

## Curriculum Committee Minutes

March 14, 2024

Location: TDC Boardroom & HRC Conference Room

Zoom Link: <https://cgcc.zoom.us/j/84308320742>

### PRESENT:

#### Voting Committee Members

Chair- Mimi Pentz (Nurs/Hlth)

Vice Chair- Andrea LoManaco (Buisness)

Kristen Booth (Pre-College)

Robert Wells-Clark (Ind/Trade)

Pam Morse (Math)

Emilie Miller (Science)

Tori Stanek (Inst Dean)

#### Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Susan Lewis (Curriculum)

Mary Martin (Student Services)

#### Supporting Staff

Sara Wade (Instructional Services)

### ABSENT:

#### Voting Members

Stephen Shwiff (Social Science), Jenn Kamrar (Art, Cult, Comm)

#### Guests

Karly Aparicio, Jared Dill, Kenneth Lawson,

Janie Griffin, Bryan Despain, Tyson Aldrich,

Leigh Hancock, Sara Mustonen

#### Non-Voting Committee Members

none

Item	Discussion	Action
<b>Call to Order:</b>	Meeting was called to order at 3:34pm, by Co- Chair Andrea LoMonaco.	
Approval of February 29, 2024	<b>Motion: approve as written</b>	Motion: Robert 2nds: Pam 5 in favor – 0 opposed – 0 abstains
<b>Information Items:</b> 1. Course Inactivations: EET 242, NRS 231, NRS 232, NRS 233		

<b>Old Business:</b>		
<b>1. UPDATE: Contact Hour Definitions – continued</b>	<b>Postponed to April Meeting or CC Retreat</b>	
<b>Submissions:</b>		
Entrepreneurship/Business Management (Degree Revision)	<b>Motion: approve as written.</b>	Motion: Robert 2nded: Emilie 5 in favor – 0 opposed – 0 abstained
HE 113 First Aid and CPR/AED Professional Rescuers/Health Care Providers (Course Revision)	<b>Motion: approve as written.</b>	Motion: Robert 2nded: Andrea 5 in favor – 0 opposed – 0 abstained
NRS 234 Pathophysiological Process for Nursing 1 (New CTE Course)	Janie explains that these changes will help better align our Nursing Program with OCNE. These new classes will be offered each term of the first year, providing consistent instruction throughout the year that aligns with the content provided in the other NRS courses. <b>Motion: approve as written.</b>	Motion: Robert 2nded: Pam 5 in favor – 0 opposed – 0 abstained
NRS 235 Pathophysiological Processes for Nursing 2 (New CTE Course)	<b>Motion: approve as written.</b>	Motion: Andrea 2nded: Robert 5 in favor – 0 opposed – 0 abstained
NRS 236 Pathophysiological Processes for Nursing 3 (New CTE Course)	<b>Motion: approve as written.</b>	Motion: Robert 2nded: Pam 5 in favor – 0 opposed – 0 abstained
NRS 237 Clinical Pharmacology for Nursing 1 (New CTE Course)	<b>Revised Description:</b> Introduces the theoretical background providing safe and effective care related to use of drugs and natural products by individuals throughout their lifespan. Covers the foundational concepts and principles of pharmacology, as well as numerous classes of drugs, including: over the counter drugs, antidiabetics and hormone therapies, nonopioid analgesics, opioid analgesics, and antibiotics. Develops skills for making selected clinical decisions in the context of nursing regarding the use of current, reliable sources of information, understanding pharmacokinetics and pharmacodynamics, interpreting developmental physiologic considerations, monitoring and evaluating the effectiveness of drug therapy, teaching individuals	Motion: Andrea 2nded: Pam 5 in favor – 0 opposed – 0 abstained

	<p>from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. Studies drugs by therapeutic or pharmacological class, using an organized framework. The first course in the three course Clinical Pharmacology for Nursing series. Prerequisite: Admission to the Nursing Program. Corequisites: NRS 110, NRS 234.</p> <p><b>Revised Outcome #2:</b> Evaluate the effectiveness of drug therapies, including: over the counter drugs, antidiabetics and hormone therapies, nonopioid analgesics, opioid analgesics, and antibiotics.</p> <p><b>Motion: approve with amended description and outcome.</b></p>	
NRS 238 Clinical Pharmacology for Nursing 2 (New CTE Course)	<p><b>Revised Description:</b> Provides the theoretical background for providing safe and effective nursing care related to the use of drugs and natural products by individuals throughout their lifespan. Covers the foundational concepts and principles of pharmacology, as well as numerous classes of drugs, including: polypharmacy and lifespan considerations, respiratory drugs, autonomic drugs, musculoskeletal drugs, gastrointestinal drugs, and antifungals and antitubercular drugs. Develops skills for making selected clinical decisions in the context of nursing regarding the use of current, reliable sources of information, monitoring, and evaluating the effectiveness of drug therapy, teaching individuals from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. The second course in the three course Clinical Pharmacology for Nursing series. Prerequisite: NRS 237. Corequisites: NRS 111, NRS 235.</p> <p><b>Revised Outcome #2:</b> Evaluate the effectiveness of drug therapies, including: polypharmacy and lifespan considerations, respiratory drugs, autonomic drugs, musculoskeletal drugs, gastrointestinal drugs, and antifungals and antitubercular drugs.</p> <p><b>Motion: approve with amended description and outcome.</b></p>	<p>Motion: Pam 2nded: Andrea 5 in favor – 0 opposed – 0 abstained</p>
NRS 239 Clinical Pharmacology for Nursing 3 (New CTE Course)	<p><b>Revised Description:</b> Provides the theoretical background for providing safe and effective nursing care related to the use of drugs and natural products by individuals throughout their lifespan. Covers</p>	<p>Motion: Andrea 2nded: Pam 5 in favor – 0 opposed – 0 abstained</p>

	<p>the foundational concepts and principles of pharmacology, as well as numerous classes of drugs, including: neurological drugs, psychotropic drugs, antineoplastic drugs, immune system-related drugs, and vitamins. Develops skills for making selected clinical decisions in the context of nursing regarding the use of current, reliable sources of information, monitoring, and evaluating the effectiveness of drug therapy, teaching individuals from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects. Communicating appropriately with other health professionals regarding drug therapy. The third course in the three course Clinical Pharmacology for Nursing series. Prerequisite: NRS 238. Corequisites: NRS 112, NRS 236.</p> <p><b>Revised Outcome #2:</b> Evaluate the effectiveness of drug therapies, including: neurological drugs, psychotropic drugs, antineoplastic drugs, immune system-related drugs, and vitamins.</p> <p><b>Motion: approve with amended description and outcome.</b></p>	
NRS 110 Foundations of Nursing – Health Promotion (Course Revision) & NRS 110 (Contact Hour Change)	<b>Motion: approve as written.</b>	<p>Motion: Pam  2nded: Emilie  5 in favor – 0 opposed – 0 abstained</p>
NRS 111 Foundations of Nursing in Chronic Illness I (Course Revision) & NRS 111 (Contact Hour Change)	<p><b>Contact Hour Change revision:</b> Lecture – 2, Lab – 9, Lec/lab – 2, Total weekly contact hours – 13, Total credits – 6.</p> <p><b>Motion: approve as amended.</b></p>	<p>Motion: Pam  2nded: Robert  5 in favor – 0 opposed – 0 abstained</p>
NRS 112 Foundations of Nursing in Acute Care I (Course Revision) & NRS 112 (Contact Hour Change)	<p><b>Contact Hour Change revision:</b> Lecture – 2, Lab – 9, Lec/lab – 2, Total weekly contact hours – 13, Total credits – 6.</p> <p><b>Motion: approve as amended.</b></p>	<p>Motion: Andrea  2nded: Pam  5 in favor – 0 opposed – 0 abstained</p>
NRS 221 Nursing in Chronic Illness and End-of-Life Care (Course Revision)	<b>Motion: approve as written.</b>	<p>Motion: Andrea  2nded: Emilie  5 in favor – 0 opposed – 0 abstained</p>
NRS 222 Nursing in Acute Care II and End-of-Life Care	<b>Motion: approve as written.</b>	<p>Motion: Andrea  2nded: Emilie  5 in favor – 0 opposed – 0 abstained</p>

NRS 224 Integrative Practicum (Course Revision)	<b>Motion: approve as written.</b>	Motion: Emilie 2nded: Andrea 5 in favor – 0 opposed – 0 abstained
Nursing AAS (Degree Revision)	<b>Motion: approve as written.</b>	Motion: Andrea 2nded: Tori 5 in favor – 0 opposed – 0 abstained
Aviation Maintenance Technology AAS (Degree Revision)	Changing the math requirement from MTH 110 to MTH 105Z to better align with the program and makes it accessible to students that may not be ready for the higher level of math. Also, most of the math that is needed for this program is taught throughout the curriculum of the program. MTH 105Z has a Gen Ed designation, allowing for the removal of 4 credits of Gen Ed Electives, lowering the degree credits to 104 credits from 108 credits. <b>Motion: approve as written.</b>	Motion: Andrea 2nded: Tori 5 in favor – 0 opposed – 0 abstained
Aviation Maintenance Technology (Certificate Revision)	<b>Motion: approve as written.</b>	Motion: Andrea 2nded: Pam 5 in favor – 0 opposed – 0 abstained
Aviation Airframe (Certificate Revision)	<b>Motion: approve as written.</b>	Motion: Andrea 2nded: Tori 5 in favor – 0 opposed – 0 abstained
Aviation Powerplant (Certificate Revision)	<b>Motion: approve as written.</b>	Motion: Emilie 2nded: Pam 5 in favor – 0 opposed – 0 abstained
EET 273 Electronic Control Systems (Course Revision) & EET 273 Contact Hour Change	<b>Motion: approve as written.</b>	Motion: Pam 2nded: Andrea 5 in favor – 0 opposed – 0 abstained
Electro-Mechanical Technology AAS (Degree Revision)	<b>Motion: approve as written.</b>	Motion: Andrea 2nded: Pam 5 in favor – 0 opposed – 0 abstained

USACE Level 2 – Operators and Electricians (Certificate Revision)	<b>Motion: approve as written.</b>	Motion: Emilie 2nded: Pam 5 in favor – 0 opposed – 0 abstained
Advanced Manufacturing and Fabrication (Degree Revision)	Robert explained that the department was trying to find a new math course that better aligns with the curriculum. And is prepping for upcoming changes in the next academic year.  Question on why the decision was made to have writing corequisite and not the math? The corequisite is meant to take the place of WR 115 which is being removed. Manufacturing students tend to struggle with writing, but less so with math. Math concepts are also covered within the manufacturing curriculum. <b>Motion: approve as written.</b>	Motion: Andrea 2nded: Tori 5 in favor – 0 opposed – 0 abstained
Advanced Manufacturing Technology (Certificate Revision)	<b>Motion: approve as written.</b>	Motion: Andrea 2nded: Tori 5 in favor – 0 opposed – 0 abstained
Manufacturing (Certificate Suspension)	<b>Motion: approved as written.</b>	Motion: Andrea 2nded: Pam 6 in favor – 0 opposed – 0 abstained
ENG 104 Introduction to Literature – Fiction (Course Revision)	Common course numbering changes. <b>Added Outcome #4 with content:</b> Articulate the specific demands, parameters and rewards of fiction prose, and how they produce meaning in prose texts. <ul style="list-style-type: none"> <li>• Lead exploration of what delineates fiction from non-fiction and particularly creative nonfiction</li> <li>• Examine prose works that blur the lines between prose, poetry and/or drama</li> <li>• Consider why authors choose to write in prose, and how that choice affects meaning</li> </ul> <b>Motion: approve with amended outcomes/content.</b>	Motion: Emilie 2nded: Robert 5 in favor – 0 opposed – 0 abstained
ENG 105 Introduction to Literature- Drama (Course Revision)	<b>Added Outcome #4:</b> Articulate the specific demands, parameters and rewards of plays, and how they produce meaning. <ul style="list-style-type: none"> <li>• Lead exploration of what delineates plays from other forms of literature</li> </ul>	Motion: Andrea 2nded: Pam 5 in favor – 0 opposed – 0 abstained

	<ul style="list-style-type: none"> <li>• Question how to read plays as written texts in light of their performance bias</li> <li>• Consider why authors choose to write plays rather than other forms, and how that choice affects meaning</li> </ul> <p style="text-align: center;"><b>Motion: approve with amended outcomes/content.</b></p>	
ENG 106 Introduction to Literature- Poetry (Course Revision)	<p><b>Added Outcome #4 with content:</b> Articulate the specific demands, parameters and rewards of poetry and how they produce meaning in poetry texts.</p> <ul style="list-style-type: none"> <li>• Lead exploration of what delineates poetry from prose historically and in contemporary literature</li> <li>• Examine poetic works that blur the lines between prose, poetry and/or drama. e.g., prose poems and plays written in verse</li> <li>• Consider why authors choose to write poems rather than prose or plays, and how that choice affects meaning</li> </ul> <p style="text-align: center;"><b>Motion: approve with amended outcomes/content.</b></p>	Motion: Andrea 2nded: Pam 5 in favor – 0 opposed – 0 abstained
WR 115 Introduction to Expository Writing (Course Revision)	<p>Making corequisite mandatory discussion.</p> <ul style="list-style-type: none"> <li>• The current system for the Corequisite Labs is not working for the Writing and Math department.</li> <li>• Research shows that corequisite labs work and help students have a successful outcome.</li> <li>• The work around this corequisite work is coming from what the state is implementing next year by eliminating the college foundation courses such as WR 115. This will help students once this takes place.</li> <li>• These submissions are to help get the ball rolling and discussion around the possible.</li> <li>• The possible from the state getting rid of dev ed and going to the corequisite model.</li> </ul> <p>How will opt-outs take place?</p> <ul style="list-style-type: none"> <li>• The plan was to have the opt-outs be part of the registration process.</li> <li>• A process would have to be made within advising to make opt-outs part of registration process.</li> <li>• Instead of mandating the corequisite for all students and then require those who don't need it to opt-out, it was suggested that the need for students to take the corequisites could be</li> </ul>	
WR 121Z Composition I (Course Revision)		
MTH 95 Intermediate Algebra (Course Revision)		
MTH 105Z Math in Society (Course Revision)		
MTH 111Z Precalculus I: Functions (Course Revision)		
STAT 243Z Elementary Statistics (Course Revision)		

	<p>addressed in the placement of a student. Discussion on whether there were ways for advisors to force students to take a course.</p> <ul style="list-style-type: none"> <li>• Concern from Student Services that with the opt-in &amp; opt-out, students would have to register classes with an advisor and not be able to do self-registering.</li> <li>• Concern was expressed around the additional work this would represent and the need for additional advisor(s)</li> <li>• Opt-outs will be determined by the departments</li> </ul> <p><b>Motion: table to discussion &amp; decision to CC retreat.</b></p>	<p>Motion: Kristen  2nded: Robert  6 in favor – 0 opposed – 0 abstained</p>
<b>New Business:</b>		
1. Retreat Date	Susan will be sending out a Doodle Poll to see what dates work best for CC Retreat.	
<b>Meeting Adjourned: 4:51pm</b>	Pam motioned to end the meeting, Andrea seconded, all in favor. Meeting ended at 4:51pm.	<b>Next Meeting: April 25, 2024</b>