Members Present: Mr. David Epstein, Dr. Ellen Fancher-Ruiz, Ms. Barbara Gershman, Dr. Julie Leidig, Mr. Edward Perry, Ms. Lisa Riggleman-Gross, Dr. Sharon Robertson, Ms. Maria Rynn, Dr. Barbara Saperstone, Mr. Kevin Simons, Ms. Judy Snyder, Ms. Kristine Winner, Mr. Scott Wood and Dr. Izanne Zorin

Members Absent: Mr. Brian Foley, Ms. Barbara Hopkins, Ms. Ann-Marie John, and Dr. Mel Schiavelli

Guests: Ms. Donna Clark, Ms. Celeste Dubeck-Smith, Ms. Kathy Grilliot, Ms. Susan Johnson, Dr. Jimmie McClellan, Ms. Katherine Olson, Ms. Willie Pomeroy, Dr. Jennifer Roberts, Ms. Cristina Sparks-Early, and Dr. Jarrod Waetjen

Dr. Robertson called the meeting to order at 1:00 p.m. and welcomed guests.

Minutes of the March 20, 2014 Meeting and Updates on Actions Taken
The March 20, 2014, minutes were approved. Dr. Robertson updated committee members on actions taken on previously approved items.

200-level Literature Courses
Dr. Jimmie McClellan (Dean, AL) and Dr. Jarrod Waetjen (ENG, AL) presented the English Cluster’s list of courses that they think should be approved to meet the requirement in transfer programs for a 200-level literature course. These courses ensure that students will have a comprehensive view of English literature. All of these courses transfer to George Mason University as 200-level literature courses or literature electives. The following courses were recommended as 200-level literature courses:

ENG 230 - Mystery in Literature & Film
ENG 236 - Introduction to the Short Story
ENG 237 - Introduction to Poetry
ENG 241 - Survey of American Literature I
ENG 242 - Survey of American Literature II
ENG 243 - Survey of English Literature I
ENG 244 - Survey of English Literature II
ENG 245 - Major American Writers
ENG 246 - Major American Writers
ENG 249 - Survey of Asian American Literature
ENG 250 - Children's Literature
ENG 251 - Survey of World Literature I
ENG 252 - Survey of World Literature II
ENG 253 - Survey of African-American Lit I
ENG 254 - Survey of Afro-American Lit II
ENG 255 - Major Writers in World Literature
ENG 256 - Literature of Science Fiction
ENG 257 - Mythology
ENG 267 - The Modern Novel
ENG 270 - Non-Western Literature in Global Context
ENG 271 - The Works of Shakespeare I
ENG 272 - The Works of Shakespeare II
ENG 273 - Women in Literature I
ENG 274 - Women in Literature II
ENG 276 - Southern Literature
ENG 279 - Film And Literature

The Curriculum Committee approved the courses listed to be used as 200-level literature electives.
Revisions to Early Childhood and Infant/Toddler Career Studies Certificates
Ms. Susan Johnson (CHD, LO) presented the Early Childhood Cluster’s proposal to revise the curricula of two career studies certificates. Ms. Johnson explained that these revisions are proposed in response to a recommendation by the VCCS Early Childhood Peer Group that VCCS colleges offer a common early childhood career studies certificate program. The revisions are supported by the advisory committee and Head Start will accept the revised program.

The Early Childhood faculty recommended eliminating the “CHD 167 CDA Theories and Applications: Resource File or elective (3 credits)” requirement for the Early Childhood and the Infant/Toddler career studies certificates. In addition to maintaining consistency with other VCCS programs, the revisions reduce the number of required credits for each program from 19 to 16 credits.

The Curriculum Committee approved the proposed revisions to the Early Childhood and the Infant/Toddler career studies certificates.

CST 229 as “Other” General Education Course
General Education Council representative Mr. Simons explained that the CST faculty believe that CST 229 Intercultural Communication should count as a Humanities/Fine Arts elective due to its strong emphasis on culture. However, in 2002, SACS specifically stated that it is not a Humanities/Fine Arts course because its primary purpose is to teach the skill of oral communication.

At the February 7, 2014 Council for General Education meeting, two veteran CST faculty members presented the course content summary for CST 229 and the matrix mapping it to the College’s general education objectives. The Council unanimously approved adding CST 229 to the list of “Other” General Education courses and asked that the Curriculum Committee recommend this change to be effective for the 2014-2015 Catalog. Dr. Robertson supported this and added that the course transfers well.

The Curriculum Committee approved adding CST 229 Interpersonal Communication to the list of “other” general education courses effective Fall 2014.

General Education Council as Official Committee
Mr. Simons explained that since 2011 the Council for General Education has provided oversight and guidance for all matters related to general education at the college. Although the group has been working for three years, it is not currently listed in the Faculty Handbook. As the work they do with general education is important to the faculty across disciplines, especially with renewed focus on effective college-wide advising, the Council wished to establish a more visible presence, starting with a listing as an official committee in the Faculty Handbook and changing the committee title to “General Education Council” rather than the more formal “Council for General Education,” effective for the 2014-2015 academic year. The recommended language describing the charge and makeup was approved unanimously by the Council.
The Council was conceived as an independent committee, but most of its recommendations are forwarded to the Curriculum Committee for approval, so the Council members sought Curriculum Committee support for a listing in the Faculty Handbook.

The mission statement and membership state the following:

*The General Education Council provides oversight and guidance for all matters related to general education at the college. The Council promotes understanding within and beyond the institution of the criticality of general education as part of collegiate learning as well as the importance of general education in achieving the college’s General Education Goals. The Council makes recommendations for the improvement of the overall purpose, structure, and quality of the college’s general education program and the extent to which NOVA degree graduates attain the broad-based competencies they need for success in further education, employment in their career fields, and informed and committed involvement in the lives of their communities. The Council provides assistance to disciplines and programs seeking to have new or existing courses approved for the list of General Education electives, offering guidance on course content summary writing and updates and mapping course goals to General Education goals. The Council recommends the addition of courses to be accepted as General Education electives and removal of courses from that list. The Council promotes assessment of general education goals. The Council reports to the Executive Vice President.*

Council members would be appointed to two-year terms by the Executive Vice President. The Council currently consists of the following members:

- 9 Teaching faculty with 1 representing each of the following general education areas: English, oral communication, social/behavioral science, humanities, fine arts, math, science, physical education, and student development (this is represented by a counselor)
- 3 Teaching faculty representing career-technical disciplines
- 1 Librarian
- 1 Representative of Workforce Development
- 1 Division dean
- Director of Academic Assessment (*ex officio*)
- Associate Vice President for Academic Services (*ex officio*)

Curriculum Committee members suggested the addition of, one faculty member from world languages, and one representative from student development (this distinction is needed now that faculty in other fields can teach SDV). The membership list should specify that members will represent every campus.

Committee members recommended that the relationship between the Academic Deans Council and the General Education Council be better defined and that a more systematic procedure be developed to communicate Council activities. For example, it would be useful to circulate minutes and agendas to deans and provosts and add “action items” to the minutes.
The Curriculum Committee approved adding the following committee purpose statement and membership to the Faculty Handbook:

The General Education Council provides oversight and guidance for all matters related to general education at the college. The Council promotes understanding within and beyond the institution of the criticality of general education as part of collegiate learning as well as the importance of general education in achieving the college’s General Education Goals. The Council makes recommendations for the improvement of the overall purpose, structure, and quality of the college’s general education program and the extent to which NOVA degree graduates attain the broad-based competencies they need for success in further education, employment in their career fields, and informed and committed involvement in their communities. The Council provides assistance to disciplines and programs seeking to have new or existing courses approved for the list of General Education electives, offering guidance on course content summary writing and updates, and mapping course goals to General Education goals. The Council recommends the addition of courses to be accepted as General Education electives and removal of courses from that list. The Council promotes assessment of general education goals. The Council reports to the Executive Vice President.

Council members are appointed to two-year terms by the Executive Vice President. In addition to representing the areas listed below, Council members will represent every campus and ELI. The Council consists of the following members:

- 9 Teaching faculty with 1 representing each of the following general education areas: English, oral communication, social/behavioral science, humanities, world languages, fine arts, math, science, and physical education
- 3 Teaching faculty representing career-technical disciplines
- 1 Student Development administrative or professional faculty member
- 1 Librarian
- 1 Workforce Development representative
- 1 Academic dean
- Director of Academic Assessment (ex officio)
- Associate Vice President for Academic Services (ex officio)

**World Language Courses as “Other” General Education Courses**

Ms. Donna Clark (SPA, WO) and Ms. Cristina Sparks-Early (SPA, MA) reported that 100-level world language courses are not currently counted as general education electives; however, completion of these courses is necessary for many NOVA students as they move toward degree completion. The World Languages faculty believe that the 100-level courses include much information about the cultures where the language being studied is spoken, and as such, these courses meet many of the overall general education goals. Credits that go into free electives can hurt students and there has been a decrease in demand for world languages.

At the April 18, 2014 Council for General Education meeting, members of the World Languages faculty presented course matrices and revised course content summaries aligning course goals to general education objectives, which illustrate how SPA 101, SPA 102, SPA 111 and SPA 112 meet an
ample number of general education goals. Course mapping and alignment for the equivalent classes in German, French, Arabic and Chinese was also completed.

World languages faculty asked for the 100-level courses listed below to be added to the "Other General Education Electives" category in the college catalog, as approved unanimously by the General Education Council.

SPA 101, 102, 111, 112
FRE 101, 102, 111, 112
GER 101, 102, 111, 112
ARA 101, 102, 111, 112
CHI 101, 102, 121, 122

Dr. Robertson confirmed that this was the same procedure as for the CST course and, in addition, there is a need to ensure that the course summaries are current and reflect what is happening in the classroom.

The Curriculum Committee approved the proposal to add SPA 101, 102, 111, 112, FRE 101, 102, 111, 112, GER 101, 102, 111, 112, ARA 101, 102, 111, 112, and CHI 101, 102, 121, 122 to the list of "Other General Education Electives" effective Fall 2014.

**Respiratory Therapy Competitive Admissions**

Ms. Kathy Grilliot (RTH, MEC) presented a proposal to allow the Respiratory Therapy program to initiate a competitive admissions policy. The program is accredited for and accepts 25 students per cohort but averages 60 applicants; more interested students do not apply once they learn that the slots have already been filled. Each year, 5 – 10 students per cohort drop out. The program’s accrediting body requires that attrition be below 40%. Currently, admissions are based on when applications were mailed. In 2012 and 2013, the class was filled by the end of the first day when applications could be mailed, and faculty expect this trend to continue. The only way a student can enhance his or her chance of acceptance is to stand in line at the post office at midnight. Students with transportation difficulties or who live in unsafe areas are at a disadvantage.

Ms. Grilliot stated that competitive admission is needed for several reasons. Selecting stronger, more competitive students improves retention and graduation rates. Over the last four years the Respiratory Therapy program attrition rate has averaged 36%. Several articles cite evidence that competitive programs retain and graduate more students than noncompetitive programs. Stronger graduates would compete more effectively in the changing healthcare marketplace. New graduates are skilled workers who command a salary of $46,000-60,000. Employers demand critical thinkers who can problem solve and communicate well. Respiratory Care Practitioners work with very sick populations mostly in the Intensive Care Units and must use immediate clinical reasoning skills to safely direct patient interventions. Respiratory Therapy Advisory Committee members stated that the #1 quality graduates must possess is strong clinical reasoning skills. The Committee strongly endorsed a move to competitive admissions, as do the MEC Dean of Students and the Student Services staff. It would align with other programs at the MEC. Nursing, Dental Hygiene, Radiology, Diagnostic Medical Sonography, Occupational Therapy Assistant and Physical Therapy Assistant are
competitive admission programs. It also would align with other Respiratory Therapy programs in Virginia. All four of the other community college programs accredited in Virginia have selective admission processes. With the 2015 and Beyond concept encouraged by the American Association of Respiratory Care, competition for applicants is expected to increase as hospitals urge students to move toward a 4-year degree. Only strong graduates will be able to compete with baccalaureate graduates.

Ms. Grilliot explained that the guiding principles for competitive admissions are the following:

1. Stronger students are more likely to meet the challenges of sweeping changes ahead for the program such as the addition of therapist driven protocols and the move to a bachelor’s degree.
2. Commitment to graduating a diverse student cohort to serve the diverse community (80% of 2013 graduates are minorities)

Students who are not admitted will be given academic actions they can take to better their chances the following year.

Curriculum Committee members were very supportive of the competitive assessment but questioned the current acceptance of the C grade in Anatomy and Physiology. Mr. Cornell stated that retention studies show that a B grade is the level at which students succeed, but Ms. Grilliot explained that they did not want to inhibit those students who were moving up and succeeding in the program.

The Curriculum Committee approved the proposal to initiate competitive admissions to be in effect for the cohort entering in August 2015.

**Radiography Replace Interview with TEAS**
Mr. Cornell presented the Radiography Cluster’s proposal to revise the admission process. Mr. Cornell explained that in an effort to reduce attrition, the Radiography faculty propose replacing the interview process with objective testing as part of the competitive admission process. Already used for admission to our Nursing program, the Test of Essential Academic Skills (TEAS Test) is a standardized, 170-question multiple-choice exam offered by the Assessment Technologies Institute, LLC. The test covers English and language usage, reading, math and science, all of which are important for Radiography majors. It is also diagnostic, providing remediation advice to students who need it. Sample tests are readily available.

For the past several years, the Radiography program has used the interview process as a component of the competitive admission policy. The Radiography Advisory Committee, however, now recommends that an objective measure of a range of students’ abilities be administered. In addition to assessing more skills than an interview, the test will be less of a time commitment for faculty than conducting the interviews. In addition, the types of questions on the TEAS test are good preparation for the Boards that successful Radiography students eventually will take. The TEAS test was recommended since many radiography programs within the VCCS are currently administering this test as a prerequisite for entry.
The initial cut score would be 70% correct. Students who score 70% or more would be considered for the Radiography program; students would not earn more points toward admission with higher scores. When the assistant dean for the Physical Therapist Assistant program gave the test to students, she found that those with scores above 50% were likely to succeed but those with scores below 50% were likely to fail. Our Nursing program uses a cut score of 78% as does Montgomery College’s Radiography program. Radiography students would be allowed to take the test as many times as they want.

With one nay vote, the Curriculum Committee approved the proposal to revise the admission process, effective for the Fall 2015 cohort. The nay vote was cast by a committee member who took the practice test and felt it was poorly worded and perhaps culturally biased.

**Dental Hygiene Require TEAS**

Mr. Cornell stated that for the past several years the Dental Hygiene Program has used a “B” in NAS 161 and 162 along with past dental assisting experience as a component of the competitive admission policy. After careful review they found these measures were not delivering quantitative information on student achievement and comprehension. The goal of the program is to select students who will be successful in the program and suggest remediation options to students who are not initially selected and request the addition of the TEAS test to be effective for the Fall 2015 cohort.

The Dental Hygiene Advisory Board discussed this topic on April 16, 2014. The Board unanimously recommended the program adopt an objective method of evaluation. The TEAS test was recommended as a prerequisite for entry in addition to the “B” grade in NAS. The advantage of this examination is that it provides an objective evaluation of student reading comprehension and English and language usage. The examination is a quantitative measurement of ability.

Employers require graduates who have excellent comprehension and language skills. The results of this exam would allow remediation of students who score poorly in this area. The dental hygiene curriculum also requires math skills in the study of local anesthesia and nitrous oxide/oxygen sedation. The TEAS would provide student achievement levels in mathematics. Again, many students struggle with math skills and the TEAS would provide specific information on areas of weakness.

Dental hygiene faculty believe the addition of TEAS testing would result in placing students who are more likely to succeed and they anticipate better student performance and increased program productivity. A score of 75% would be required to qualify for placement, but the TEAS test score would not be part of the competitive scoring to place the highest qualified students. Rather, a minimum TEAS score would “qualify” the application to be scored.

With one exception, the Curriculum Committee approved the proposal to add the TEAS test to the Dental Hygiene admission process, to be effective for the Fall 2015 cohort.
Marketing Program Review Report

Ms. Celeste Dubeck-Smith (Dean, AN) and Ms. Katherine Olson (MKT, AN) described the Marketing program and how it has evolved. The Marketing degree is designed for persons who seek full-time employment in areas involving the marketing and distribution of goods and for those presently in these fields who are seeking promotion. Housed within the Division of Business and Public Services at the Annandale Campus, the Marketing program includes the AS degree, three specializations and four career studies certificates. Several Marketing degrees and certificates can be completed through ELI. Since the 2001 Program Review, the program has continued tracking industry trends, adding new courses, degrees and certificates, along with offering a student scholarship each year funded by various individuals and local companies.

A review of MKT courses revealed a variety of student assessment techniques are embedded in course assignments. An OIR report issued in December 2000 surveyed employers for the top employee characteristics and skills desired. This list, reviewed in 2013 by the Program Advisory Committee, is still considered essential today. A review of the faculty composition revealed only one MKT faculty member is listed as full-time even though courses, degrees, and Program responsibilities have increased. Release time for administrative duties consists of one credit-hour overload payment annually based on the number of students enrolled with no consideration for the number of administrative duties performed. College classroom facilities, equipment and services are considered adequate, according to the Faculty Survey. The Advisory Committee, as a resource, is very active and their involvement is reflected in Program curriculum modifications. The Program curriculum is up-to-date and providing the unique training and skills needed for those individuals entering the marketplace and those advancing in their careers.

The average number of degree graduates has declined to eight for the previous five years; the faculty say that this is too low and is not acceptable. However, the predicted total number of graduates is up to 14. Certificate graduation totals are also lower than desired and also predicted to increase.

Students believe the program meets their primary goals, although mathematics and communications are areas of concern. Students indicated that classes are scheduled at appropriate times. They like the instructional methods and the quality of instruction, except for one ELI course. The course is being redeveloped and new instructors hired for 2014.

The 2009 Student Learning Outcomes were updated slightly using the “Bloom Verbs & Match Assessment types” and used for the 2012-2013 Annual Planning and Evaluation Report. They were also approved by the Marketing faculty and Marketing Advisory Committee:

Ms. Gershman and Mr. Simons, who served as Readers of the report, recommended approval of the report and its action plan. The Curriculum Committee approved the Marketing action plan. None of the Recommendations require funding, although one requires that the assistant dean request data from OIR. Committee members were impressed with the comprehensiveness of the program review, but added that because the program is small, it takes very committed faculty to keep it
going and they felt concern with continuity. Ms. Olson said that there were sufficiently committed adjunct faculty to help provide that level of continuity.