Minutes
Curriculum Committee Meeting
March 1, 2012

Members Present: Dr. Ron Buchanan, Mr. David Falkenstein, Mr. Mike Ghorbanian, Ms. Frankie Harris-Lyne, Dr. Sam Hill (by phone), Ms. Christine Holt, Ms. Chalet Jean-Baptiste, Ms. Susan Johnson, Mr. Charles Kellermann, Dr. Peter Maphumulo, Ms. Esther Perantoni, Dr. Sheri Robertson, Mr. Kevin Simons, Dr. Anthony Tardd, Ms. Kristine Winner, and Ms. Mary Zimmerman

Members Absent: Dr. Mark Bumgarner and Ms. Vaden Fitton

Guests: Dr. Vincent Bates, Ms. Julia Brown, Ms. Charlotte Calobrisi, Mr. Andrew Cornell, Ms. Paula Debes, Ms. Janet Giannotti, Ms. Kathy Grilliot, Dr. Jody Gundrum, Mr. John Kocur, Dr. Jonathan Kolm, Dr. Bruce Mann, Dr. Diane Mucci, Dr. Johanna Weiss

Minutes of the January 26, 2012 Meeting
The minutes of the January 26, 2012 meeting were accepted as distributed. Dr. Robertson provided a status report on previous Curriculum Committee actions.

ASL Curriculum Revisions, Discontinuance of ASL Interpreting Career Studies Certificate, and New Courses
Ms. Charlotte Calobrisi (Dean, AN) reported that much thought and effort went into development of the proposed curriculum revisions to the American Sign Language (ASL) curriculum. Ms. Paula Debes (ASL, AN) explained that last year focus groups with students and graduates examined aspects of the program that did or did not help prepare them for work in this field. She also worked closely with her advisory committee to reconsider the curriculum. With the support of her provost, dean, and curriculum advisory committee, Ms. Debes, who is the assistant dean for ASL and Interpreter Education, recommended several changes to the ASL programs offered at the Annandale Campus. The proposed changes affect the American Sign Language to English Interpretation AAS, the American Sign Language career studies certificate, and the American Sign Language Interpreting career studies certificate. No changes are proposed to the Deaf Studies specialization of the Social Sciences AS degree.

First, Ms. Debes proposed the discontinuance of the ASL Interpreting career studies certificate. She explained that the National Certification test for interpreters now requires candidates to possess an associate’s degree or higher before sitting for the test, so this program no longer holds value for students in terms of obtaining a job. Few students have graduated from this program over the past several years.

Ms. Debes also proposed revisions to the ASL career studies certificate, which currently requires 23 credits. The proposed changes will increase to 26 the total number of credits required for graduation. The addition of ASL 100 Introduction to the Acquisition of ASL as an Adult (2 credits) is intended to help students make the transition for an aural/oral language to a visual one. A proposed new 2-credit course, ASL 2XX Advanced Fingerspelling and Number Use would be beneficial for advanced ASL students while less advanced students would continue to take the 2-credit ASL 115 Fingerspelling and Number Use in ASL. SDV 100 College Success Skills will be added to the curriculum rather than appearing only as a footnote; most students need the course, so placing it in the curriculum will alleviate surprises when students apply for graduation.
The following changes proposed to the ASL to English Interpretation AAS will reduce the overall credit requirement to from 68 to 65 credits.

- Make ASL 220 Comparative Linguistics: ASL and English (3 credits) an elective rather than a requirement. As part of the ASL career studies certificate, which most students complete before entering the AAS, most students will still take the course. Its content is not absolutely essential for this program.
- Add INT 1XX Discourse Analysis (3 credits). Students indicate that the instruction in vocabulary and grammar within the ASL curriculum prepares them to learn skills in interpreting, but an analysis of discourse markers and conversational strategies in ASL is missing. The proposed new course was developed after investigating methods for addressing this issue at other institutions with similar programs in other states.
- Reduce INT 290: Coordinated Internship from 5 to 3 credits. After meeting with the Coordinator for Cooperative Education and Internships, the assistant dean determined that the internship course should be reduced from five credits to three.
- Add INT 2XX: Interpreting in Safe Settings (2 credits). Students have expressed concerns that the learning gap between the classroom and the internship is difficult to navigate. After consulting with her counterpart at JSRCC, the assistant dean proposes to offer a course that JSRCC has piloted entitled in which students are placed in classes on campus without a deaf client and required to interpret in the back of the classroom. This will allow the students to practice their skills in real situations without the added stress of a deaf client. NOVA will offer this as a 2 credit course but propose it to the VCCS as a 2-3 variable credit course since JSRCC currently offers it as a 3 credit course.
- Eliminate one social science elective, bringing the total number of credits required for the degree to 65. This is in line with the VCCS initiative to reduce the number of credits students are required to take in order to graduate.

Finally, the ASL department proposes two courses that have been offered for two years as ASL 295 Special Topics. These courses could be used to fulfill the elective requirements for the AAS degree and can also be substituted in the ASL career studies certificate for those students coming to NOVA with experience in ASL. ASL 2xx ASL Storytelling (3 credits) is designed to increase the expressive and receptive skills of the student working with or interpreting for Deaf and Hard of Hearing students in both social and academic settings. ASL 2xx Academic ASL (3 credits) was developed to address needs of interpreters currently working or hoping to become employed in academic settings.

The Curriculum Committee approved the proposed revisions to the ASL curriculum, including the discontinuance of the ASL Interpreting career studies certificate and the proposed new courses.

**Biotechnology Curriculum Revisions and New Courses (Attachment D)**

Dr. Johanna Weiss (BIO, MA) and Dr. Diane Mucci (BIO, LO) proposed several changes to the Biotechnology AAS and the Biotechnology Lab Technician career studies certificate. Approved by the curriculum advisory committee and deans, the proposed changes are designed to improve student retention, graduation, and job placement. These changes are proposed as part of a current grant that is funded by the Advanced Technological Education Program of the National Science Foundation. The changes include the introduction of a non-competitive application process and the addition of two new courses. To limit
increases to the number of credits in the curricula, the faculty propose that courses be removed from the AAS and the career studies certificate.

Non-competitive Admission
Dr. Weiss stated that the Biotechnology AAS was initiated in Fall 2008; five students have graduated with this degree and 6-10 more will graduate within the next six months. As of January 2012, 116 students were program-placed in the AAS degree. The Biotechnology Lab Technician career studies certificate was initiated in Fall 2011. Dr. Weiss explained that students will not get a job with just this career studies certificate; it is designed for students who already have a degree. Three students have graduated and four more students will graduate this summer. Sixteen students are placed in the certificate program.

The non-competitive application for admission into both the degree and career studies certificate is proposed because so few program placed students ever take the core biotechnology courses (14% in Fall 2011). The retention rate of students placed in the biotechnology curricula was 54% between Fall 2010 and Fall 2011; however, when the active students are considered, 85% of those students had graduated or remained enrolled in the same time period. The proposed non-competitive admission process is an advising tool designed to help students choose the best program to meet their educational goals and, if they choose Biotechnology, to take the courses in the proper sequence. It is not designed to keep students out of the programs. Students will be admitted on a rolling, first-come, first-serve basis if space becomes limited. All students are asked to seek advising before formally applying. One formal information session will be offered each semester. Students who miss this session can also make an appointment to talk with a designated faculty advisor. Students who have self-selected one of the Biotechnology curricula prior to Fall 2012 will have until the end of the Fall 2012 semester to apply to the program; those failing to do so will be advised to select a program that better serves their goals. Program admission would be enforced by PeopleSoft.

New BIO Courses and Related Curriculum Revisions
Drs. Mucci and Weiss proposed the following new courses and related curriculum revisions:

- Develop BIO 2xx Bioinformatics and Computer Applications in Biotechnology (2 credits). Entry-level lab technicians need strong computer skills. In consultation with the advisory committee and considering their experience working with current biotechnology students, the faculty believe that an applied computer course will better serve their students. Bioinformatics, the use of computer tools to analyze proteins and genes, is now used routinely in many labs, so having a basic understanding of these databases and tools is extremely advantageous to students entering the workforce. The course would be added to both biotechnology curricula.

- Remove ITE 115 from the AAS curriculum. The career studies certificate currently does not have a computer skills course; this has proven to be challenging because many of the career studies students are returning to school after a long absence and lack sufficient computer skills. Use of the new Bioinformatics and Computer Applications in Biotechnology course will streamline instruction, ensure that all biotech students have basic proficiency in the most critical components of Microsoft Office, and allow the introduction of bioinformatics to the curriculum.

- Develop BIO 1xx Laboratory Calculations in Biotechnology (1 cr). Dr. Weiss explained that even students who have completed college-level math struggle with the sometimes complex laboratory calculations which are needed to make solutions, dilute samples, determine concentrations, quantify proteins, and so on. Instructors have used significant instructional time in BIO 250 Biotech Research Methods and Skills for math lessons and have spent much time outside of class helping students...
with math. A few students still had not mastered laboratory calculations by the end of BIO 250. Add this course to both Biotechnology curricula.

- Remove BIO 173 Biology for Biotechnology (4 credits) as an alternative to BIO 101 in the AAS curriculum. This course was designed to be a dual enrollment course for high school students, but no high schools have expressed interest in it. Furthermore, students are confused by having BIO 173 as an alternative to BIO 101 as it is not offered through the College.
- Require SDV 100 College Success Skills rather than SDV 101 Orientation to Careers in Biotechnology. Due to low enrollment and the addition of BIO 180 Careers in Biotechnology, SDV 101 is not needed.
- Remove MDL 215 Immunology as a choice for the Biotechnology science elective because it does not have a laboratory component and is only 2 credits. Other electives are 3 or 4 credits.
- Add BIO 102 General Biology II as a choice for the science elective. Dr. Mucci stated that this will be useful for those students who plan to transfer, and that many students do plan to transfer.
- Increase the internship from 2 credits to 3 credits to provide lab contact hours and to be consistent with the AAS.
- Remove “BIO 205 or BIO 206” from the career studies certificate. This option was included to ensure that students had sufficient lab contact hours, especially if they did not have a previous science degree. Students will have sufficient lab hours thanks to the increased internship hours.

The Curriculum Committee approved the revisions to the Biotechnology AAS and the Biotechnology Lab Technician career studies certificate, including the curriculum revisions and the addition of a non-competitive admissions process. The committee also approved the new courses, BIO 1xx Laboratory Calculations in Biotechnology and BIO 2xx Bioinformatics and Computer Applications in Biotechnology.

**Second ESL Action Plan Implementation Report**

Dr. Robertson, who served as the Curriculum Committee Reader for the second ESL Action Plan Implementation report, stated that the ESL faculty have made great progress on their action plan. Ms. Janet Giannotti (ESL, AL) represented the ESL faculty; she is chair of the ESL Cluster. She reviewed the implementation report, highlighting actions taken since the first report.

In particular, Ms. Giannotti noted the ESL Assessment Committee learned that students who test into Level 2 ESL have a lower completion rate than those who place into higher levels. The ESL Assessment Committee also reviewed data indicating that students who take ESL 51 Composition III are very successful in ENG 111. Ms. Giannotti stated that the committee will continue to work, and that its work will include studying the effect of the developmental English redesign on ESL students.

Ms. Giannotti reported that the ESL Cluster decided not to pursue the recommendation to establish a committee to review the credentials required of ESL faculty. Because there are sufficient candidates with a linguistics background, there is no pressing need to develop alternative hiring criteria.

At the cluster meeting in August, a liaison was appointed to Counseling and the ACLI. Ms. Perantoni noted that the ACLI is working on accent reduction.
Ms. Giannotti stated that the cluster continues to search for alternatives to the ACCUPLACER placement test. The college now allows students with a sufficiently high score on the iTOEFL to place directly into ENG 111. This will be attractive to international students and reduce unnecessary testing.

Although not addressed by the ESL action plan, Ms. Gianotti commented on problems with non-native speakers of English who should take ESL at NOVA, but who take English at a local for-profit university instead. English faculty have complained for several years that such students are ill prepared for ENG 112 College Composition II. However, when Ms. Giannotti reviewed data on 15 such students, she found that all had high GPAs at NOVA and all received As or Bs in ENG 112. She suspects that because most faculty require little in-class writing in ENG 112, the grades do not necessarily reflect the students’ abilities to write in English.

The Curriculum Committee approved the second ESL Action Plan Implementation report. No further implementation reports are needed.

**New Music Courses**

Dr. Bruce Mann (Dean, AN) stated that he and his music faculty are very much in favor of the proposed new courses. He added that the courses will assist with transfer. Mr. John Kocur (MUS, AL) presented new course proposals for three categories of courses: ensemble, music composition, and recording. These course proposals represent standard courses listed and offered at George Mason University, Montgomery College, James Madison University and Virginia Commonwealth University.

Mr. Jonathan Kolm (MUS, AL) stated that he teaches applied composition as a 298 course. To explain how this differs from the Music Recording Technology courses offered at the Loudoun Campus, he emphasized that the proposed music technology course is very general and is designed to prepare students for many music exams at George Mason University. Mr. Kolm explained that a music recording course was initially proposed that was designed to transfer, as opposed to the applied course taught at Loudoun, but this could be tabled if Loudoun still objected to it. He added that the proposed courses were endorsed by Music faculty at 20 other colleges.

Dr. Vincent Bates (Dean, LO) reported that he had spoken with Dr. Jim McClellan (Dean, AL) and that they had compromised by agreeing to allow the Music Technology course go forward. Dr. Bates stated that topics in the proposed music recording course are all covered in MUS 140 Introduction to Recording Techniques. He is concerned that the proposed music recording course is a watered-down version of MUS 140 and could attract students who otherwise would take MUS 140.

Dr. Buchanan stated that having teaser courses at other campuses may help draw students to the Music Recording Technology certificate program.

Dr. Tardd did not feel that the concerns expressed by Dr. Bates and Dr. John Wulff (MUS, LO) had been adequately addressed. The Curriculum Committee voted to table the entire proposal to establish new MUS courses. Dr. Mann was asked to convene a group to reconsider the proposal and, if accord can be reached, to prepare a revised proposal for Curriculum Committee consideration.
Respiratory Therapy Competitive Admission Proposal

Mr. Andrew Cornell (Dean, MEC) stated that many MEC programs already have or propose competitive admissions. These programs are expensive and their sizes are limited, so it is helpful to admit students who are likely to succeed. Ms. Kathy Grilliot (RTH, MEC) requested support for the concept of a competitive admission process for Respiratory Therapy that would place only fully qualified students. Student Services at MEC and the Respiratory Therapy Advisory Committee support the proposal. One advantage to establishing competitive admission criteria is that advising will be easier if all MEC programs have similar entry requirements. More importantly, attrition has been a problem noted by their accrediting body (CoARC). At present, 32-45% of RTH students do not complete the program. The Respiratory Therapy program has a waiting list; currently, students are admitted on a first-come, first-served basis.

Dr. Maphumulo asked how students would be selected for competitive placement in the Respiratory Therapy Program. Mr. Cornell responded that grades in the Anatomy and Physiology course sequence is a good indicator that students will perform well in the program. Students who received low grades in Anatomy and Physiology often performed poorly in the Respiratory Therapy program. Ms. Grilliot added that she has reviewed data that indicate that students’ math placement score is an excellent predictor of success in the Respiratory Therapy program.

Committee members asked whether cohorts will be used in the RTH program. The response was in the affirmative. Several Curriculum Committee members stressed the need for more consideration for students who have not traditionally performed well in academics. The use of competitive admissions in other MEC programs was questioned as restricting access. One committee member felt that although competitive admissions might be acceptable for Nursing, there is no reason for it for Respiratory Therapy. Committee members asked why students cannot continue in some allied health programs even though they have not scored high or performed well. Much concern was expressed about assuring that students who are on the waiting list will be likely to be admitted in subsequent years and that the program must provide a mechanism to help students prepare for admission. Mr. Cornell explained that the website contains valuable information and an orientation that describes what students must do to prepare for admission to the program. Because previously unsuccessful students attend the community college with the focus of starting over, several committee members opposed allowing the Respiratory Therapy program to initiate competitive placement.

Mr. Cornell noted that hospitals dismiss students who do not meet their standards. One committee member explained the importance of competitive placement. By admitting students who are successful in prerequisite courses, retention will be improved. This is important not only for improving graduation rates but also because of the need to supply the community with credentialed respiratory therapists.

Dr. Maphumulo stated that the proposal needed to include information regarding interventions for underprepared students. The committee agreed that future proposals should be more specific about exact admission requirements as well as support for underprepared students.

Seven Curriculum Committee members voted to support the proposal to allow the Respiratory Therapy program to initiate competitive admissions. Four committee members plus the Executive Vice President opposed this proposal and three people abstained. The proposal did not pass.
Physical Therapy Assistant Competitive Admission and Curriculum Revisions
Ms. Jody Gundrum (PTA, MEC) stated that the physical therapy profession has changed dramatically. A bill that is likely to pass will require physical therapy assistants to have a bachelor’s degree in several years. Nine of the 11 Physical Therapy Assistant (PTA) programs that are accredited or seeking accreditation in Virginia and Maryland have competitive admissions. Ms. Gundrum explained that if she cannot have competitive admissions, she will get students who were not accepted into the new Occupational Therapy Assistant program. Poor students will not be offered internships, which are required for the program and for the field. Without internships, we will lose the Physical Therapy Assistant program. Thus, she proposed a selective admission process that would give preference to students with related experience and a good TEAS score because both are good predictors of success. Dr. Maphumulo stated that competitive admissions will not guarantee that admitted students are the best students. Underprepared students should have the opportunity to prove themselves as capable and studious. Ms. Gundrum explained that the grade point average requirements will not change as a result of competitive admissions. As with the Respiratory Therapy proposal, seven Curriculum Committee members voted to approve the proposal, four voted against it, and three abstained. Dr. Tardd broke the tie by voting against the proposal, which therefore did not pass.

Ms. Gundrum presented revisions to the Physical Therapy Assistant AAS curriculum. These changes, designed to better prepare students for the national examination while reducing the total number of credits, are supported by the advisory committee and dean. First, Ms. Gundrum recommended removal of one 3 credit social science elective as part of the general education requirements for the PTA AAS degree. The degree still requires psychology, which is mandated by the accrediting body; additional social science is not. This credit reduction would make room for one additional credit in PTH 227 Pathological Conditions, which the faculty recommend increasing from 2 to 3 credits in order to provide additional time to cover gastrointestinal, endocrine and urogenital diseases. There is increased emphasis on these diseases in the newest national licensing exam content profile. Removal of the social science elective and increase of PTH 227 to 3 credits would reduce the total number of credits required to graduate from 71 to 69. Ms. Gundrum also recommended requiring PSY 200 Principles of Psychology rather than PSY 201 Introduction to Psychology I. The course objectives for PSY 200 better support PTH 210 Psychological Aspects of Therapy as it contains specific objectives regarding memory, learning, problem solving, major psychological disorders and therapies. PSY 200 is required for the new Occupational Therapy Assistant program; consistency in general education requirements will be less burdensome for students applying to both programs.

The Curriculum Committee approved the proposed revisions to the Physical Therapy Assistant AAS curriculum.

Medical Laboratory Technology Revisions to Curriculum, MDL 266 and MDL 276
Ms. Harris-Lyne presented the Medical Laboratory Technology (MLT) proposal to revise the AAS degree curriculum in order to streamline it. She noted that the resulting reduction in total credit hours is in line with the Chancellor’s challenge to the VCCS to reduce credit requirements; however, the MLT faculty had already been considering these changes. Ms. Harris-Lyne recommended the following revisions:
- Remove MDL 196 On-site Training in Phlebotomy (1 credit). This skill is introduced and practiced in the introductory MDL course and reinforced throughout the curriculum. All of the program’s clinical affiliates have phlebotomy teams, and do not routinely use MLTs to collect specimens.
Students who are especially interested in blood collection may enroll in the Phlebotomy career studies certificate.

- Revise MDL 266 Clinical Chemistry Techniques to become variable credit at the VCCS level. Currently requiring 12 hours of laboratory per week for 4 credits, the faculty propose making the course 9-12 hours of lab per week for 3-4 credits.
- Similarly, revise MDL 276 Clinical Hematology Techniques to become variable for 3-4 credits, with 9-12 laboratory hours per week. Ms. Harris-Lyne explained that automation has streamlined these two clinical practice areas. Without compromising competency, student learning outcomes, or external program accreditation, students can successfully complete the clinical practice requirements while paying for fewer credits.

The proposed revisions would reduce the total number of credits required to earn the degree from 72 to 69. If pressed to further reduce the total number of credits required, the CST course could be removed, but the faculty are very reluctant to do so as communication is very important in the health professions.

The Curriculum Committee approved the proposed revisions to the Medical Laboratory Technology AAS curriculum. The committee also approved the proposed revisions to MDL 266 Clinical Chemistry Techniques and MDL 276 Clinical Hematology Techniques.

**Emergency Medical Services Curriculum Revisions**

Mr. Cornell introduced Ms. Holly Frost (EMS, MEC) and reported that she recently received statewide recognition for her role in emergency medical services.

Ms. Frost explained that the VCCS Emergency Medical Services (EMS) Peer Group has agreed to revise the system-wide EMS curriculum due to some new National EMS Education Standards. The Virginia Office of EMS is requiring that all initial Basic Life Support (BLS) and Advanced Life Support (ALS) training programs leading to a certification meet the new Virginia EMS Education Standards, which are based on the new National EMS Education Standards. Therefore, the VCCS requires that we make these changes effective no later than Fall 2012 to prepare students to serve as new national levels of EMS providers, with significantly enhanced scopes of practice, beginning in July 2013. Because this is a VCCS action, the following was provided simply for information, not action.

On February 17, 2012, the System Office convened a conference call with EMS directors to review curricular changes to the EMS AAS degree and the EMT-Intermediate career studies certificate. The EMS directors voted unanimously to revise the curricula. The curricula revisions involve changing the configuration of five courses, one of which (EMS 111) was changed at NOVA for the current catalog year. The remaining changes are:

- EMS 120 EMT-Basic Clinical (1 credit): 2 lab hours (currently offered as 1 credit course—1 lecture hour)
- EMS 159 Special Populations (3 credits): 2 lecture hours; 2 lab hours (currently offered as 2 credit course—1 lecture hour, 2 lab hours)
- EMS 201 EMS Professional Development (3 credits): 3 lecture hours (currently offered as a 2 credit course—2 lecture hours)
- EMS 205 Advanced Pathophysiology (4 credits): 4 lecture hours (currently offered as a 3 credit course—3 lecture hours)
In addition, to help reduce total credits, the EMS electives and the second social science were removed from the AAS curriculum. Our EMS AAS will be reduced from 69 to 67 total credits. Students in the field will be required to know and perform formulary requirements. Paramedics will begin to hang blood. Suturing has also become requirement. Still, these practices will not go into effect until 2013. As an added note, the federal government will no longer provide reimbursement to ambulances which are not staffed by a paramedic. This policy goes into effect this year.