Members Present: Dr. Ronald Buchanan, Dr. Mark Bumgarner, Dr. John Dever, Ms. Vaden Fitton, Mr. Mike Ghorbanian, Ms. Frankie Harris-Lyne, Dr. Hortense Hinton, Ms. Susan Johnson, Dr. Molly Lynch, Ms. Chaiya Ortiz, Ms. Esther Perantoni, Dr. Sharon Robertson, Ms. Dana Roggenbaum, Ms. Maria Rynn, and Ms. Mary Zimmerman.

Members Absent: Ms. Sulochani Bhati, Dr. Sam Hill, and Dr. Peter Maphumulo.

Guests: Ms. Charlotte Calobrisi, Mr. Andrew Cornell, Ms. Anita Freeman, Ms. Holly Frost, Mr. Harvey Liebman, Dr. Jennifer Roberts, Ms. Joyce Samuels, Ms. Jane Serbousek, and Mr. Armen Simonian.

Welcome and Introductions
Dr. Dever welcomed all present. Committee members and guests introduced themselves.

Orientation to the Committee
Dr. Dever reviewed the purpose of the committee and the range of positions represented on the committee. Dr. Robertson noted that the logs for the 2008-09 and 2009-10 academic years were sent to the committee to illustrate the many different kinds of issues discussed by the Curriculum Committee, and to show how she tracks items after they are approved by the committee.

Curriculum Procedures Manual
Dr. Robertson reviewed the various types of information covered by the Curriculum Procedures Manual. She asked committee members to carefully review the draft Manual. It includes many revisions due to the many changes to policy approved during 2009-10.

Approval of April 22, 2010 Minutes
The minutes of the April 22, 2010 meeting were approved as corrected.

Revisions to the Diagnostic Medical Sonography Program
Ms. Anita Freeman (DMS, MEC) stated that the Diagnostic Medical Sonography (DMS) faculty and their advisory committee recommend the implementation of the following curriculum changes to be applied to the Diagnostic Medical Sonography AAS and its Vascular and Echocardiography specializations.

The faculty recommend replacing PHY 195 Topics in Ultrasound Acoustical Physics (2 credits) with PHY 101 Introduction to Physics (4 credits). When the DMS curriculum was created, faculty envisioned development of a 2-credit physics course just for DMS. In reality, there have not been enough students to make such a course run, so students have been taking PHY 101 Introduction to Physics. The course is held on multiple campuses with multiple sections, giving students ample opportunity to take the course throughout the year. PHY 101 meets JRC-DMS accreditation requirements.
Ms. Freeman explained that the DMS curriculum is already at the 72-credit limit allowed by VCCS policy. To make room for the additional 2 credits for PHY 101, the DMS faculty recommends:

- Remove DMS 222, 255 and 266 (the 2 credit registry review courses for the parent degree and each specialization).
- Add a 1-credit DMS 299 Supervised Study.
- Decrease the credit load for DMS 190 Coordinated Internship from 5 credits to 4, which has the added benefit of reducing the number of internship hours to a more reasonable level. It has been difficult to fit the current requirement into students’ schedules because of the number of work hours required and it has been difficult to find locations for the internships. Reducing the internship to 4 credits will be consistent with the accrediting agency’s requirements.

Ms. Freeman described the DMS faculty’s recommendation that for program admission students should have at least a “B” in all prerequisite courses. At present, some prerequisites (ENG 111, MTH 151, and SDV 101) require that students attain at least a “C” while others (BIO 141, DMS 100, and PHY 195) require students to earn at least a “B” grade. Experience over the past year leads the faculty to believe that students who earn a “B” or higher in all prerequisite courses are more likely to complete the program. In particular, a “C” in ENG 111 does not demonstrate the level of communication expected of DMS students in clinical situations. A “B” or better in all prerequisite courses already is required for admission to DMS’s sister program, the Radiography AAS.

In another move designed to assure that students are ready to succeed in the program, faculty recommend requiring students to pass a computer competency test given in the MEC Testing Center. The test is recommended because the DMS curriculum requires students to perform various activities using a standard computer system. Assignments, general research, image manipulation, online testing and research papers are all components of the program. Additionally, all ultrasound units and Picture Archiving Communication Systems are computer based. Ms. Freeman said that faculty recommend requiring students to pass with a 70% or higher to show they have some very basic computer competencies. Students who do not pass the test would be advised to take HIM 130 Healthcare Information Systems, which they would have to pass with at least a D. Advisors could let students who have already taken ITE 115 enter the program without the DMS computer competency test. The committee discussed the proposed cutoff score for the test compared with the proposed passing grade of D for ITE 115, with Ms. Freeman explaining that only very basic computer skills are needed, so the test is not nearly as complex as the course. Areas to be tested would include Microsoft Office Word, Microsoft Office PowerPoint, Discussion Forums/Message Boards, File Creation and Organization, Email and the Internet. There is a precedent for requiring a computer competency placement test: the Nursing program already requires such a test. It was agreed that information about HIM 130 and the computer competency test must be clear in the information sessions for the program.

The committee discussed the possibility of changing the math requirement from MTH 151 Mathematics for the Liberal Arts I to MTH 163 Precalculus I or MTH 181 Finite
Mathematics I. Ms. Fitton reported that many of her MTH 181 students are in health-related fields. Ms. Freeman agreed to work with Dean Cornell and math faculty to determine which course best meets the needs of DMS students. Mr. Cornell noted that in addition, he expects to work with math and allied health faculty to revise MTH 126 Mathematics for Allied Health so that it better meets the needs of allied health students. The committee and Ms. Freeman did agree that the math requirement should be listed as “MTH 151 or higher.”

Ms. Freeman advised the committee that the DMS advisory committee strongly supports the concept of competitive admissions for the program. Mr. Cornell added that after the DMS self-study is completed and the program becomes accredited, students without another degree will be able to take the certifying exam, whereas currently only students who already have the Radiography AAS or similar degree plus the DMS degree from NOVA may sit for the exam. It will be very important for students to be well prepared and likely to pass the exam as well as to graduate from the DMS degree program. Because the program can only handle approximately 15 students per year due to clinical constraints, it will be imperative to admit students who are likely to succeed. It is almost certain that there will be far more applicants than the program can serve; Mr. Cornell estimates that 30-60 students will apply for the 15 slots. Along these same lines, interviews will be an important part of any competitive admission process because students must be able to communicate and follow oral instructions in clinical settings. Dr. Dever cautioned that the basis on which interviews will be judged must be made very clear to students prior to the interview. Ms. Perantoni asked what would happen to students who complete all of the prerequisites but still are not admitted. Ms. Harris-Lyne said that other MEC programs already are in this situation and must turn away some students who have completed prerequisites. Ms. Freeman noted that one of the prerequisites, DMS 100 Orientation to the Sonography Profession, helps students decide if DMS is the right program for them.

The Curriculum Committee approved the proposal to revise the Diagnostic Medical Sonography AAS and its Vascular and Echocardiography specializations to be effective Fall 2011. The committee also approved the proposal to require students to earn at least a “B” in all prerequisite courses for admission to the DMS program. Students will be required to pass a DMS computer competency test for admission to the DMS program. The issue of competitive admission will be brought to the committee for approval at a later date; at this time it was only discussed to help the committee see the long-range plan for DMS.

**Proposed Revisions to the Architecture Technology AAS**

Mr. Harvey Liebman (ARC, AL) and Mr. Armen Simonian (ARC, AN) presented the Architecture faculty’s request to remove the CST elective from the Architecture Technology AAS curriculum in order to make room for ARC 240 Designing Sustainable Built Environments or a second Technical Elective. Mr. Liebman stated that ARC 240 has become very important to architects.

Asked how the program addresses speech-apprehensive students in ARC courses, Mr. Liebman explained that students have to give oral presentations in several ARC courses and that most feedback focuses on content although faculty do correct students’ English. Mr. Simonian added that in several ARC courses, projects are critiqued by peers. The architects indicated that they expected cultural aspects of oral communication to be
addressed in the humanities and social science courses, but Ms. Zimmerman and Dr. Lynch said that their social science courses do not cover oral communication.

The Curriculum Committee did not approve the proposal to remove the CST elective from the Architecture Technology curriculum at this time. The committee suggested that, if ARC 240 is now important to Architecture Technology students, the existing technical elective could be removed and replaced with ARC 240.

At the end of the meeting when no guests were present, Mr. Ghorbanian emphasized the need for ARC 240. He and Dr. Robertson agreed to tell Mr. Liebman how to improve the proposal. The presentation of the proposal should exemplify good oral communication. The other weakness was the choice of ARC 240 or a technical elective; this choice seems to indicate that ARC 240 is not really needed.

Revisions to EMS 111 and EMS 112
Ms. Holly Frost (EMS, MEC) described the EMS faculty’s proposal to revise EMS 111 Emergency Medical Technician – Basic and EMS 112 Emergency Medical Technician – Basic I. These revisions are in response to changes to the National Standard Curriculum for Emergency Medical Technicians (EMT) that will be effective in 2012. They were agreed upon with representatives of all VCCS Emergency Medical Services AAS programs at the May 2010 EMS Peer Group meeting. The faculty propose increasing the credit for EMS 111 from 6 credits to 7 and EMS 112 from 3 credits to 4, adding one hour of lecture to each course. The additional lecture time will primarily cover additions in the Operations module: Awareness and Overviews of Weapons of Mass Destruction, Hazardous Materials, Incident Command System, and Terrorism.

NOVA does not offer EMS 112 but the peer group divided up the EMS courses for revision and asked Ms. Frost to submit the paperwork for EMS 112 as well as 111. EMS 112 is the first half of the EMS 112-113 sequence, which is roughly equivalent to EMS 111.

Ms. Rynn stated that the number of lab hours listed for EMS 111 was incorrect in the 103 form and the course content summary. Dr. Robertson will correct the attachment before forwarding the proposed course revisions to the Administrative Council.

The Curriculum Committee approved the proposal to increase by one the number of credits for EMS 111, Emergency Medical Technician – Basic and EMS 112 Emergency Medical Technician – Basic I, to be effective Fall 2011. Dr. Dever observed that when the change to EMS 111 goes into effect, the total number of credits required for the Emergency Medical Services AAS and the Emergency Medical Technician – Basic career studies certificate will increase by one. Ms. Frost agreed, and stated that two more classes will also increase in credit as part of the VCCS effort to update the EMS courses.

Developmental Math Restructuring
As chair of the VCCS Developmental Education Task Force, Dr. Dever introduced Ms. Joyce Samuels (Dean, LO) and Ms. Jane Serbousek (MTH, LO), who are providing leadership for implementation of one of the task force’s recommendations. Ms. Samuels
distributed a handout on the VCCS developmental math restructuring initiative. Ms. Serbousek has been deeply involved with the effort and leads the current VCCS team.

Ms. Samuels explained that National Center for Academic Transformation (NCAT) strives to improve student success while lowering cost. It favors the math emporium model used by Virginia Tech. At NOVA, this strategy will be modified to focus on the use of math computer labs.

The restructured developmental math will not replicate high school math. It is designed to teach students what they need to be successful in the college-level mathematic courses required by their program. Students will have to demonstrate mastery of skills before they move on to others. This is quite different from the way the VCCS has been offering developmental math, where students take courses, often several times, that cover material they do not need, but that allow students to pass without mastering key concepts. The new modules will be the same across the VCCS. Ms. Serbousek emphasized that consistent curriculum will be very helpful for all faculty, especially adjuncts. Having similar content across the VCCS will help students who transfer or take courses at multiple VCCS colleges. Although the content of the modules will be the same, delivery may differ from college to college. Ms. Samuels explained that NOVA will implement the new modules in Fall 2011, but the VCCS as a whole may not implement them until Spring 2012.

The VCCS is working on a customized placement test to replace COMPASS. It will be diagnostic, placing students in specific modules based upon skills they need to develop. Academic programs will have defined skill requirements; these may be quite different from program to program.

Grading of developmental math will change from Satisfactory/Unsatisfactory to ABC letter grades. This will help with data interpretation and is designed to motivate students to strive for an A. These grades will not be included in GPA calculations.

Access to MyMathLab requires a computer so there will be access to it in a lab along with tutors. Dr. Dever said there are several complexities that must be worked out regarding financial aid. Dr. Bumgarner suggested that the changes to developmental math should be mentioned at the Student Services Convocation and at campus meetings.

VCCS Reengineering Recommendations
Dr. Dever explained that the Chancellor asked a task force co-chaired by Dr. Templin and another VCCS college president to consider or develop “big ideas” to help the VCCS serve more students even as state funding decreases. Developmental math redesign is one part of this initiative. Several others may lead to proposals to be considered by this committee later this year.