

CURRICULUM COMMITTEE
Approved September 28, 2017

Members Present: Ms. Aida Brhane, Dr. Nathan Carter, Mr. Paul Chapman, Mr. Andrew Cornell, Ms. Carolyn Davis, Dr. Maggie Emblom-Callahan, Dr. Pamela Hilbert, Ms. Mitra Jahangeri, Dr. Julie Leidig, Mr. Frederick Markham, Dr. Mary Mosely, Dr. Diane Mucci, Ms. Esther Perantoni, Dr. Sheri Robertson, Ms. Maryellen Ryan, Dr. Mel Schiavelli, Mr. Bernard Schmidt, and Dr. John Sound.

Members Absent: Ms. Mary Charleza, Dr. Jimmie McClellan, and Mr. Fernando Seminario.

Guests: Ms. Ana Alonso, Dr. Martha Davis, Dr. Stewart Edwards, Dr. Beth Harper, Ms. Barbara Hopkins, Ms. Sharon Karkehabadi, Ms. Katherine Olson, and Ms. Chris Silva.

Welcome and Introductions

Dr. Schiavelli welcomed members and guests to the committee meeting. Those present introduced themselves.

Committee Purpose and Membership

Dr. Robertson noted that since only one committee member has not served on the Curriculum Committee in the past, there was no need to review the committee's purpose. She stated that members' experience with curriculum will be even more important than usual in this year of preparing to initiate informed pathways.

Curriculum Logs

Committee members had reviewed the logs of Curriculum Committee actions over the past three years. Dr. Robertson reported that, of the three program proposals approved by the Curriculum Committee in 2016-2017, one has been approved by the State Council for Higher Education in Virginia (SCHEV) and two have been approved by the State Board for Community Colleges. The Criminology and Criminal Justice AS will now be reported to SACSCOC and, once acknowledged, to the Department of Education. The two AFA proposals, Cinema and Visual Arts, are being revised to meet new SCHEV requirements.

Course Proposals

The correct course proposal format must be followed if courses are to be approved by the Curriculum Committee, Administrative Council and VCCS Deans Course Review Committee.

Career Studies Certificate Continuance Considerations

In 2016, the Administrative Council approved a set of criteria to be considered when reviewing career studies certificates to determine whether or not they should continue to be offered.

Informed Pathways

Dr. Schiavelli presented background on informed pathways. He emphasized that NOVA would be developing such clear program guidance for students even if the College were not preparing to use a new advising tool, EAB's Navigate. The pathways will be designed to help students complete NOVA programs, using courses that run reliably. In addition, transfer pathways will prepare students to transfer to common receiving institutions with no loss of credit.

Dr. Robertson outlined planned changes that will be necessary for the implementation of the principles Dr. Schiavelli described. Several of the changes will require Curriculum Committee consideration during the Fall 2017 semester.

Minutes of the May 2017 Meeting

Minutes of the May 4, 2017 meeting were approved as distributed. Dr. Robertson provided an update on the status of previously approved items.

Marketing Program Revisions

With the support of Dr. Stewart Edwards (interim dean, AN), Ms. Katherine Olson (MKT, AN) presented a proposal to revise the Marketing AAS and related career studies certificates as recommended by the Marketing Advisory Committee. Ms. Olson stated that industry needs have changed over the years, necessitating curriculum revisions. Dr. Leidig asked if in addition the content of foundational marketing courses has been updated. Ms. Olson replied that they have been updated with advisory committee input.

The Marketing cluster recommended revising the Marketing AAS as follows:

- Remove ITD 110 as an option instead of ITE 115.
- Update the math to reflect the new math options for Fall 2018. Require MTH 154 Quantitative Reasoning.
- Replace MKT 200 with BUS 241 or BUS elective.
- Replace MKT 216 with BUS 201 or BUS elective.
- Add a social science elective.
- Replace MKT 227 with BUS 205 or BUS elective.

The cluster recommended changing the name of the Retail Management career studies certificate to "Marketing Management."

The cluster also recommended removing CSC 110 as an alternative to ITE 115 in the Marketing, Marketing Management, Promotion and Public Relations, Social Media career studies certificates.

In the Marketing career studies certificate:

- Remove MKT 200. This reduces the total number of credits from 22 to 19.
- Replace MKT 275 with MKT 282.

Revise the Marketing Management career studies certificate:

- Replace MKT 227 with BUS 200 or BUS elective.

Ms. Olson explained that the revisions make the programs more flexible. She stated that there are already sufficient faculty to teach the required MKT and BUS courses. The Curriculum Committee recommended that footnotes are needed to clarify which courses can be used to meet the BUS elective requirements and to help students in the Marketing career studies certificate decide which ENG course to take. Ms. Olson responded that she would leave that up to Dr. Robertson.

The Curriculum Committee approved the proposed revisions to the Marketing AAS and related career studies certificates.

Credit for Prior Degrees

Dr. Beth Harper (AVP for Enrollment Management and Student Services) presented a proposal to change the way credit is awarded to students who present transcripts for prior degrees for evaluation. Currently, students who have graduated with an A.A., A.S., or A.A. & S. degree in a non-career-technical field or any baccalaureate or higher degree from a regionally accredited United States institution of higher education are considered to have fulfilled the following general education, PED and SDV requirements as applicable to their NOVA

program: up to 6 credits English (ENG), 3 credits Communication Studies/Theatre (CST), 3 credits humanities/fine arts, 12 credits social/behavioral science, 6 credits Math (MTH), 8 credits natural science, 1-2 credits Physical Education (PED), and 1 credit Student Development (SDV). Some NOVA programs do not include all of these requirements, so fewer credits are applied.

A working group including Dr. Harper, Ms. Alethea Hamilton, Ms. Joan Zanders, Ms. Sue Liller, Mr. Will Mallon, and Dr. Robertson recommends discontinuing the current policy. Dr. Harper stated that all other VCCS colleges do this. She explained that course-by-course evaluation will be more transparent to students and their advisors. Also, it will assure that all applicable credit is applied, which is required by federal financial aid regulations and those for veterans' benefits because doing so supports streamlined completion. This will clearly show whether transfer courses are applicable to specific informed pathways. Dr. Robertson added that over the years several exceptions to the current policy have been implemented when individual programs require specific general education courses, such as a certain high level math for Engineering and psychology as the social science for Nursing.

Dr. Leidig asked how interdisciplinary general education would be applied. Dr. Harper indicated that substitutions may be needed. Ms. Brhane expressed concern that requiring course-by-course transcript review will slow down the response time. Other committee members asked if the proposed process is feasible given the College Records Office's workload. Dr. Harper responded that changes at the CRO will make this possible.

The Curriculum Committee approved the proposal to evaluate general education courses on a course-by-course basis rather than giving a block of credit. The following statement will be added to the General Procedures listed on page 6 of the Credit for Prior Learning Manual:

Students who have attended another regionally accredited United States institution of higher education should request that an official transcript be submitted for evaluation. Credit will be awarded on a course-by-course basis. In addition, students who have graduated with an associate, baccalaureate or higher degree from a regionally accredited United States institution of higher education are considered to have fulfilled NOVA's SDV requirement and any PED required by individual programs.

Revised Credit for World Language AP Exams

Ms. Ana Alonso (SPA, AN) and Dr. Martha Davis (SPA, AL) presented the World Languages faculty proposal to revise the number of credits students would be eligible for with a score of 3 or higher on the world language exams. Totals vary according to the language, reflecting the slightly lower number of credits now awarded for Beginning World Languages, but giving credit for them which is not done now.

- For a score of 3, students would get credit for WL 101+102.
- For a 4, they would get credit for WL 101, 102 and 201.
- For a score of 5, students would get credit for WL 101-202.

The recommendations are based upon experience matching the AP courses with NOVA courses, the actual AP exams, and an examination of how other institutions give credit for the exams. The proposal has the support of the Credit for Prior Learning Committee.

The Curriculum Committee approved the proposal to revise the credit granted for scores of 3 or higher on AP World Language exams. The new policy will go into effect for AP exams taken January 1, 2018, and later.

Revised Credit for Psychology AP Exam

Dr. Mary Ann Schmitt (interim dean, MA) presented the Psychology Cluster's proposal to revise the credit granted for scores of 3 or higher on the AP Psychology exam. The cluster recommends that students with a score of 3 or higher should be eligible for credit for PSY 200 (3 credits) rather than for PSY 201+202 (6 credits). The cluster's recommendations are based upon experience with scoring AP Psychology exams, matching the AP courses and exams with NOVA courses, and an examination of how other institutions give credit for the exams. Dr. Schmitt stated that the AP course is almost identical to PSY 200. The proposal also recognizes that PSY 200, not PSY 201-202, will be offered at all comprehensive campuses starting next year.

The Curriculum Committee approved the proposal to revise the credit granted for scores of 3 or higher on the AP Psychology exam. This will be effective for Fall 2018.

Driver Education CSC Revisions

Dr. Robertson introduced the challenges associated with the Driver Education career studies certificate. She explained that the program prepares students to *teach* driver education, not to drive. Some students are already high school teachers and will teach driver education through the school system. Others, many of whom have weak English writing skills, are not high school teachers and will teach driver education for private companies. Ms. Nicole Mancini (program head, Driver Education, MA) presented data indicating that college-level writing skills improve the likelihood of success in the first required EDU course.

NOVA is the only VCCS college to offer this program and we only do it because the Virginia Department of Education requires teachers to take the program for college credit. Ms. Perantoni stated that Workforce Development used to offer a non-credit version of the program to supplement the credit program, but it was a "nightmare." The career studies certificate requires only nine credits. Ms. Mancini explained that approximately 75% of the students are teachers, so financial aid is not an issue for them. Most of the others work for a private company.

Ms. Mancini proposed two changes.

- Change the name to "Driver Education Instructor" to make it clear that the program prepares people to teach, not to drive.
- Change the prerequisite for EDU 114 Driver Task Analysis from "ENF 1 or ENF 2" to "eligibility for ENG 111." This is because many of the students who will work for private companies have difficulty with English and so have difficulty with the state-mandated curriculum that is fast-paced and requires a great deal of reading.

The Curriculum Committee approved changing the program's name to "Driver Education Instructor" and approved changing the prerequisite for EDU 114 to "eligibility for ENG 111."

Phlebotomy CSC Revisions

Provost Cornell and Ms. Karen Gordon (MLT, MEC) presented the Medical Laboratory Technology faculty recommendations to revise the Phlebotomy career studies certificate. The clinical affiliates support these revisions because they worry about safety and want a greater emphasis on ethics. The requested changes are:

- Remove CST 110 as an alternative to ENG 111 because students must be able to write.
- Add HLT 145 Ethics for Health Care Personnel (2 credits).
- Add HIM 130 Healthcare Information Systems (3 credits) to provide an introduction to the topics, issues, trends and uses of healthcare information systems.
- The addition of 5 credits brings the total to 16, which will make students placed in the program eligible for federal financial aid.

The Phlebotomy program will now be overseen by the Medical Laboratory Technology advisory board. Ms. Gordon hopes to get the program “approved” by the industry organization.

There was much discussion about using HLT 145 Ethics for Health Care Personnel (2 credits) instead of PHI 227 Biomedical Ethics (3 credits). It was decided that the 200-level course was somewhat intense for students placed in a one-semester career studies certificate. Also, it would add one credit to the program total.

The Curriculum Committee approved the revisions to the Phlebotomy career studies certificate to be effective for the Fall 2018 incoming class.