders center. Application of learned theoretical concepts and skills in polysomnography persist in an AASM Sleep Center environment. Students will obtain exposure to pediatric and, if possible, infant monitoring under the guidance of the Center supervisor/manager.”

Allied Health/PSOM

New Course: PSOM-220: Polysomnographic Professional Seminar (3-0-3 / 45). Creation of a new course, PSOM-220: Polysomnographic Professional Seminar. The course is designed to give the student the opportunity to utilize his or her educational experience in the presentation of a well-researched and critical summary of the present state of polysomnography. Both textbooks and original publications will be included as sources in each student’s presentation. Course description: “Capstone educational experience in the polysomnography program. Students will work in groups to assemble and prepare a comprehensive review of the anatomy and physiology, pathophysiology, instrumentation, monitoring, therapeutic interventions as well as professional conduct, laws and regulations of the state of Louisiana as applied to polysomnographic technology and sleep medicine. Individual oral presentations of the various topics will be given by each student followed by questions from experienced personnel.” Motion to accept proposals [**Motion: Lester Adelsberg; Second: Maria Cisneros; Carried, Unanimously**].

- c) *The agenda was reordered. Original Placement Item VIII. n.*

Allied Health/PSOM

Final Approval of Curriculum: Associate of Applied Science in Polysomnographic Technology. Motion to accept proposal [**Motion: Lillian Gamble; Second: Jennifer Bennett; Carried, Unanimously**].

- d) *The agenda was reordered. Original Placement Item VIII. o.*

Allied Health/MLTS

Change of Program Description: Associate of Applied Science in Medical Laboratory Technology. Revise the program description for the Associate of Applied Science in Medical Laboratory Technology: Add: a cross-reference of “Essential Functions” to “Technical Standards” in the fourth listing of Admission Criteria. Delete: reference to the Technical Competency Area program in Phlebotomy Technician from the program’s accreditation statement. Changes are necessary to maintain compliance with the requirements of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Motion to accept proposal [**Motion: Lester Adelsberg; Second: Maria Cisneros; Carried, Unanimously**].

- e) *The agenda was reordered and items were combined for discussion. Original Placement Item VIII. p. to VIII. w.*

Business & Technology/PAST

Change of Course Prerequisite Requirements: PAST-101: Introduction to Baking and Pastry. Addition of Eligibility for ENGL-101: English Composition I and MATH-118: Algebra for College Students as prerequisite requirements. Currently, the course has no prerequisite requirements.

Business & Technology/PAST

Change of Course Prerequisite Requirements: PAST-102: Baking and Pastry Skills Lab I. Addition of CULA-103: Food Safety and Sanitation and English Composition I and MATH-118: Algebra for College Students as prerequisite requirements. Currently, the course has no prerequisite requirements.

Business & Technology/PAST

Change of Course Prerequisite Requirements: PAST-103: Baking and Pastry Skills Lab II. Addition of CULA-103: Food Safety and Sanitation, PAST-101: Introduction to Baking and Pastry, and PAST-102: Baking and Pastry Skills Lab I as prerequisite requirements. Currently, the course has no prerequisite requirements.

Business & Technology/PAST

Change of Course CO-Requisite Requirements: PAST-150: Work Experience I. Remove PAST-101: Introduction to Baking and Pastry and PAST-102: Baking and Pastry Skills Lab I as co-requisite requirements.

Business & Technology/PAST

Change of Course Prerequisite Requirements: PAST-200: Contemporary Desserts. Addition of PAST-103: Baking and Pastry Skills Lab II to current prerequisites: CULA-102: Basic Culinary Skills, CULA-103: Food Safety and Sanitation, PAST-101: Introduction to Baking and Pastry, PAST-102: Baking and Pastry Skills Lab I, and PAST-150: Work Experience I as prerequisite requirements.

Business & Technology/PAST

Change of Course Prerequisite Requirements: PAST-204: Specialty Decoration and Showpiece Design. Addition of CULA-102: Basic Culinary Skills, CULA-103: Food Safety and Sanitation, PAST-101: Introduction to Baking and Pastry, PAST-102: Baking and Pastry Skills Lab I, PAST-103: Baking and Pastry Skills Lab II, and PAST-200: Contemporary Desserts as pre-requisite requirements. Currently, the course has no prerequisite requirements.

Business & Technology/PAST

Change of Course Prerequisite Requirements: PAST-251: Work Experience III. Addition of PAST-150: Work Experience I and PAST-250: Work Experience II as prerequisite requirements. Currently, the course has no prerequisite requirements.

Business & Technology/PAST

Change of Course Prerequisite Requirements: PAST-217: Pastry Arts Capstone. Addition of CULA-102: Basic Culinary Skills, CULA-103: Food Safety and Sanitation, PAST-101: Introduction to Baking and Pastry, PAST-102: Baking and Pastry Skills Lab I, PAST-103: Baking and Pastry Skills Lab II, and PAST-200: Contemporary Desserts. Currently, the course has no prerequisite requirements. Motion to accept proposals w/friendly amendment to include prerequisite of only the course directly preceding the referenced course (i.e., to remove cascading prerequisite listings from subsequent course prerequisite listing [**Motion: Lilian Gamble; Second: Maria Cisneros; Carried, Unanimously**]).

- f) *The agenda was reordered. Original Placement Item VIII. x.*

Allied Health/VETT

Change of Program Description: Associate of Applied Science in Veterinary Technology. Addition of the statement “with applications available beginning December 1,” to the sentence describing the program application process. Addition of two criteria to the list of admission eligibility: “6-Complete 100 hours of observation in a veterinary hospital. 7-Submit three letters of recommendation.” Motion to accept proposal [**Motion: Lester Adelsberg; Second: Warren Punecky; Carried, Unanimously**].

IX. Old Business

- a) **Report of Task Force:** Transferrable Mathematics Courses in degree (and certificate) programs. Summary report from the Mathematics Taskforce, as presented to the Vice Chancellor for Academic Affairs, regarding the progress and timeline for replacing MATH-118: Algebra for College Students, a course not listed on the Board of Regents’ Master Course Articulation Matrix or included in the Louisiana Common Course Catalog, with transferrable courses included on the Board of Regents’ Master Course Articulation Matrix and included in the Louisiana Common Course Catalog.

X. Next Meeting March 21, 2014 (Scheduled Meeting)

XI. Adjournment 3:15 p.m.