CURRICULUM ADVISORY BOARD
December 13, 2019
1:30 pm
CHEC 200
Approved Meeting Minutes

Voting Members Present
Gwen Miller – Chair, Sean Geraghty – Chair Elect, Jillian DeShazo, Kathy Fant, Cynthia Gruver, Tony Howard, Linda Kapocsi, Kim Lower, Paul Manganelli, Tom Ottinger, Mark Popowski, Charles Ring, Steve Rizzo, Clair Robertson, Michael Rose, Donna Smith

Voting Members Absent
Adrienne Caughfield (Clair Robertson, proxy), Joan Hunsaker, Barry Piazza

Non-Voting Members Present
Gloria Hurtado-Diaz – Institutional Research Liaison, Karen Musa – Deans' Liaison, Cameron Neal – Academic Partnerships Liaison, Diana Hopes, Karen Murph, Marisela Lopez

Non-Voting Members Absent
Brenda Carter – Deans' Liaison, Jaime Mills – Academic Partnerships Liaison, Lacy Castleman

Others Present
Francis Choy, Garry Evans, Tina Jackson, Marina Kuryshina, David Malone

Gwen called the meeting to order at 1:33

New Curricular Proposals

- Communications – Jenny Warren / Meredith Wang
  - New Field of Study
  - The department is proposing a new Field of Study (FOS) in Speech Communication, because the state has suggested that a change be made. The current AA degree in Communication has four sub-areas, but the state has now separated these into three independent Fields of Study. With this, the current AA in Communication will no longer be a viable option, so for now, we are requesting to only adopt the FOS in General Communication
  - Recommended for Fall 2020
- Health Professions – Juli Westcott
  - Program Revisions
    - Certified Nurse Aide (CNA) Track: AAS / Certificate Level 1 / OSA
    - Electrocardiograph Technician (EKG) Track: AAS / Certificate Level 1 / OSA
    - Emergency Medical Technician (EMT) Track: AAS / Certificate Level 1 / OSA (New)
    - Patient Care Technician (PCT) Track: AAS / Certificate Level 1 / OSA
    - Phlebotomy Technician (PHLEB) Track: AAS / Certificate Level 1 / OSA
  - New Courses
    - DSAE 1315 Principles of Adult Echocardiography
    - DSAE 2303 Cardiovascular Concepts
    - HPRS 1160 Clinical – Health Services/Allied Health/Health Sciences, General
    - HPRS 2321 Medical Law and Ethics for Health Professionals – This course is part of the new Medical Assisting program that is currently pending SACSCOC approval. If the program does not receive approval, the two courses in the Health Professions tracks that are proposed to be replaced (HITT 1353 and HITT 1345) will remain.
    - MDCA 1321 Administrative Procedures – This course is part of the new Medical Assisting program that is currently pending SACSCOC approval. If the program does not receive approval, the two courses in the Health Professions tracks that are proposed to be replaced (HITT 1353 and HITT 1345) will remain.

- The department tried to realign all the degrees and certificates so that they all have as many similar classes as possible. The main changes were to the preferred courses. The courses are not being eliminated, but the preferred courses are being replaced, e.g. BIOL 2404 is replacing BIOL 1406 to better align with the content of the degree. HPRS 1271 is replacing HPRS 1204; HPRS 1204 is a respiratory course which has a lab that is challenging, especially in the dual credit environment which comprises about 85% of students that take Health Profession courses. HPRS 1271 made more sense as it is a course that can be done online or be imbedded in high school. There are two classes that are being updated - HPRS 2321 is replacing HITT 1353, and MDCA 1321 is replacing HITT 1345. The HPRS 2321 and MDCA 1321 courses are two new courses that were introduced in the Medical Assisting degree that is currently seeking SACSCOC approval. The department wanted to change the HPRS 2321 Medical Law and Ethics for Health Professionals class to be more specific to health professions itself rather than focus on health information only. Replacing HITT 1345 with MDCA 1321 was decided for two reasons. The first is that HITT 1345 was redundant of HPRS 1271, so students were essentially getting the same class. The second reason is that MDCA 1321, which teaches students administrative procedures, gives students better training for the things that they will need to know when working in a healthcare environment, such as insurance, patient interaction, and accounts receivable. MATH 1342 is replacing MATH 1314 because when the department researched into what medical schools were requiring, statistics or calculus were the preferred, and college algebra was not listed.
- The major change is to the EKG technician track. This track has been in place for four years, and the feedback from students, teachers, and clinical partners is that the students don't seem to have enough of the foundational knowledge as desired, so the department decided to increase the anatomy and physiology piece and add a class that is focused on cardiovascular anatomy. The hope is that these changes will help gain a broader range of students and will appeal to those students that are interested in cardiology and cardiovascular surgery, rather than those just interested in interpreting rhythms. This will help prepare students for the certification exam and give them a broader knowledge as they go into higher degrees. Another change came about because of the partnership with the Diagnostic Sonography department. There is a procedure called echocardiogram, which is used to evaluate the heart, so one sonography course will be incorporated to increase students' knowledge of the anatomy and functioning of the heart.
- Additional changes
  * Some of the certificates were under 16 hours, so they were increased to meet the minimum requirements.
  * Pathophysiology was added to all the certificates because it is an important foundational course, and when it is offered in high school it is paired with medical terminology. Therefore, it is appropriate for the certificates.
  * The feedback suggests that communication in students is lacking, so the department is increasing healthcare communication (HPRS 2232) to better prepare students for interacting with people, etc.
  * HPRS 1303, End of Life Issues, was added to some certificates so students can learn how to emotionally process the passing of patients they have been dealing with.
- An Emergency Medical Technician (EMT) OSA was created for continuity among the tracks. The department is trying to streamline the degrees as much as possible. There are about 750 students in dual credit, but Collin College has well over 1,000 total. As of next fall, at least two of our healthcare courses will be in every school district in the county.
- A concern was raised about HPRS 2232 being all written communication and how it would address spoken communication. There is an importance placed on both the written and verbal aspects of communication, and students will need to learn both. The department is currently working with the teachers to add the oral piece into the course.
- Recommended for Fall 2020

♦ Nursing – Jane Lopes
- Nursing (RN) Bridge for LVN
  * Program Revisions

    - AAS - Nursing (RN) Bridge for LVN
* New Courses
    - RNSG 1163 Clinical I - Registered Nursing/Registered Nurse
    - RNSG 2162 Clinical II - Registered Nursing/Registered Nurse
    - RNSG 1215 Health Assessment
    - RNSG 1475 Transitional Professional Nursing Concepts
    - RNSG 2230 Professional Nursing Review and Licensure Preparation
    - RNSG 2563 Clinical III - Registered Nursing/Registered Nurse
* Course Revisions
    - RNSG 1118 Transition to Professional Nursing Competencies
* The previously piloted LVN/Paramedic/Military Medic education bridge program was designed in order to get ADN and RN licensure, but it did not meet the benchmark needed to retain our accreditation with The Board of Nursing (BON) nor with Accreditation Commission for Education in Nursing (ACEN). The first problem was that LVNs, paramedics, and military medics have different foundational educations and backgrounds; the medics worked in emergency situations, and nurses come from the mind set of making patients comfortable, etc. There were such different jumping off points that it was very difficult for the faculty to manage and make it all work. It was also frustrating for students because the paramedics were expected to have nursing skills, and the LVNs were having to back up to get the medics up to speed. The second problem was that most of the LVNs that were enrolling in the bridge program had been working in the nursing field for several years and they were having to take classes with traditional, unlicensed LVN students who lacked the skills the LVNs had. LVNs were dissatisfied with the program, so attendance went down. The solution the department created was to split the program and create a new pathway for LVNs. The LVN pathway will start first, and the paramedic pathway will be reviewed at a later time, as they will need an extra semester to get caught up. The bridge program has to meet the needs of each specific group. There needs to be a seamless pathway for the new LVNs coming out of the program to go right along through and stay with Collin all the way to the BSN. Another part of the solution is that the LVN to RN bridge program will have their own cohort, so all the licensed LVNs will be in their classes and clinical settings as a group. Classes will be tailored to meet their specific needs, but will maintain the current concept-based curriculum. The bridge program will be a 12-month accelerated program, after prerequisites have been met. The department would like to add RNSG 1118 as a 2-week (8 hour per week) prerequisite course, so that the faculty in the ADN program are able to assess the LVNs' learning in order to qualify for admission, as it is a fast-paced accelerated program. In this course there will be review and remediation, a foundational knowledge exam, check-offs on nursing skills, and medication calculation and administration. In the event a student does not pass the course the first time, there will be two sections offered in June so that the student has another chance to qualify and start in July. The new RNSG 1475 course combines the four semesters of courses that the ADN students have. RNSG 1215 is being added to give a more in-depth learning for the LVNs as this course will ensure a more comprehensive understanding of both physical and psychiatric assessment. RNSG 2230 was added to give additional support for the NCLEX-RN exam. Healthcare Concepts I and II will each be condensed to eight weeks. The clinical hours are a bit different. The State of Texas requires that LVNs must have completed 850 clinical hours to get an LVN license, and most of the students will have already completed their clinical hours just by working in the field. Most hospitals, rehabilitation hospitals, and nursing homes, want their employees to get their RN, so the employer might be willing to pay them to further their education. There will be some marketing going into changing the perception of the current LVN to RN bridge program. The data is being measured for those students who take the NCLEX exam for pass/fail. 80% is required by law to keep the funding.
* Recommended for Fall 2020

Expedited Proposals

- Video Production
  - MUSC 1327 is been replaced with FLMC 2333 in the AAS and the Level 1 Certificate. This change only impacts this discipline.
  - Recommended for Fall 2020
- Marketable Skills
  - Instead of looking at and voting on each individual discipline, these will be voted on as a packet. If there are any questions or concerns about one, it will be pulled out, and a vote will be taken on the remaining. A list of any corrections, grammatical errors, typos, redundancy, etc. can be sent to the Curriculum Office.
  - Chemistry: The words "be able to" can be removed from the wording. The communication components should have more chemistry-related skills. It would be good to know what a student can specifically do with their skills. There is also some confusion as to how the "…while understanding nonverbal cues from audience" skill is relevant to Chemistry. The committee recommends sending the marketable skills back to the Chemistry Department with the suggestion that the skills are narrowed down a little and to include more chemistry-relevant skills. Perhaps the marketable skills committee can work with the Chemistry Department to enhance the skills.
  - Art: The faculty was under the impression, going by the instructions they were given, that the specifics were not wanted, but that more general skills be used that can apply to a job in business or apply to a job in a specific industry. The overall goal of the soft skills is to be generic to show how Art, for example, could apply to the other degrees, etc. Specificity is not as necessary at the general education level, as much as at the program level.
  - Fire Academy, Patient Care Technician Track, and Theater were very specific, so is there a need to limit the number of skills? The committee didn't see a concern with Fire Academy.
  - What needs to be considered is seeing it from the perspective of an employer and and what would be relevant.
  - These skills will be housed on each program webpage. The goal is for students to be able to look at the program sequence of courses, and see the different marketable skills they will be learning and acquiring through that program.
  - Would it be acceptable to allow each department to define the marketable skills either narrowly or broadly?
  - Patient Care Technician will be pulled out, taken to the subcommittee, and asked if some of the bullet points can be combined to be more streamlined. The language can be cleaned up after the marketable skills have been submitted by the deadline.
  - Art and Music will also be taken before the subcommittee to request that the language be cleaned up and reconstructed to better fit into the professional realm.
  - Both sets of English marketable skills will also be sent back to the department so that the "Communicate effectively and professionally, directing full attention to other people, taking time to consider the points being made, asking questions as appropriate, and not interrupting at inappropriate times." bullet point be cleaned up.
  - The committee proposed that it might be best to ask for marketable skills that are not found in the SLOs. And, going forward, the committee could consider giving directives about what is needed such as being more concise, similar points being combined, etc.
  - All proposed marketable skills were recommended with the exception of Chemistry, Art, Patient Care Technician, Music, and English. These will be returned to the discipline areas for revision and re-submittal.

Deans' Liaison Report

- There was a presentation by Shane Apple regarding the parts of term. Collin has over 100 parts of term each semester, so a review is being done for a better method of consolidating and being

more calculating at how many parts of term we have. There will be a presentation at the next Deans' meeting.

- Dr. Johnson gave an update on Virtual College. There is an Executive Dean position available.
- Creation of linked courses is being reviewed to be housed on the credit side.

Faculty Council Report – No meeting

Discussion Items – No discussion items

CAB Business

- Status of CAB Recommendations – Pending
- November 22 Meeting Minutes – Approved
- Other Business – The Prerequisite Subcommittee has met. The meeting was led by Dr. Hardesty, and the committee brainstormed about why a prerequisite is what it is. The committee will develop a policy or plan that specifies and documents why/how a prerequisite makes students successful so that there is a sound reason for that prerequisite.

Next Meeting – January 24

Meeting adjourned at 3:00