



CURRICULUM COMMITTEE MEETING

Friday, April 17, 2:00 p.m.

*Virtual Meeting (via webex)***

MINUTES

I. Call to Order The meeting was called to order at 2:05 p.m., by Tim Stamm, Assistant Chair

II. Roll Call

Present Were:

Sal Anselmo	Cheryl Myers
Abdelrahim Ayyad	Jim Newchurch
Malene Arnaud-Davis	Jay Randolph
Jennifer Bennett	Kenny Ripberger
Peter Cho	Patricia Ross
Maria Cisneros	Vance Roux
Caitlin Cooper	Jeanne Samuel
Emily Cospers	David Sanders
Emmett Davis	Michael Santos
Raymond Duplessis	Mostofa Sarwar
Lilian Gamble	Tim Stamm
Sarah Inman	Janet Gauthier Stephens
Jesse Boyd	Erin vonSteuben
Larissia Jones	Tedd Walley
Cherie Kay LaRocca	Theo Worrell
Patrice Moore	
Karen Muhsin	

Attending to

Other Business:

Revaz Akirtava	John Hazzard
John Arbour	Monecia Moody
Jason Briggs	Deborah Skevington
Lesha Coulon	Sara Strickland
Tamika Duplessis	Arlanda Williams
Michelle Greco	

Guests:

Patrick Conroy	Anne LaVance
Connie Green	Jennifer Limon
E. Shay Hope	Robert Warren
Richard Klienschmidt	Darlene Williams
Linda Launey	

III. Call for Public Comments (LA R.S. 42:26, 2010, No. 861, sec 23)

****Governor's temporary approval for virtual meetings in light of COVID-19 'shelter-at-home'****

IV. Minutes of meeting of November 15, 2019

A review of meeting minutes was deferred until such time as a face-to-face meeting, or additional time for review and comment is available.

V. Curriculum Operations Report – Tim Stamm

VI. New Business

a) **Allied Health/PHAR**

Final Approval of Curriculum: Career and Technical Certificate in Entry-level Pharmacy Technician. Final approval of the C.T.C. in Entry-level Pharmacy Technician to include suggested sequence and Student Learning Outcomes. Program Description: "The Entry-Level Pharmacy Technician program will prepare students for practice as Entry-Level pharmacy technicians in a variety of contemporary settings (e.g., community, hospital, home care, long-term care) and for the national certification exam." Motion to accept proposal [**Motion: Lilian Gamble; Second: Jay Randolph; Carried, Unanimously**].

b) **The agenda was reordered and items were combined for discussion. Original Placement Items VI. b to VI. h**

Allied Health/VETT

New Course: VETA-103: Veterinary Assistant Husbandry (2-0-2/30). Creation of a new course, VETA-103: Veterinary Assistant Husbandry. Course description: "Basic animal husbandry and nutrition requirements. Basic kennel techniques including sanitation and disinfections, housing, and feeding requirements for different species."

Allied Health/VETT

New Course: VETA-105: Veterinary Assistant Nursing Skills (2-0-2 / 30). Creation of a new course, VETA-105: Veterinary Assistant Nursing Skills. Course description: "Entry-level hands-on nursing skills for veterinary care for a variety of species such as restraint, nail trims, TPR assessment, breed identification, and ear cleaning."

Allied Health/VETT

New Course: VETA-107: Veterinary Assistant Clinical Pathology (2-0-2 / 30). Creation of a new course, VETA-107: Veterinary Assistant Clinical Pathology. Course description: "Basic lab procedures. Includes sample collection and setting up various veterinary tests"

Allied Health/VETT

New Course: VETA-109: Veterinary Assistant Surgical Techniques (2-0-2 / 30). Creation of a new course, VETA-109: Veterinary Assistant Surgical Techniques.

Course description: “Basic surgery procedures including maintaining sterility, patient prep, and cleaning instruments/equipment.”

Allied Health/VETT

New Course: VETA-111: Veterinary Assistant Radiology Techniques (2-0-2 / 30). Creation of a new course, VETT-111: Veterinary Assistant Radiology Techniques. Course description: “Basic radiology procedures and assisting restraining animals.”

Allied Health/VETT

New Course: VETA-115: Veterinary Assistant Pharmacy Techniques (2-0-2 / 30). Creation of a new course, VETT-115: Veterinary Assistant Pharmacy Techniques. Course description: “Basic pharmacy tasks. Includes labeling, storing, handling, controlled substances, administering oral medications, and inventory of drugs and vaccines.”

Allied Health/VETT

New Course: VETA-200: Vet Assistant Externship (0-10-3 / 150). Creation of a new course, VETA-200: Vet Assistant Externship. Course description: “Supervised experience in veterinary assistant techniques in a clinical facility. Upon completion, students will demonstrate competence in all skills learned in the program.” Motion to accept proposals [**Motion: Lilian Gamble; Second: Ray Duplessis; Carried, Unanimously**].

c) *The agenda was reordered. Original Placement Item VI. i*

Allied Health/VETT

Course Revision: VETT-102: Veterinary Office Procedures and Hospital Management (3-0-3 / 45). Change the lecture, credit, and contact hours of VETT-102: Veterinary Office Procedures and Hospital Management *from* 3-0-3 / 45 *to* 2-0-2 / 30. Motion to accept proposal [**Motion: Raymond Duplessis; Second: Jessie Boyd; Carried, Unanimously**].

d) *The agenda was reordered. Original Placement Item VI. j*

Allied Health/VETT

Final Approval of Curriculum: Certificate of Technical Studies in Veterinary Assistant. Final approval of the C.T.S. in Veterinary Assistant to include suggested sequence and Student Learning Outcomes. Program Description: “A veterinary assistant is a veterinary professional whose main duty is to assist veterinarians and veterinary technicians with duties including: restraining animals, processing lab work, sterilizing equipment, kennel work, clerical duties, filling prescriptions, handling specimen samples, assisting with taking radiographs, educating pet owners (clients), and researching records regarding vaccines or other medications. Students will be instructed on proper techniques to perform all of the skills referenced, plus any additional skills appropriate for a veterinary assistant. As a graduate of the Certificate program, students will be prepared for entry-level positions in veterinary hospitals, including specialty hospitals. A proficient veterinary assistant can greatly ease the burdens and

stresses on veterinarians and veterinary technicians. Having a trained Veterinary Assistant can free up the veterinarian and technician to complete skills only those professionals are legally allowed to perform, and leave the less complicated tasks to veterinary assistants. Veterinary Assistants are an important part of the veterinary health care team. This program will help prepare graduates to take the NAVTA Approved Veterinary Assistant Exam (AVA), once it is designated a NAVTA approved training program.” Motion to accept proposal [**Motion: Emily Cosper; Second: Peter Cho; Carried, Unanimously**].

e) *The agenda was reordered. Original Placement Item VI. k*

Allied Health/VETT

New Course: VETT-127: Veterinary Technology Dentistry Techniques (1-0-1 / 15). Creation of a new course, VETT-127: Veterinary Technology Dentistry Techniques. Course description: “Acquaints the student with proper dentistry techniques of dogs, cats, and other species. Topics include: dental prophylaxis, charting, client education, radiology, PPE, and other techniques.” Motion to accept proposal [**Motion: Jay Randolph; Second: Sal Anselmo; Carried, Unanimously**].

f) *The agenda was reordered. Original Placement Item VI. l*

Allied Health/VETT

Program Revision: Associate of Applied Science in Veterinary Technology. Revise the A.A.S. in Veterinary Technology: ADD: VETT-127: Veterinary Technology Dentistry Techniques to Required Courses in Major; adjust Suggested Sequence, specifically second semester and third semester, to reference changes. Total program hours *remain the same*. Motion to accept proposal [**Motion: Lilian Gamble; Second: Jay Randolph; Carried, Unanimously**].

g) *The agenda was reordered. Original Placement Item VI. m*

Science & Mathematics/MATH

Concept Proposal of a New Instructional Program: Associate of Science in Mathematics and Engineering Science. Delgado Community College proposes a sixty (60) credit hour Associate of Science (AS) in Mathematics and Engineering Science. The proposed program is designed for students that seek to transfer to four-year institutions to obtain degrees in Engineering, Mathematics, or related fields. Students enrolled in this program will take courses that generally transfer as the first two years of an engineering or mathematics baccalaureate degree. The program strongly emphasizes fundamental mathematical concepts and problem-solving skills that are useful in a number of fields such as Engineering, Mathematics and Statistics, Astronomy, Chemistry, Computer Science, Earth Sciences, Economics, Education, Physical Sciences, Physics, and the Social Sciences. The goal of the proposed Associate of Science degree program is to develop a continuous, sustainable pipeline of Engineering and Mathematics

transfer students and to provide a clear and efficient transfer pathway for students interested in pursuing a baccalaureate degree in Engineering, Mathematics, or related fields. **[STAR 4 (Mathematics); STAR 4/5 (Engineering); TRANSFER]** Motion to accept proposal **[Motion: Emily Cosper; Second: Lilian Gamble; Carried, Unanimously]**.

h) *The agenda was reordered. Original Placement Item VI. n*
Technical Division/COSM

Concept Proposal of a New Instructional Program: Career and Technical Certificate (C.T.C.) in Esthetics. Creation of a C.T.C. in Esthetics. Delgado Community College proposes an eighteen (18)-credit hour, 900 clock hour Career and Technical Certificate (C.T.C.) program in Esthetics. Estheticians, or skincare specialists, cleanse and beautify the face and body to enhance a person's appearance. Typically, estheticians will evaluate the client's skin condition and appearance; discuss available treatments and determine which products will improve client's skin quality; remove unwanted hair, using wax, lasers, or other approved treatments; clean the skin before applying makeup; recommend skin care products, such as cleansers, lotions, or creams; teach and advise clients on how to apply makeup, and how to take care of their skin; refer clients to dermatologists for serious skin problems; and disinfect equipment and clean work areas. Estheticians give facials, full-body treatments, and head and neck massages to improve the health and appearance of the skin. Some may provide other skin care treatments, such as peels, masks, and scrubs, to remove dead or dry skin. In addition, estheticians create daily skincare routines for clients based on skin analysis and help them understand which skincare products will work best for them. A growing number of estheticians actively sell skincare products, such as cleansers, lotions, and creams. The proposed program in Esthetician is an applied skills program that provides meaningful technical skills relative to employment readiness and state licensure in the area of esthetics. The proposed program in Esthetician will prepare individuals to take the Louisiana State Board of Cosmetology (LSBC) Esthetician licensure exam. **[STAR 2]** Motion to accept proposal **[Motion: Jay Randolph; Second: Lilian Gamble; Carried, Unanimously]**.

i) *The agenda was reordered. Original Placement Item VI. o*
Business & Technology/CULA/PAST

Concept Proposal of a New Instructional Program: Career and Technical Certificate in Basic Commercial Baking. Creation of a C.T.C. in Basic Commercial Baking. Delgado Community College proposes the creation of a three (3) course, seven (7) credit-hour Career and Technical Certificate (C.T.C.). The proposed C.T.C. in Basic Commercial Baking will include three basic foundation courses, which are currently used in the Culinary Arts Associate of Applied Science degree program. The course, CULA-103: Food Safety and Sanitation provides the successful completer with a nationally recognized Industry Based Certification

(I.B.C.) from the National Restaurant Association's ServSafe Manager[®] credential. Additionally, completing this course satisfies one of the requirements for obtaining an additional IBC through the American Culinary Federation. The proposed CTC is designed to provide the student with a set of entry level basic skills and knowledge in order to obtain in a short period of time, an entry level position in a commercial foodservice related operation. **[STAR 4] Motion to accept proposal [Motion: Lilian Gamble; Second: Peter Cho; Carried, Unanimously].**

j) *The agenda was reordered. Original Placement Item VI. p*

Business & Technology/CULA/PAST

Concept Proposal of a New Instructional Program: Career and Technical Certificate in Basic Commercial Cooking. Creation of a C.T.C. in Basic Commercial Cooking. Delgado Community College proposes the creation of a three (3) course, seven (7) credit-hour Career and Technical Certificate (C.T.C.). The proposed C.T.C. in Basic Commercial Cooking will include three basic foundation courses, which are currently used in the Culinary Arts Associate of Applied Science degree program. The course, CULA-103: Food Safety and Sanitation provides the successful completer with a nationally recognized Industry Based Certification (I.B.C.) from the National Restaurant Association's ServSafe Manager[®] credential. The proposed CTC is designed to provide the student with a set of entry level basic skills and knowledge in order to obtain in a short period of time, an entry level position in a commercial foodservice related operation. **[STAR 4] Motion to accept proposal [Motion: Lilian Gamble; Second: Jay Randolph; Carried, Unanimously].**

k) *The agenda was reordered and items were combined for discussion. Original Placement Items VI. q to VI.t*

Allied Health/HESC

New Course: HESC-170: Health Navigation Principles and Practices I (3-0-3 / 45). Creation of a new course, HESC-170: Health Navigation Principles and Practices I. Course description: "Overview of the healthcare team, and individual health beliefs and behaviors. Course prepares the student to gain skills in identifying resources, conducting client interviews, establishing professional relationships, and communicating within a healthcare team to improve care and reduce barriers to health."

Allied Health/HESC

New Course: HESC-171: Health Navigation Principles and Practices II (3-0-3 / 45). Creation of a new course, HESC-171: Health Navigation Principles and Practices II. Course description: "Introduces disease-specific knowledge for management of chronic diseases and conditions. Introduces concepts related to death and dying. Common psychological response to illness will be emphasized."

Allied Health/HESC

New Course: HESC-172: Health Navigation Principles and Practices III (3-0-3 / 45). Creation of a new course, HESC-172: Health Navigation Principles and Practices III. Course description: "Provides an overview of types of healthcare insurance. Emphases will be placed on Medicare and Medicaid. Private insurance, including the Blues, will be discussed. Reimbursement methods will be covered."

Allied Health/HESC

New Course: HESC-173: Health Navigation Practicum (3-0-3 / 45). Creation of a new course, HESC-173: Health Navigation Practicum. Course description: "Supervised experiential learning opportunity for students completing the Health Navigation concentration in the Associate of General Studies. Practicum experiences will focus on community health, health care delivery, and/or health insurance." Motion to accept proposals [**Motion: Lilian Gamble; Second: Caitlin Cooper; Carried, Unanimously**].

- l) *The agenda was reordered. Original Placement Item VI. u*

Science & Mathematics/CHEM

New Course: CHEM-291: Fundamentals of Biochemistry (3-0-3 / 45). Creation of a new course, CHEM-291: Fundamentals of Biochemistry. Course description: "Fundamentals of biological chemistry. Focuses on chemistry of biomolecules and their utilization in intermediary metabolism. The principles of bioenergetics and the integration of metabolic control are developed." Motion to accept proposal, **with corrections to student learning outcomes, specifically #3, and use of standard assessment statement**. [**Motion: Lilian Gamble; Second: Peter Cho; Carried, Unanimously**].

- m) *The agenda was reordered. Original Placement Item VI. v.*

Science & Mathematics/BIOL

New Course: BIOL-213: Introduction to Food and Water Microbiology (3-0-3 / 45). Creation of a new course, BIOL-213: Introduction to Food and Water Microbiology. Course description: "An introduction to the principles, identification, and detection of food-and-water borne pathogens, food spoilage, processing, and preservation. Includes a survey of microbe groups found in foods related to illness, intoxication, general food processing, quality control, and their role in health promotion and federal food-processing regulations. Students will become familiar with the techniques used to research, regulate, prevent, and control the microorganisms found in food and water." Motion to accept proposal, **with changes to SLO statement (use of "will," not "should"); adjustments to Student Learning Outcomes, specifically #1, #2, and #5; and use of standard assessment statement**. [**Motion: Jay Randolph; Second: Lilian Gamble; Carried, Unanimously**].

- n) The agenda was reordered. Original Placement Item VI. w.
Business & Technology/BUMG/MUSB
Program Revision: Associate of Applied Science in Business and Management, with a concentration in Music Business. Revise the concentration in Music Business of the A.A.S. in Business and Management: Approved Electives: DELETE: MARK-215: Visual Merchandising; ADD: BUSG-115: Starting a New Business and MARK-208: Social Media and e-Marketing as options for choice to the list of approved electives. Total concentration and total program hours remain the **same**. No adjustments to Suggested Sequence required. Motion to accept proposal [**Motion: Jay Randolph; Second: Cherie Kay LaRocca; Carried, Unanimously**].
- o) The agenda was reordered and items were combined for discussion. Original Placement Item VI. x to VI. y
Business & Technology/BUMG/Business Systems Design
Program Revision: Associate of Applied Science in Business and Management, with a concentration in Business Systems Design. Revise the concentration in Business Systems Design of the A.A.S. in Business and Management: Required Courses in Concentration: DELETE: CMIN-214: Introduction to C++; ADD: CMIN-233: Cloud Computing Foundations. Total concentration and total program hours remain the **same**. Adjust Suggested Sequence, specifically third semester and fourth semester, to reflect changes.
Business & Technology/Business Systems Design
Program Revision: Certificate of Technical Studies in Business Systems Design. Revise the C.T.S. in Business Systems Design: DELETE: CMIN-214: Introduction to C++; ADD: CMIN-233: Cloud Computing Foundations. Total program hours remain the **same**. Adjust Suggested Sequence, specifically Second Semester, to reflect changes. Add additional Student Learning Outcome: Apply basic Cloud principles in business situations (SLO #6). Motion to accept proposals [**Motion: Lilian Gamble; Second: Emily Cosper; Carried, Unanimously**].
- p) The agenda was reordered. Original Placement Item VI. z.
Business & Technology/Culinary Management
Program Revision: Certificate of Technical Studies in Culinary Management. Revise the C.T.S. in Culinary Management: Required Courses in Major: Delete: PAST-102 as an “OR” choice with CULA-102; ADD: CULA-207 as an “OR” Choice with PAST-102 (note: students will not be able to use PAST-102, as CULA-207 has prerequisites of CULA-101 and CULA-103); DELETE: CULA-213: Nutrition for the Culinary Professional; ADD: BUSG-115: Starting a New Business. Approved Electives: Remove: BUSG-115: Starting a New Business from the list of approved Electives. Total program hours **increase from 27 to 28**. Adjust Suggested Sequence, specifically Second Semester, to reflect changes. Motion to accept proposal [**Motion: Emily Cosper; Second: Jay Randolph; Carried, Unanimously**].

- q) The agenda was reordered. Original Placement Item VI. aa.

Business & Technology/BUSG

Program Revision: Associate of Science in Business Administration. Revise the A.S. in Business Administration: General Education: Add: MATH-128: Applied Algebra as “OR” choice with MATH-130: College Algebra as first of two course sequence in Mathematics/Analytical Reasoning. Total program hours remain the **same**. Adjust Suggested Sequence, specifically first semester, to reflect change. Motion to accept proposal [**Motion: Jay Randolph; Second: Cherie Kay LaRocca; Carried, Unanimously**].

- r) The agenda was reordered. Original Placement item VI. bb.

Communication/CCSS

Change of Course Description: CCSS-100: Success in College. Change the description of CCSS-100: Success in College to state: “Learner-centered course that introduces institutional resources, processes, and procedures and instructs student in academic skills, learning styles, time management, goal setting, critical thinking, and self-improvement. Note(s) Offered on a pass/fail basis.” Current description: “Introduction to the cultural, social, and academic resources available at Delgado Community College; exploration of learning styles; development of strategies for academic success, to include note-taking, study skills, test-taking strategies and time-management. Note(s): Offered on a pass/fail basis.” Motion to accept proposal, **with changes to course description; Student Learning Outcomes, specifically #1; and addition of standard assessment statement. Change grading from Pass/Fail to Standard Letter** [**Motion: Lilian Gamble; Second: Sarah Inman; Carried, Unanimously**].

- s) The agenda was reordered. Original Placement Item VI. cc.

Communication/CCSS

Change of Course Description: CCSS-107: College Success Skills. Change the description of CCSS-107: College Success Skills to state: “Learner centered course that provides instruction in academic skills, self-improvement, critical thinking, educational planning, academic requirements and expectations, institutional policies and procedures, the use of academic resources, and digital literacy.” Current description: “Enhancement of problem-solving and independent learning skills; educational planning; development of academic success skills; exploration of strategies to manage competing demands on a student’s time. Career planning strategies.” Motion to accept proposal, **with changes to course description; Student Learning Outcomes, specifically #1 and #2; and addition of standard assessment statement.** [**Motion: Lilian Gamble; Second: Peter Cho; Carried, Unanimously**].

- t) The agenda was reordered and items were combined for discussion. Original Placement Item VI. dd to VI. ee

Communication/CCSS

Change of Course Lecture-Laboratory and/Contact Hours: CCSS-108: Career Success Skills. Change the Lecture-Laboratory and/Contact Hours of CCSS-108: Career Success Skills from 2-2-3 / 60 to 3-0-3 / 45. Credit hours remain the same.

Communication/CCSS

Change of Course Description: CCSS-108: Career Success Skills. Change the description of CCSS-108: Career Success Skills to state: "Learner centered course that provides students with instruction in the skills necessary to improve their job readiness, obtain employment, excel in a professional environment, and achieve short-term and long-term career goals." Current description: "Provides students with a general knowledge of skills needed for successful employment and career path development. Includes goal-setting, decision-making, career exploration, resume development, job searching, interview skills, problem solving, communication skills, personal qualities, work ethic, interpersonal skills, and teamwork." Motion to accept proposals, **with changes to course description; Student Learning Outcomes, specifically #1 and #2; and addition of standard assessment statement.** [Motion: Jay Randolph; Second: Sarah Inman; Carried, Unanimously].

- u) The agenda was reordered and items were combined or discussion. Original Placement Items VI. ff. to VI. kk

Allied Health/FSED

Change of Course Description: FSED-121: History and Sociology of Funeral Service. Change the description of FSED-121: History and Sociology of Funeral Service to state: "Survey of the history of funeral service with emphasis on the individuals, events, and forces that have influenced contemporary funeral principles and practices as well as the progression of associations and education within funeral service. Survey of the basic principles of sociology as they relate to Funeral Service. Especially stressed are family structures, social structures, and the factors of change that relate to funeral practices." Current description: "Surveys funeral and burial conditions associated with beliefs and practices in various cultures from early Egyptians to present day. Surveys general principles related to customs, religions, human relations, social behavior and their influence on funeral practices."

Allied Health/FSED

Change of Course Description: FSED-130: Dynamics of Grief. Change the course description of FSED-130: Dynamics of Grief to state: "Survey of the basic principles of psychology and counseling as they relate to funeral service. Especially stressed are the psychological concepts in the areas of grief bereavement, mourning, aftercare, and crisis intervention, with particular

emphasis on the roles of the funeral director. Current description: "Presents psychology of grief, grief counseling theories, therapeutic interventions including active listening skills."

Allied Health/FSED

Change of Course Description: FSED-152: Funeral Service Anatomy and Physiology. Change the description of FSED-152: Funeral Service Anatomy and Physiology to state: "The study of the human body with particular emphasis on those systems providing the foundation for embalming, pathology public health, and restorative arts." Current description: "Anatomy of the human body, study of the structure of cells, tissues, organs, and systems with emphasis on those subjects important to embalming."

Allied Health/FSED

Change of Course Description: FSED-227: Funeral Service Microbiology. Change the description of FSED-227: Funeral Service Microbiology to state: "Survey of the basic principles of microbiology as related to Funeral Service Education. Especially as pertaining to sanitation, disinfection, public health, and embalming practice. The development and use of personal, professional, and community hygiene and sanitation are discussed." Current description: "Microscopic forms of life from a morphological, cultural, and staining viewpoint. Detail study of the causative agents of disease and their importance to a scientific approach to sanitation. Course instruction stresses the need for scientific knowledge concerning disease and its causes."

Allied Health/FSED

Change of Course Description: FSED-243: Restorative Art. Change the description of FSED-243: Restorative Art to state: "Survey of the basic principles of Restorative Art, as related to Funeral Service. Stressed are the techniques of restoring and recreating an acceptable physical appearance of the deceased for the benefit of the surviving family members." Current description: "Basic procedures of restoring the human body to lifelike appearance through cosmetology, anatomical relationships, and anatomical proportions."

Allied Health/FSED

Change of Course Description: FSED-247: Restorative Art Laboratory. Change the description of FSED-247: Restorative Art Laboratory to state: "Restorative techniques. Demonstration and application of cosmetology techniques." Current description: "Restorative techniques. Stresses application of cosmetology techniques." Motion to accept proposals [**Motion: Jay Randolph; Second: Lilian Gamble; Carried, Unanimously**].

VII. Consent Agenda

a) **Science & Mathematics/MATH**

Change of Course Prerequisite Requirements: MATH-120: Contemporary Math: ADD: SPSM-099 or MATH-097 to list of current prerequisite requirements.

b) **Nursing/NURS**

Change of Course Prerequisite Requirement: NURS-113: Nursing I. Remove: ENGL-101, MATH120 or MATH-128 or MATH-130; BIOL-252 and BIOL-253 as prerequisite requirements.

c) **Nursing/NURS**

Change of Course Description: NURS-113: Nursing I. Change the description to state: "Introduces nursing, persons as patients, health and environment along with designated concepts and mandates which form the basis of the nursing curriculum. Exemplars of selected 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. In identifying and applying the nursing process while emphasizing assessment, pharmacological, nutritional, mental health, health language, and community considerations, the learner will have opportunities to achieve basic competencies in patient-centered care, collaboration, quality improvement, informatics, evidence-based practice, and safety. Special emphasis will be given to the care of one or more persons with having varying health conditions in a variety of health care settings."

d) **Nursing/NURS**

Change of Course Prerequisite Requirement: NURS-132: Transitions in Nursing: Licensed Practical Nurse (LPN) to Registered Nurse (RN). Remove BIOL 251, BIOL 253, BIOL 252, BIOL 254, BIOL 211, MATH 120 or MATH 128 or MATH 130, ENGL 101, ENGL 102, PSYC 127, Humanities course (3 credit hours), Fine Arts course (3 credit hours) as prerequisite requirements.

e) **Nursing/NURS**

Change of Course Prerequisite Requirement: NURS-133: Pharmacology for Transitions. Remove BIOL 251, BIOL 253, BIOL 252, BIOL 254, BIOL 211, MATH 120 or MATH 128 or MATH 130, ENGL 101, ENGL 102, PSYC 127, Humanities course (3 credit hours), Fine Arts course (3 credit hours) as prerequisite requirements.

f) **Nursing/NURS**

Change of Course Prerequisite Requirement: NURS-220: Nursing III. Add: NURS-132 and NURS-133 as "OR" choices to current Nursing courses listed as prerequisites.

g) **Nursing/NURS**

Change of Course Prerequisite Requirement: NURS-223: Special Populations III. Add: NURS-132 and NURS-133 as "OR" choices to current Nursing courses listed as prerequisites.

- h) **Nursing/PRNU**
Change of Program Description: Technical Diploma in Practical Nursing. Remove statement: "The Louisiana State Board of Practical Nurse Examiners reserves the right to deny a student admission to clinical nursing courses based on results of a preliminary criminal records check." Change the address for LSPNE to: 131 Airline Drive, Suite 301, Metairie, LA 70001."

- i) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes, Increase of Course Fee: MATH-097: Intensive Intermediate Algebra. Course fee increase from \$30 to \$45

- j) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes, Increase of Course Fee: MAT-113: Algebra for Technology. Course fee increase from \$15 to \$30.

- k) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes, Increase of Course Fee: MATH-114: Geometry and Trigonometry for Technology. Course fee increase from \$15 to \$30.

- l) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes, Increase of Course Fee: MATH-120: Contemporary Math. Course fee increase from \$15 to \$30.

- m) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes, Increase of Course Fee: MATH-128: Applied Algebra. Course fee increase from \$15 to \$30.

- n) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes, Increase of Course Fee: MATH-130: College Algebra. Course fee increase from \$15 to \$30.

- o) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes, Increase of Course Fee: MATH-131: Trigonometry. Course fee increase from \$15 to \$30.

- p) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes: MATH-133: Intensive College Algebra, with changes as discussed at meeting, **specifically Outcome #2.**
- q) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes, Increase of Course Fee: MATH-140: Precalculus, with changes discussed at meeting, **specifically outcomes #1: ~~Demonstrate an understanding of fundamental mathematical principles and concepts to perform~~ Perform calculations and assessments presented in various ways.** Course fee increase from \$30 to \$45.
- r) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes, Increase of Course Fee: MATH-151: Finite Math. Course fee increase from \$15 to \$30.
- s) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes, Increase of Course Fee: MATH-203: Introductory Statistics. Course fee increase from \$15 to \$30.
- t) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes, Increase of Course Fee: MATH-220: Applied Calculus, *with mandatory change: correct course title used on Master Syllabus (and related course syllabi);* and changes discussed at meeting, **specifically Outcome #3 ~~Demonstrate and understand and ability to~~ Apply algebra and calculus for computational problems in theoretical and real-world situations.** Course fee increase from \$20 to \$30.
- u) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes, Increase of Course Fee: MATH-221: Calculus I. Course fee increase from \$20 to \$45.
- v) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes, Increase of Course Fee: MATH-222: Calculus II. Course fee increase from \$20 to \$40.

- w) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes, Increase of Course Fee: MATH-223: Calculus III, proposal, with changes discussed at meeting, **specifically, Outcomes #3 and #4: Understand Describe and use topics in vector calculus ; Understand Explain and use Green's, Stokes', and the Divergence Theorems.** Course fee increase from \$20 to \$45.
- x) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes: MATH-265: Linear Algebra, with changes discussed at meeting, **specifically, outcome # 2: ~~Demonstrate knowledge of~~ Describe fundamental mathematical concepts.**
- y) **Science & Mathematics/MATH**
Master Syllabus Update, Change of Placement Test Scores, as result of Placement Test Instrument Changes: MATH-285: Differential Equations.
- z) **Arts & Humanities/CRJU**
Master Syllabus Revision: CRJU-101: Introduction to Policing, *with de-facto change SLO language "learner will be able to," as opposed to "should be able to;" references to Louisiana Common Course number must be included.*
- aa) **Arts & Humanities/CRJU**
Master Syllabus Revision: CRJU-103: Introduction to Corrections, *with de-facto change SLO language "learner will be able to," as opposed to "should be able to;" references to Louisiana Common Course number must be included.*
- bb) **Arts & Humanities/CRJU**
Master Syllabus Revision: CRJU-105: Introduction to Criminal Justice, *with de-facto change SLO language "learner will be able to," as opposed to "should be able to;" references to Louisiana Common Course number must be included.*
- cc) **Arts & Humanities/CRJU**
Master Syllabus Revision: CRJU-204: Legal Rights of the Confined, *with de-facto change SLO language "learner will be able to," as opposed to "should be able to;" references to Louisiana Common Course number must be included.* SLO changes, specifically SLO #2 ~~Demonstrate a thorough knowledge of~~ **Discuss the right of access to the courts** and SLO #4 ~~Demonstrate knowledge of~~ **Describe decisions related to discrimination of confined individuals on the basis of religion, race, ethnic origin.**

dd) **Arts & Humanities/PHIL**

Master Syllabus Revision: PHIL-101: Introduction to Philosophy, with *de-facto* change SLO language “learner will be able to,” as opposed to “should be able to;” references to Louisiana Common Course number must be included; course description must match Common description. SLO changes, specifically #3 ~~Demonstrate an understanding of~~ **Describe the main themes or issues that run through philosophy historically.**

ee) **Arts & Humanities/PHIL**

Master Syllabus Revision: PHIL-112: Introduction to Logic, with *de-facto* change SLO language “learner will be able to,” as opposed to “should be able to;” references to Louisiana Common Course number must be included; course description must match Common description. SLO changes, specifically #3 ~~Demonstrate an understanding of~~ **Explain the main themes or issues that run through critical thinking problems and distinguish good and bad reasoning.**

ff) **Arts & Humanities/PHIL**

Master Syllabus Revision: PHIL-175: Introduction to Ethics, with *de-facto* change SLO language “learner will be able to,” as opposed to “should be able to;” references to Louisiana Common Course number must be included; course description must match Common description. SLO changes, specifically #3 ~~Demonstrate how~~ **Describe and discuss how basic principles are used to deal with specific social and ethical problems in a moral context.**

gg) **Arts & Humanities/PHIL**

Master Syllabus Revision: PHIL-201: Philosophy of Religion, with *de-facto* change SLO language “learner will be able to,” as opposed to “should be able to;” references to Louisiana Common Course number must be included; course description must match Common description.

hh) **Arts & Humanities/PHIL**

Master Syllabus Revision: PHIL-275: Medical Ethics, with *de-facto* change SLO language “learner will be able to,” as opposed to “should be able to;” references to Louisiana Common Course number must be included; course description must match Common description. SLO changes, specifically #3 ~~Apply knowledge by~~ **Critically write, read, and discuss ethical and prominent medical ethics topics.**

ii) **Arts & Humanities/CDYC**

Master Syllabus Revision: CDYC-109: Strengthening the Care and Development of Young Children Module I. , with changes as discussed at meeting, specifically SLO #1 ~~Begin creating~~ **Create a professional CDA portfolio that reflects their own professional philosophy and best practices as an early childhood teacher.** Delete information not contained on a Master Syllabus: “Course Assessment,” “

CLASS Assessment,” “Professional Portfolio Assessment,” TS GOLD Documentation,” “Written Assessment for understanding”

- jj) **Arts & Humanities/CDYC**
Master Syllabus Revision: CDYC-110: Strengthening the Care and Development of Young Children Module II, with changes as discussed at meeting, specifically SLO #6 Identify ~~understand~~ **and describe strategies to engage families in actively supporting their children’s learning and development.** Delete information not contained on a Master Syllabus: “Course Assessment,” “ CLASS Assessment,” “Professional Portfolio Assessment,” TS GOLD Documentation,” “Written Assessment for understanding”
- kk) **Arts & Humanities/CDYC**
Master Syllabus Revision: CDYC-113: Strengthening the Care and Development of Young Children Module III, with changes as discussed at meeting, specifically SLO #1 ~~Continue building~~ **Build a professional CDA portfolio that reflects their own professional philosophy and best practices as an early childhood teacher.** Delete information not contained on a Master Syllabus: “Course Assessment,” “ CLASS Assessment,” “Professional Portfolio Assessment,” TS GOLD Documentation,” “Written Assessment for understanding”.
- ll) **Arts & Humanities/HIST**
Master Syllabus Revision: HIST-101: Western Civilization I Ethics, *with de-facto change SLO language “learner will be able to,” as opposed to “should be able to;” references to Louisiana Common Course number must be included; course description must match Common description.* SLO changes, specifically #2 ~~Apply knowledge by~~ **Critically write, read, and discuss the past and present.**
- mm) **Arts & Humanities/HIST**
Master Syllabus Revision: HIST-102: Western Civilization II, *with de-facto change SLO language “learner will be able to,” as opposed to “should be able to;” references to Louisiana Common Course number must be included; course description must match Common description.*
- nn) **Arts & Humanities/HIST**
Master Syllabus Revision: HIST-205: American History I, *with de-facto change SLO language “learner will be able to,” as opposed to “should be able to;” references to Louisiana Common Course number must be included; course description must match Common description.* SLO changes, specifically #1 ~~Understand~~ **Discuss the reason for the settlement of the New World.**
- oo) **Arts & Humanities/HIST**
Master Syllabus Revision: HIST-206: American History II, *with de-facto change SLO language “learner will be able to,” as opposed to “should be able to;”*

references to Louisiana Common Course number must be included. SLO changes, specifically #1 ~~Develop an awareness of~~ **Describe and discuss major cultural developments in United States history since 1877.** Outcomes #8, #9, and #10 are directed at the instructor not the student: #8 ~~Promote students' ability to~~ **Think critically about the past.** #9 ~~Prepare students for life in an increasingly global world~~ #10 ~~Expand students' knowledge of~~ **Describe and discuss how the past has shaped the present.**

pp) **Arts & Humanities/HIST**

Master Syllabus Revision: HIST-260: Louisiana History I, with *de-facto* change SLO language "learner will be able to," as opposed to "should be able to;" references to Louisiana Common Course number must be included. SLO changes, specifically #1 ~~Understand~~ **Explaining the reason for the settlement of the Louisiana territory.** #2 Identify ~~and understand how~~ **how major events, people, and ideas have shaped Louisiana society.** #3: ~~Apply knowledge by~~ **Critically write, read, and discuss Louisiana's past and present.**

qq) **Arts & Humanities/ANTH**

Master Syllabus Revision: ANTH-160: Cultural Anthropology, with changes discussed at meeting: references to Louisiana Common Course number must be included. SLO changes, specifically #3 ~~Develop a better understanding of the student's own~~ **Compare/Contrast personal social environment with those of other cultures and times.**

rr) **Arts & Humanities/ANTH**

Master Syllabus Revision: ANTH-165: Biological Anthropology, with *de facto* change: course description must match Common description.

ss) **Arts & Humanities/ANTH**

Master Syllabus Revision: ANTH-181: World Regional Geography, with *de facto* change: course description must match Common description, references to Louisiana Common Course number must be included.

tt) **Arts & Humanities/THEA**

Master Syllabus Revision: THEA-103: Stagecraft, with *de facto* change: course description must match Common description, references to Louisiana Common Course number must be included. SLO changes, specifically #4 ~~Demonstrate~~ **Use cooperation, diplomacy, leadership, and communication skills.**

uu) **Arts & Humanities/THEA**

Master Syllabus Revision: THEA-111: Acting I, with *de facto* change references to Louisiana Common Course number must be included.

- vv) **Arts & Humanities/THEA**
Master Syllabus Revision: THEA-121: Play Production I, *with changes discussed at meeting* SLO change, especially #5 ~~Demonstrate an ability to~~ **Collaborate with others.**
- ww) **Arts & Humanities/THEA**
Master Syllabus Revision: THEA-122: Play Production II, *with changes discussed at meeting* SLO change, especially #5 ~~Demonstrate an ability to~~ **Collaborate with others.**
- xx) **Arts & Humanities/THEA**
Master Syllabus Revision: THEA-211: Acting II, *with de facto change: course description must match Common description, references to Louisiana Common Course number must be included.*
- yy) **Arts & Humanities/THEA**
Master Syllabus Revision: THEA-213: Musical Theatre.
- zz) **Arts & Humanities/THEA**
Master Syllabus Revision: THEA-221: Play Production III, *with changes discussed at meeting* SLO change, especially #5 ~~Demonstrate an ability to~~ **Collaborate with others.**
- aaa) **Arts & Humanities/THEA**
Master Syllabus Revision: THEA-222: Play Production IV, *with changes discussed at meeting* SLO change, especially #5 ~~Demonstrate an ability to~~ **Collaborate with others.**
- bbb) **Arts & Humanities/THEA**
Master Syllabus Revision: THEA-241: Acting for the Camera, *with changes discussed at meeting: no modification to course description, syllabus must match approved description in catalog; change 'film' to 'record' to reflect contemporary digital as opposed to analog processes.*
- ccc) **Arts & Humanities/HUMA**
Master Syllabus Revision: HUMA-105: Humanities Through the Arts.
- ddd) **Arts & Humanities/POLI**
Master Syllabus Revision: POLI-180: Introduction to American Government, *with de facto change references to Louisiana Common Course number must be included.* SLO changes, specifically #6 ~~Demonstrate how~~ **Describe and discuss how Congress functions in terms of constitutional authority** and # 8 ~~Understand~~ **Explain and describe the structure and function of the federal judiciary.**

Motion to accept consent agenda, with changes as discussed at meeting, noted in Blue and/or Red font in each item. **[Motion: Jay Randolph; Second: Emily Cosper; Carried, Unanimously].**

VIII. Old Business

IX. Next Meeting TBD / TBA

X. Adjournment The meeting was adjourned at 3:59 p.m.