

CURRICULUM COMMITTEE
Approved October 27, 2016

Members Present: Ms. Aida Brhane, Dr. Nathan Carter, Mr. Paul Chapman, Ms. Mary Charleza, Ms. Carolyn Davis, Dr. Maggie Emblom-Callahan, Dr. Pamela Hilbert, Ms. Mitra Jahangeri, Dr. Anne Loochtan, Mr. Frederick Markham, Dr. Jimmie McClellan, Dr. Mary Mosely, Dr. Diane Mucci, Dr. Sheri Robertson, Ms. Maryellen Ryan, , Mr. Bernard Schmidt, Mr. Fernando Seminario, and Dr. John Sound.

Members Absent: Dr. Julie Leidig, Dr. Mel Schiavelli and Mr. Scott Wood.

Guests: Dr. Ivy Beringer, Ms. Julia Brown, Mr. Andrew Cornell, Ms. Jennifer Daniels, Ms. Paula Debes, Ms. Celeste Dubeck-Smith, Mr. David Epstein, Ms. Lucy Gebre-Egziabher, Ms. Leigh Giles-Brown, Dr. Barbara Hopkins (by phone), Dr. Evette Hyder-Davis, Ms. Sharon Karkehabadi, Dr. Molly Lynch, Ms. Virginia Pates, Dr. Burton Peretti, Dr. Willie Pomeroy, Ms. Jarice Risper, Ms. Karen Sheble, Dr. Alison Thimblin, Mr. Jeffrey Vetrano, Dr. Bruce Wahl, Ms. Ashley Wilkins, and Dr. Stephen Wofsey.

Minutes of the September 22 Meeting

Minutes of the September 22, 2016 meeting were approved as amended.

Criminology and Criminal Justice AS

Dr. Robertson stated that the proposal for a transfer-oriented degree in the criminal justice field was a long time in the making. Administration of Justice (ADJ) faculty have been discussing the need for such a program for well over a decade. Ms. Celeste Dubeck-Smith (Dean, AN) said transfer students now enroll in the General Studies AS, which definitely is not a guided pathway.

Dr. Stephen Wofsey (ADJ, AN) presented the cluster's proposal to establish an AS in Criminology and Criminal Justice. He noted one recent change to the proposed curriculum: ITE 115 replaced the second humanities elective since the degree already includes a Religion course and a humanities elective, thereby meeting the 6-credit humanities requirement for an AS. Dr. Wofsey explained that the field has evolved to be more of a behavioral science than an applied science. He stated that the proposed program is a curriculum for today and tomorrow. George Mason University, Old Dominion University, and Virginia Commonwealth University all want the courses in the proposed curriculum.

The ADJ AAS is an applied degree and it will continue to be offered as it still meets some students' needs. However, an increasing number of ADJ students plan to transfer, and need to in order to meet their career goals. For example, of his class of 17 this morning, 2 are ADJ majors, 1 is in the Science AS and the rest want to transfer into a Criminal Justice baccalaureate. The proposed AS would allow students to use the Guaranteed Admission Agreements with senior institutions and to not lose credits by taking too many ADJ courses. The cluster chair will be responsible for initiating updates.

Dr. Carter cautioned that being too specific about course choices could cause problems. The committee discussed the Guided Pathways mandate to be specific versus the reality of dealing with different universities' wishes, which can be a real challenge in Virginia. Dr. Wofsey explained why the curriculum calls for biology and not chemistry.

Dr. McClellan asked when senior institutions cover diversity. Dr. Wofsey responded that most do so at the 300-400 level.

The Curriculum Committee approved the recommendation to create a Criminology and Criminal Justice AS degree.

Teacher Education Specialization Revisions

Ms. Karen Sheble and Ms. Ashley Wilkins (both EDU, MA) presented a proposal to revise the Teacher Education specialization of the Social Sciences AS. They distributed a handout that describes the tests required for teaching licenses in Virginia. Ms. Sheble provided some background on the program, which is designed for students who want to teach elementary school or special education. She explained that this degree has had a very specific curriculum, but students need to be allowed a few more choices because of the different universities' requirements and the various endorsements students may seek. The curriculum was originally negotiated by a VCCS group working with senior institutions with teacher preparation programs, but their requirements have changed over the years. In addition, students who transfer to NOVA or who change their major have trouble completing the program.

Supported by the lead dean, Dr. Barbara Hopkins (MA), who participated by phone, the faculty proposed the following changes to the Teacher Education Program.

1. Change the math course requirements, currently MTH 151-152, to add "or higher level math." This is an area in which the universities have very different requirements from one another.
2. Change the BIO 101-102 requirement to include choice of the following: BIO 101, BIO 102, GOL 105, GOL 106, CHM101, CHM 102, PHY 101, PHY 102 or PHY 150.
3. Expand the humanities course requirements to include choice of the following: ART 101, ART 102, ART 105, MUS 121, MUS 122, REL 230, REL 231, REL 232, PHI 101, PHI 102, SPA 201, SPA 202, FRE 201, or FRE 202.
4. Change the PLS requirement to include PLS 135, PLS 136, or PLS 211.

The proposed revisions still meet endorsement requirements. The committee discussed referring this to the Social Science learning council, but agreed that although the council should be kept informed, and the Teacher Education specialization should use the transfer grid for general education courses, the proposal should go forward.

Paralegal Studies Revisions

Dr. Ivy Beringer (Dean, AL) and Ms. Joyce McMillan (LGL, AL) presented the Paralegal Studies faculty's proposal to revise the Paralegal Studies AAS curriculum. Ms. McMillan explained that the advisory committee supports removing the PED and PED/HLT/RPK requirements from the program. This decision will allow students to complete the program with 63 rather than 65 credits. In addition, the Advisory Committee supports changing ENG 111 from a program prerequisite to a co-requisite that should be taken in the first semester. This change will benefit students because Financial Aid will recognize ENG 111 as an eligible course. It is still important for students to take ENG 111 before taking 200-level legal specialty courses due to the significant writing requirements in these courses.

This change would still meet the requirements for ABA approval. Ms. Davis asked why the electives are so unrestricted.

The Curriculum Committee approved the removal of the two PED requirements and making ENG 111 a first semester course rather than a program prerequisite.

Associate of Fine Arts and Visual Art AFA

Mr. David Epstein (Dean, WO), Ms. Virginia Pates (ART, AN) and Mr. Markham presented the proposal to initiate a new degree type, the Associate of Fine Arts (AFA) and a new program, the AFA in Visual Art. The AFA is a transfer degree of 60-63 credits designed to prepare students to transfer into a Bachelor of Fine Arts program. The AFA in Visual Art provides students an immersive studio arts education and guided pathway for those who wish to pursue a career and educational path in the visual arts through transfer into a Bachelor of Fine Arts program. Transfer into a Bachelor of Fine Arts degree program at a four-year college or university is dependent upon a review of the student's artwork. This review is commonly referred to as a portfolio review. The work within this portfolio must demonstrate a very high skill level and an exploration of conceptual as well as representational art. It must also be comparable to a baseline standard that the senior institution may establish.

Mr. Epstein described the importance of completion, consistency, and creativity, and indicated that the AFA would assist with those. He noted that the proposed Visual Art AFA is a guided pathway that includes wraparound support such as advising, a new orientation, and portfolio reviews. The graduation rate for current art degrees is very low. Currently about 1/3 of NOVA art students are in General Studies which is a real problem for advising. In the Fine Arts AA, students could take more world language credit than art.

The proposed AFA degree in general and AFA in Visual Arts program in particular would be offered at all five of NOVA's comprehensive campuses and partially online through the Extended Learning Institute. All required courses are currently offered at NOVA. The degree program will be administered at each campus by the assistant dean of arts or studio art program head, who reports to the dean of arts.

The AFA shall replace the current Associate of Applied Arts in Fine Art (AAA) and the AAA in Fine Art shall be discontinued. The AFA will become the primary transfer degree for fine art majors although at this time there are no plans to discontinue the Associate of Arts in Fine Arts program.

The AFA in Visual Art requires a total of 62 credit hours. The arts cluster has worked closely with primary transfer institutions to revise NOVA arts course content summaries to assist articulation and transfer agreements. The program covers information technology as it relates to art, which seems to be what the universities want.

Dr. Emblom-Callahan asked what will happen if students turn out to not do well after the first year and then they would have classes that would not fit into other programs well. Mr. Epstein said the software they will use and the wraparound services will help prevent students from having false expectations. Ms. Davis mentioned that the first year students will have first year advisors rather than Art faculty advisors, but Mr. Epstein hopes to get around that.

Dr. McClellan reported that he has never seen such an inclusive process as the one used to develop this program.

The Curriculum Committee approved the proposal to offer the Associate of Fine Arts at NOVA and to initiate an AFA in Visual Art.

Diagnostic Medical Sonography Revisions

Mr. Andrew Cornell (Dean, MEC) and Ms. Leigh Giles-Brown (DMS, MEC) presented the DMS Cluster's proposal to revise the Diagnostic Medical Sonography program. Within a year sonographers will not get paid to do sonograms if they are not certified. Ms. Giles-Brown Leigh emphasized the importance of timing in when students can take their certification exams. The majority of the changes are proposed for implementation in the 2017-2018 academic year. One change is requested for implementation in Spring 2017 in order to better prepare current DMS students to meet the upcoming demands for knowledge of vascular ultrasound. All of the proposed revisions were approved by the DMS Advisory Board at the September 2016 meeting as well as by the current DMS students who will be affected by the requested changes to the 2016-2017 course offerings. Ms. Giles-Brown presented the following proposed revisions:

1. Update the course content summaries for DMS 208, DMS 209, and DMS 241. Specifically:
 - Modify the DMS 208 and 209 – Ultrasound Physics and Instrumentation I and II course summaries to include clarifying language for more accurate course descriptions and more streamlined course objectives aligned with the National Education Curriculum (NEC) provided by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).
 - Modify the DMS 241 – Advanced Abdominal Sonography course summary to eliminate peripheral vascular objectives which are more appropriate topics for the vascular sonography courses. In addition, breast sonography will be added to the curriculum as an advanced small parts objective.
2. Requested for implementation in Spring 2017, which would affect current first-year students and subsequent classes, reduce the current credits for the Spring DMS 196 – On-Site Training course from 4 credits to 3 credits to allow students time to complete 240 hours of clinical training (2 days per week) while leaving room for 3 days of required didactic courses.
3. Also for Spring 2017, to benefit DMS graduates and Registered Sonographers, offer a DMS 223 – Introduction to Vascular Sonography course (3 credits) in Spring 2017. This course will only be open to DMS graduates and currently registered sonographers in the professional community. The prerequisites for this offering can be graduates of the NVCC DMS Program or proof of current professional sonography registry. This addresses an expressed need in the professional community for cross-training of general sonographers in the vascular ultrasound field. New insurance requirements effective 2017 call for reimbursement only if vascular exams are performed by registered vascular sonographers. Thus, current general sonographers who have been performing vascular exams without the RVT credential are under pressure to gain their vascular registry.

4. For Summer 2017, affecting second-year students, replace DMS 232 – Clinical Education II (4 credits) with DMS 231 – Clinical Education I (3 credits) to satisfy prerequisite requirements and allow students time to take DMS 241 - Advanced Abdomen and DMS 242 - Advanced Ob/Gyn during the Summer. This will allow students time to cross-train in vascular sonography as well as to take their registry review course in the last Fall semester. Students will be able to sit for their specialty registry board exam prior to graduation. The goal of the restructured schedule is to better enable students to graduate as fully certified sonographers while providing cross-training in vascular and a better workload balance. In addition, DMS 243 – Breast Sonography will be eliminated to allow for the credit to be used for vascular cross-training. The breast sonography topics will be included as part of the DMS 241 - Advanced Abdomen course.

Ms. Giles-Brown emphasized that these proposed changes to the current 2016-2017 program offerings have been presented to the current first-year cohort and they have all signed their consent to these changes.

The rest of the revisions are requested for implementation in Fall 2017.

5. In an effort to streamline student access and progression through the DMS degree program, the preparatory coursework required prior to program entry must change. However, proposed changes must remain in compliance with CAAHEP program accreditation standards which clearly state that certain preparatory coursework must be completed prior to enrollment in DMS core courses. To that end the following courses are proposed as preparatory coursework for DMS. All of these courses are currently required as prerequisites and nothing new is added.
 - BIO 141 – Human Anatomy and Physiology I (4 credits)
 - BIO 142 – Human Anatomy and Physiology II (4 credits)
 - ENG 111 – College Composition I (3 credits)
 - MTH 151 – Math for Liberal Arts I (3 credits)
 - PHY 195 – Topic in Acoustic Physics (2 credits)
 - SDV 100 – Orientation to Health Professions (1 credit)

Total Preparatory Coursework for DMS Credits = 17

6. Some of the courses that are currently prerequisites for the DMS program will be able to be taken during the degree program rather than prior to the degree program. Other prerequisite courses will be eliminated to allow for more meaningful course offerings in keeping with program objectives. The non-DMS courses that will be required prior to DMS program completion include:
 - HLT 141 – Medical Terminology I (1 credit)
 - HLT 220 – Concepts of Disease (3 credits)
 - PSY 200 – Principles of Psychology (3 credits)
 - _____ - Humanities/Fine Arts Elective (3 credits)
 - EMS 153 – Basic ECG Recognition (2 credits) *Echocardiography Only

Total Non-DMS Credits Required for Program Completion = 17 (prep) + 10 = 27 credits
(Total = 28 for Echocardiography Specialization)

7. The current DMS Program prerequisites that are proposed for elimination in order to allow for more relevant foundational courses and an adequate distribution of credits each semester include:
 - Eliminate DMS 100 – Orientation to the Sonography Profession (1 credit) to eliminate redundancy with DMS 206
 - Eliminate PED 116 – Lifetime Fitness and Wellness (1 credit)
8. Begin offering the Vascular Sonography and Echocardiography specializations that were approved years ago for the DMS degree program. This will allow for expanded student enrollment from the current level of 14 students to up to 28 students. This would require a third full-time DMS faculty member with echocardiography credentials.
9. Require the 2017-18 incoming class to take VCCS approved courses HLT 141 – Medical Terminology I (1 credit) and either HLT 220 – Concepts of Disease (3 credits) or HIM 110 Introduction to Human Pathology (3 credits) in Fall 2017. This satisfies DMS accreditation standards requiring pathophysiology instruction either prior to or as part of the DMS core curriculum. Should any of these courses be offered at a variety of campuses, it is recommended that the courses be standardized in terms of learning objectives, required textbook(s), and learning outcomes established in collaboration with all programs that require this course. Require Echocardiography Specialization students to take EMS 253 – Basic ECG Recognition during Summer 2018. Require all DMS students to take PSY 200 – Principles of Psychology (3 credits) in Spring 2018 and a Humanities/Fine Arts Elective (3 credits).
10. Offer DMS 223 – Introduction to Vascular Sonography course (3 credits) in Fall 2017 to second year general DMS students as cross-training prior to graduation. This course also may be offered in Fall 2018 to Echocardiography specialization students who are in their final semester of the program as an introductory level cross-training. Implement a VCCS approved DMS 295 – Topics in Introduction to General Sonography course (3 credits) in Fall 2018 which will be used to provide introductory level general ultrasound cross-training to students in the Vascular Sonography specialization.
11. Restructure the current clinical course progression to satisfy clinical site requests for students to develop patient care skills and professional knowledge prior to clinical placement. In addition, these changes will allow sufficient time for students to complete didactic training and prepare for ARDMS specialty registry exams they are permitted to take in their last semester prior to graduation. The result will be enhanced student workforce readiness and competitiveness. The clinical curriculum changes proposed include:
 - Fall Clinical: Reduce the number of credits for the 1st year DMS 190 – Coordinated Internship from 3 credits down to 2 credits. This will allow for 160 clinical hours to be completed 2 days per week during the last 10 weeks of the Fall semester. This enables the first 6 weeks of the Fall semester to be used for patient care preparation. Replace the 2nd year DMS 290 – Coordinated Internship (4 credits) with DMS 232 – Clinical Education II (4

credits) in the last Fall semester to enable use of a VCCS approved course and logical clinical course progression.

- Spring Clinical: Reduce the current credits for the Spring DMS 196 – On-Site Training course from 4 credits to 3 credits to allow students time to complete 240 hours of clinical training (2 days per week) while leaving room for 3 days of required didactic courses.
- Summer Clinical: Utilize the VCCS approved course DMS 231 – Clinical Education I for 3 credits during the Summer to allow students enough didactic time to complete part 2 of their specialty courses before their final semester registry review course.

The total number of clinical hours for the program would change from 1200 to 1088. This reduced amount remains competitive with requirements from other DMS programs in the Virginia/DC/Maryland area as all require more than 1000 hours of clinical experience.

The total number of credits required for the DMS AAS parent program would increase from 68 credits to 70 credits. This remains below the 72 credit maximum limit allowable by VCCS policy. The Vascular Sonography specialization would require a total of 65 credits and the Echocardiography specialization would require a total of 67 credits.

12. Requested for implementation in Fall 2018, eliminate DMS 299 – Supervised Study and replace it with the more appropriate DMS 222 - Sonography Registry Review course. Offer DMS 222 during the first 8 weeks of Fall 2018 as students will be able to sit for their board exams within 60 days of graduation. Echocardiography Specialization students will take DMS 255 – Echocardiography Registry Review (2 credits) and Vascular Specialization students will take DMS 266 – Vascular Ultrasound Registry Review (2 credits).

13. Admission Requirements Changes

The admission process currently requires students to view an online information session and to complete DMS 100 – Orientation to the Sonography Profession among other requirements. To offset the elimination of DMS 100 as a program prerequisite and to ensure student awareness of the profession prior to admission, the faculty recommended the following changes to the admission criteria beginning with the 2017-18 academic year:

- Students must still view the online information session; however, upon completion, they will receive a unique code to be entered on a DMS Orientation Verification Form.
- Students must submit the signed DMS Orientation Verification Form with the unique code when they attend a pre-admission advising workshop.
- Students must attend a pre-admission advising workshop. Workshops will be held twice per major semester and once during the Summer semester.
- All three tasks – attending the advising workshop, viewing the online information session, and submitting the verification form – must be completed in addition to all other admission requirements for a student to be considered program eligible.

Ms. Giles-Brown explained that the curriculum program credit limitations do not leave room for students to take a separate oral communications course. Instead, these course objectives are covered across a variety of DMS courses as follows

- DMS 206 – Introduction to Sonography: patient care and professional communication skills are taught and practiced through lecture, assignments, and workshops with emphasis on communicating effectively with diverse patient populations and the effects of verbal and nonverbal communication.
- DMS clinical courses all include practice and assessment of patient interaction and communication skills as well as written communication via examination reporting and worksheets in clinical settings.
- DMS didactic courses include course projects that require oral presentations whereby students are evaluated on their professionalism, clarity, and organization among other key criteria.

Ms. Giles-Brown and Dr. Loochtan explained the problems that arise if students are required to be considered in-program when they start Semester 1 of the 2017-2018 revised curriculum:

- CAAHEP accreditation standards require certain courses to be completed BEFORE enrollment in DMS core courses
- CAAHEP accreditation attrition rates require no more than 20% per cohort and this will increase if there is no longer a separate program-specific selection process.
- What selection criteria will the program use if students are program placed upon entry to the college? (AP Science course, high school GPA, possibility of the USA test in addition to the TEAS)
- What happens to the NOVA required course SDV 101 if students are program placed upon entry to the college?
- Drop in non-DMS course enrollments due to program size constraints. The DMS program only accepts 14 General Sonography students; however, approximately 70 apply who have completed the current prerequisites. If students are program placed from the start of Semester 1, then only 14 DMS students will enroll in the current non-DMS required courses each year. Even if the DMS program is changed to the proposed 5 semester 2017-2018 curriculum that allows for one semester of preparatory coursework prior to program selection, a drop in enrollment will manifest for the non-DMS required courses that will be taken after program selection (Humanities/Fine Arts Elective courses, PSY 200 Principles of Psychology, and HLT 141 Medical Terminology I) as only about 14 DMS students per year will take these rather than the entire pool of students seeking program entry. Adding the Echocardiography and Vascular Sonography Degree Specializations will increase the potential total number of DMS student to about 28.

The Curriculum Committee approved the proposed revisions to the Diagnostic Medical Sonography program.

Radiography AAS Revisions

Dean Cornell and Ms. Jarice Risper (RAD, MEC) explained that radiographers need a solid background in medical terminology. At the request of their advisory committee, the Radiology faculty propose

removing the PED 116 Lifetime Fitness and Wellness requirement and adding the 1-credit HLT 141 Introduction to Medical Terminology course.

The Curriculum Committee approved the proposal to replace PED 116 with HLT 141 in the Radiography AAS.

ASL Career Studies Certificate Revisions

Ms. Jennifer Daniels (Dean, AN) and Ms. Paula Debes (ASL, AN) presented the ASL Cluster's proposal to revise the American Sign Language career studies certificate. Specifically, the faculty propose removing the ENG 111 requirement and adding ASL 101 American Sign Language I as a requirement. This is necessary because ASL 101 currently is a program prerequisite and so students cannot use financial aid to pay for it. Ms. Daniels explained that removing ENG 111 is not a problem because if students decide to pursue a related degree, they will take English then. Ms. Debes added that American Sign Language is not based on English, so College Composition is not as useful for this career studies certificate as might be expected. She explained that signs are more like pictures, conveying ideas. Ms. Debes provided examples of jobs in which graduates of this program work.

The Curriculum Committee approved the proposal to remove ENG 111 from the ASL career studies certificate and add ASL 101.

Math Pathways

Dr. Alison Thimblin (Dean, WO), Mr. Jeffrey Vetrano (MTH, AN), Dr. Bruce Wahl (MTH, AL), Ms. Camisha Parker (WO) presented the VCCS Math Pathways initiative. Dr. Thimblin explained that math faculty from all VCCS colleges met with math faculty from the public senior institutions to completely restructure the VCCS math curriculum. All courses will have a new number to reduce confusion. In addition, there will be a common VCCS position on calculator use in math courses. It clearly explains why students cannot use calculators in some MTE units. The policy should be posted as soon as possible to help reduce disability complaints.

Mr. Vetrano outlined the Pathways subgroups; NOVA faculty have participated in all of them. Ms. Parker reviewed the five pathways: Career-Technical, Quant-Stat Reasoning, Applied Statistics, Applied Calculus and STEM Pathways. NOVA will pilot new courses in Spring 2018 and all in Fall 2018.

Dr. Wahl explained students will not be able to use the new MTH 154 Quantitative Reasoning to prepare for new statistics. The new courses and pathways will improve transfer and placement.

In addition, the VCCS has convened a task force on which Dr. Robertson sits to establish multiple measures for placement purposes. The intent is to reduce the need for placement testing. One measure will be high school grade point averages for students who graduated within a specified number of years.