Curriculum Committee Meeting
Approved
January 30, 2014

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

Members Absent: Mr. Brian Foley

Guests: Ms. Julia Brown, Mr. Andrew Cornell, Dr. Deshaun Davis, Ms. Celeste Dubeck-Smith, Ms. Riley Dwyer, Ms. Lorraine Goldberg, Dr. Jody Gundrum, Ms. Lisa Hill, Ms. Rachel Martin, Dr. Jimmie McClellan, Dr. Diane Mucci, Ms. Katherine Olson, Mr. Bryan Peters, Ms. Gail Rebhan, Dr. Jennifer Roberts, Dr. Arthur Schuhart, Ms. Deborah Shaffer, Mr. Joseph Small, Ms. Jenny Sullivan, Mr. Chuck Taylor, Ms. Julia Turner, and Mr. Jarrod Waetjen

College Recorder: Ms. Norie Flowers

DISCUSSION ITEMS

Employment Trends to Consider in Relation to NOVA’s Curriculum
Dr. Schiavelli introduced the discussion by asking Committee members to begin thinking about NOVA’s curriculum in a broader context and how the curriculum fits into the overall view of what a NOVA student looks like and what we need to do to make NOVA students successful. He presented five areas in which jobs are available in our Northern Virginia service area. They are:

- Professional, Scientific, and Technical (STEM)
- Health Care
- Government
- Administrative Support
- Real Estate

Forty-one percent of the net new job growth will be in STEM-related disciplines, with the top ten job openings in STEM occupations. Half of the jobs in Northern Virginia will require a 4-year degree, with only nine percent requiring an associate’s degree.

An important early focus of NOVA’s curricular strategy must be bachelor’s degree completion opportunities for our IT degree graduates. Baccalaureate completion partnerships need to be established and we need to address several issues:

- Will senior institutions consider AAS a transfer degree?
- Will senior institutions accept dual enrollment and/or credit for prior learning granted by NOVA?
- Will students bypass NOVA and enroll directly with senior partners who already...
offer credit for prior learning?

• Will we ensure uniformity in the course content of NOVA STEM courses as well as their coherence with the performance and competency expectations of senior university and corporate partners? Will our students fare well upon transfer? For example, Mason reports poor performance of our IT AS transfer students in four courses taken at NOVA; requires re-taking of course; does allow testing out.

Next steps should include:

• Monitor graduation and program placement trends in STEM-oriented programs at NOVA to gain evidence of continuing program viability.
• Obtain detail on and monitor changes in job skills associated with rapidly growing/emerging occupations in the NOVA service area.
• Create an inventory of STEM faculty resources.
• Create an assessment matrix for program productivity/coherence to include SLOs, program evaluation to identify areas/programs of concern, and information to consider when debating reallocation of resources or investments.
• Determine and monitor trends in the student characteristics profile by program.
• Invest in faculty development funding in support of curricular priorities.
• Match SLOs and course/program content with defined job skills and senior partners’ expectations for transfer; revise courses/programs accordingly to ensure coherence.
• Analyze Guaranteed Admission Agreements and transfer practices; seek productive modifications as appropriate.
• Seek willing senior partners to establish new pathways for baccalaureate completion.
• Redefine dual enrollment offerings as the beginning of a program completion pathway rather than the delivery of unconnected coursework.
• Define sets of student services needed by student category.

Dr. Schiavelli said that when proposals for new programs or program revisions come forward Curriculum Committee members should ask whether these are sustainable for the long run and whether we can discontinue a program when it isn’t. More importantly, the committee should determine whether the program meets the needs of the students and our region as opposed to the needs of our faculty. The college must invest in the areas that will result in the highest level of student success.

Committee suggestions included performing an environmental occupation scan of the region, capitalizing on emerging technologies and changing the role of the Curriculum Committee by having faculty generate concept papers on new and creative ideas (and providing released time to do this) and then vetting them through the Curriculum Committee.

**Associate Instructor Position**

Dr. Schiavelli gave an overview of the Associate Instructor position and where it might be most useful. Associate Instructors may teach up to 39 credits per year with no committee or advising responsibilities. There may be limited instances where consideration of this new role makes good educational sense in serving our students: courses where specific learning outcomes are pre-set
across the college and there are high enrollments; where course design, content and learning resources are standardized; and where assessments of student learning are common for the whole college. Often in such instances the instruction is being provided by leveraging the use of technology and facilitating one-on-one interaction. These criteria appear to be met are in ELI classes, developmental math, SDV 100 College Success Skills, and in some clinical instruction. Dr Saperstone reported that an adjunct who heard about the new position at the Math Cluster meeting favored this stance since he could work full time and earn enough to help him earn another degree. Hiring Associate Instructors under these circumstances would benefit adjunct faculty since an Associate Instructor appointment brings with it the full range of fringe benefits that adjunct faculty currently do not receive. This one-year contract position should not be regarded as cost-saving strategy to be applied wholesale to full-time teaching faculty positions or as an attempt to redefine the role of full-time faculty at the college.

**ACTION ITEMS**

**Minutes of the December 5, 2013 Meeting**

The December 5, 2013, minutes were approved as amended for clarity.

**New and Revised CON Courses**

Mr. Chuck Taylor (CON, WO) and Dr. Deshaun Davis (Dean, WO) presented six new courses for the Contract Management Program. These are needed in order to maintain the program’s congruence with Defense Acquisition University (DAU) courses and are recommended by their advisory committee. To meet local employers’ needs, the Contract Management Program must provide a curriculum that is robust and compliant with the Federal Acquisition Institute and DAU standards of education. The courses are:

1. CON 1xa Federal Acquisition Regulation (FAR) Fundamentals I is a foundational course for all government contract specialists. This course is a total immersion into the FAR and the DFAR. The student will become familiar with all policies and procedures related to government/federal acquisitions.
2. CON 1xb Federal Acquisition Regulation (FAR) Fundamentals II is part II of the foundational course for all government contract specialists. This course is a total immersion into the FAR and the DFAR. The student will become familiar with all policies and procedures related to government/federal acquisitions.
3. CON 1yy Contract Planning will introduce students to their role in the contracting process. The students will learn their role as a business advisor in the acquisition process.
4. CON 1zz Contract Execution focuses on executing the acquisition planning through soliciting industry and awarding the contract.
5. CON 1mm Contract Administration builds on the planning and execution course work and provides the student with the knowledge necessary to identify and utilize appropriate performance metrics when evaluation contractor performance.
6. CON 1cp Fundamentals of Cost and Price Analysis will begin with the in-depth review of the market research process, and provides the student with instruction that will help them understand and analyze contractor cost and pricing strategies.
A question was raised as to whether the 18 credit sequence would qualify a student to be a contract officer with a warrant. Mr. Taylor explained that students would be qualified and eligible for a warrant but that this would be up to the hiring agency to approve. Dr. Zorin indicated that this is a huge advantage for people in that industry.

Mr. Taylor reported very positive feedback from students who have completed the program. He plans to market the program to the Prince William County Chamber of Commerce. Ms. Winner added that employees with contracting knowledge would be very useful to architectural firms. Dr. Davis stated that the CEO of BAE mentioned that their company needs people with knowledge of acquisitions.

The Curriculum Committee approved CON 1xa Federal Acquisition Regulation (FAR) Fundamentals I, CON 1xb Federal Acquisition Regulation (FAR) Fundamentals II, CON 1yy Contract Planning, CON 1zz Contract Execution, CON 1mm Contract Administration, and CON 1cp Fundamentals of Cost and Price Analysis, to be effective Fall 2014.

**BIO 101-102 ALO VCCS-wide Revisions**

Dr. Diane Mucci and Ms. Deborah Shaffer presented a proposal for BIO 101-102 General Biology I-II revisions as recommended by a system-wide committee of biology faculty examining the courses as part of the VCCS Articulated Learning Outcomes (ALO) initiative. Dr. Mucci explained that the ALO project is designed to improve student success. The committee included representatives from all of the VCCS colleges, with two from NOVA; Ms. Shaffer was one of them. On multiple occasions the BIO 101/BIO102 ALO committee conferred with the VCCS Biology peer group about the proposed revisions to the BIO 101/BIO 102 revisions. NOVA’s Biology Cluster reviewed some of the recommendations at its January 2014 meeting. There are two recommendations: add prerequisites to the courses at the VCCS level and revise the courses to emphasize concepts rather than disparate facts.

**Prerequisites**
The ALO committee reviewed data on student success in BIO 101 and collected feedback from BIO faculty across the VCCS in determining whether to include prerequisites for BIO 101 and BIO102. After considering this input, the committee proposed adding prerequisites to help ensure student success in BIO 101 and BIO 102.

- The committee recommends requiring students to show evidence of:
  - Placement into ENG 111 prior to enrollment in BIO 101. Students may demonstrate readiness for ENG 111 through test scores or through completion of ENF 1 or ENF 2 if required. This is already the requirement at NOVA.
  - Basic skills in math and graphing to be successful (MTE 1-3). These are minimum recommended prerequisites and colleges may adopt higher math prerequisites as desired. Dr. Mucci explained that this would be a new prerequisite for NOVA.

Using system-level data, the committee examined success rates for students not concurrently enrolled in developmental courses, students concurrently enrolled in developmental English, and students concurrently enrolled in developmental math. The data
suggest that students who are concurrently enrolled in developmental English only have considerably lower success rates in BIO 101; students concurrently enrolled in developmental math only succeed at a similar rate. All three categories are significantly lower than the course average and among those students who did not require developmental courses (close to 10% on average). The committee considered the need to balance selectivity against limiting enrollments. For this reason, the committee did not recommend that students must complete ENG 111 before registering for BIO 101. Ms. Snyder asked if anyone has studied success of students co-enrolled in ESL and BIO 101-102. This has not been done.

- Concepts in biology as in other sciences build on earlier concepts within the course. As a result the committee recommends that BIO 101 be a prerequisite for BIO 102.

Articulated Learning Outcomes
Ms. Shaffer explained that the new learning outcomes for BIO 101 and BIO 102 represent a philosophical shift utilizing the national model for biology education articulated by the National Science Foundation (NSF) and the American Association for the Advancement of Science (AAAS). This new approach is more about understanding science than about memorizing facts.

The overall coverage of topics has not changed, so transfer should not be affected. Representatives of Radford University, the University of Mary Washington, VMI, the College of William and Mary, and Virginia Commonwealth University have responded favorably to the revised courses. George Mason University did not respond.

Because the course revisions were proposed at the VCCS level, with NOVA as a conduit for the approval process, the courses already have been considered and approved by the VCCS Deans’ Course Review Committee. Faculty will still have classroom options but need to ensure that core concepts are covered.

Mr. Simons noted that although most ALOs used terminology indicating that students “will” be able to do something, one stated that “students should also be able to explain historical examples and current examples as opposed to “will be able to explain historical examples.” Dr. Robertson will work to change this wording.

Dr. Fancher-Ruiz asked whether there will be a biology course for biology majors and Ms. Shaffer explained that this has not gained traction because faculty fear there would be too few students to fill them, particularly in the smaller institutions. However, it may be time to reconsider this idea.

The Curriculum Committee approved the proposed revisions to BIO 101-102, to be effective Fall 2014.

Revisions to Physical Therapist Assistant AAS Admission Requirements
Mr. Andrew Cornell (Dean, MEC) and Dr. Jody Gundrum (PTA, MEC) stated that, as recommended by the Physical Therapist Assistant (PTA) advisory committee, the PTA faculty request two changes to the current admission practices for the PTA AAS.
1. The faculty recommends that a competitive admission policy be established. There are several reasons for this recommendation.
   • Currently, students are admitted based on the time stamped on their application. In 2012, the class was filled by 10 a.m., and in 2013 it filled by 8:30 a.m. Students with transportation difficulties or who live in unsafe areas are at a disadvantage.
   • The program averages 110 applicants and accepts 40, being limited by accreditation requirements. Even the 40 is 25% more than allowed because typically 10-15 students per cohort are not retained. A low retention rate is not good for the program’s reputation. Over the last four years the PTA program attrition rate has averaged 30%. A recent unpublished doctoral dissertation by a Virginia PTA educator found that PTA programs with competitive admissions retain and graduate more students than noncompetitive programs.
   • In addition, stronger graduates will compete more effectively for jobs; new graduates command a salary of $43-52K. Employers demand critical thinkers who can problem solve and communicate well. PTAs work with very sick patients and must use clinical reasoning skills to safely direct patient interventions. The PTA Advisory Committee has stated that the most important quality for graduates to possess is strong clinical reasoning skills.
   • Several other programs at the MEC already have competitive admission: Nursing, Dental Hygiene, Diagnostic Medical Sonography, Radiology, and Occupational Therapy Assistant. Further, nine of the 11 PTA programs accredited or seeking accreditation in Virginia and Maryland have selective admission processes.
   • Competitive admission also will help the program compete for strong applicants. With the opening of Germanna Community College’s PTA program in coming in Fall 2015 and our own relatively new Occupational Therapy Assistant program, competition for applicants will increase. A more competitive cohort of students will enhance the academic reputation of our graduates in the marketplace

2. The Physical Therapist Assistant Program requests that completion of ENG 111 with a B or better be a prerequisite for admission to the program. If students retake the course, the most recent grade would be considered for admission purposes. Acceptable scores will also be posted for students who have AP or IB courses that can be substituted for ENG 111. Currently for admission students must only demonstrate eligibility to take ENG 111. PTAs must be able to communicate clearly and concisely in writing in the workplace. PTAs work under the general supervision of physical therapists, often in the form of electronic communication. In addition, they are called upon daily to produce well written home exercise programs for patients. Because they participate in a clinical course their first semester, it is critical that students already have strong grammar and syntax skills.
   • Strong documentation is the basis for reimbursement from third party payers. Currently PTA students must complete ENG 111 in their first semester of study, but they attend clinic in the first semester and are required to provide documentation using correct grammar and syntax. Clinical instructors have identified grammar and syntax as areas needing improvement.
   • PTA program data indicates that a C in ENG 111 correlates with poor academic performance and attrition from the program. Faculty examined 160 student records from the most recent four cohorts. Of the 16 students with a C or D in ENG 111, four did well or are currently doing well in the program, six never graduated, one required
an extra year to remediate, three struggled academically throughout the program but graduated; and 2 are currently struggling.

- Requiring ENG 111 as a prerequisite is consistent with other programs in the Allied Health Division. Completion of ENG 111 is a prerequisite for Nursing and seven of the nine Allied Health programs. The Sonography and Radiography programs require a B or better in the course.
- “B” is the grade minimum in the two other prerequisite courses, Anatomy and Physiology and Medical Terminology because C grades in those prerequisites were correlated to attrition.

The proposed competitive admissions criteria are consistent with the rubrics developed and approved for the Nursing, Dental Hygiene, Radiography, Diagnostic Medical Sonography, and Occupational Therapy Assistant programs. Key components are:

- No change to current requirements of completion of the prerequisite anatomy and physiology and medical terminology courses with a grade of B or better, eligibility to take MTH 151, and 4 hours of observation in a physical therapy setting.
- Addition of completion of ENG 111 with a B grade or better.
- Greater weight for A vs B grades in the anatomy and physiology prerequisite.
- Greater weight for increasing hours of volunteer/work experience.
- Greater weight for completion of NOVA’s Certificate in Health Science or equivalent coursework.
- Addition of a minimum TEAS (Test of Essential Academic Skills) score of 50% in English, Reading and the Human Biology portion of the Science section.
  - The TEAS has been used successfully in the Nursing program for many years, and is widely used in PTA programs nationally.
  - The results of the PTA program’s grant work with the TEAS in spring 2012, repeated in Fall 2012 and Fall 2013, support that students scoring below 50% in any of these categories had a high attrition rate despite early intervention by the retention counselor.
  - Students have access to free tutoring to improve their scores.

If approved, competitive admissions would be in effect for the cohort entering in August 2015. Admissions for the cohort entering in August 2014 begins February 14, 2014, so it is important to begin advertising the new criteria with the new round of PTA Information Sessions in March 2014.

The Curriculum Committee approved the proposed PTA competitive admission program policy, including the addition of ENG 111 with a B or better as a prerequisite, to be effective for the cohort entering PTA in August 2015.

**Proposed English-related Specializations of Liberal Arts**

Dr. Arthur Schuhart (ENG, AN), Ms. Jenny Sullivan (ENG, AN), Ms. Lorraine Goldberg (ENG, MA) and Ms. Rachel Martin (ENG, AL) presented a proposal approved by the English Cluster to create three English-related specializations for the Liberal Arts Associate of Arts Degree, to begin in the Fall 2014 semester at the five comprehensive campuses. The specializations correspond to the three main
areas of English studies: Literature, Creative Writing, and Writing. Three subcommittees of English faculty worked with Dr. Art Schuhart (ENG, AN) to research student demand for and transferability of English-related curricula. The specializations are quite similar to one another. Each includes one credit of SDV 101 – Orientation to English Studies, six credits of English study specific to a particular specialization, and three credits of an English elective. The faculty decided to pursue the specializations instead of a full AA in English because Prince George’s Community College, which did adopt a full AA in English, was able to attract students to the program, but fewer than 5% of their students graduated from it. They found the number of English courses required by the full AA was prohibitive to student success because the majority of those courses failed to transfer to four-year programs.

The faculty state that having these specializations “offers NOVA students the opportunity to receive a transcript designation denoting their increased study of a particular area of English. This designation can assist with gaining employment, earning a promotion or a pay increase, or increase the likelihood of the student being accepted to their English program of choice after graduating from NOVA. The increased study in reading and writing skills will benefit the student in work environments, or it will assist the student with future study at his or her transfer institution.” They see this design as a model for other programs at NOVA and across the VCCS. The English specializations would allow us to identify future English majors and assign them an English faculty member as their advisor. The faculty expect that the first meeting with an advisor “will be facilitated in the SDV 101 course required in the first semester.”

Ms. Sullivan explained that the Literature Specialization is a traditional English program. It is intended to prepare students to transfer to traditional English (or Literature) programs of study at four-year institutions. Community colleges in North and South Carolina, Pennsylvania, Texas, Georgia, and California (among others) all have similar programs. English faculty have heard that some NOVA students would like to study Literature and are surprised that the college does not offer an English Major. They also believe that many students who stated they are interested in English Education will elect to complete the Literature Specialization.

Ms. Goldberg stated that there are already over 800 creating writing programs in the U.S. The Creative Writing Specialization is intended to serve two primary groups. The first is students seeking transfer to a BFA-Creative Writing program (such as the George Mason University BFA-Creative Writing). The second group comprises those students who intend to begin an individual career as a “creative writer” immediately upon graduation. A recent survey revealed 52 students who plan to have careers in creative writing immediately upon graduation from NOVA. The faculty view this as unrealistic but believe that offering students the means to improve these skills and talents improves their chances of success. Faculty note that the specialization would contribute to the creation of an English Community of Students and Faculty, helping to support the creative writing community of each campus and assisting with the production of quality student creative writing and fine arts publications. Specifically, editorial opportunities for specialization students are available through the student literary journals published at each of the five campuses. Thus campuses will benefit from the support of these groups through greater levels of participation in these clubs and organizations.
Faculty also believe that the Creative Writing specialization will contribute to the opportunities for individual English Faculty to express their professional interests and specialties thereby contributing to the health and balance of NOVA as an academic institution.

Ms. Martin said that the Writing Specialization will make students more employable. However, it is intended to serve students who plan to transfer to four-year Writing and/or Rhetoric BA/BS programs and those students who hope to begin, continue, or advance in writing-oriented careers in the Northern Virginia region. The English faculty believe that, given the nature of the Northern Virginia region and its dependency upon communications, the low number of survey respondents who reported that they hope to have professional writing career choices is inconsistent with number of people employed in such work. Currently, NOVA students desiring to transfer to one of the new Writing programs, such as JMU’s BA/BS in “Writing, Rhetoric, and Technical Communications” (WRTC), must do so from the traditional Liberal Arts-AA or General Studies-AS programs of study. These programs lack the common preparation of second year writing and rhetorical studies, which are increasingly expected of such majors in four-year environments. There was some discussion about what the program should be called but the suggested “Writing” title was retained.

Dr. Schuhart explained that last year, 121 NOVA AA/AS graduates completed 9 or more credits of English in addition to the AA and AS requirement for a year of College Composition. They note that more than 60% of these “independent English majors” were placed in the AS-General Studies degree. The following chart shows that indeed far more students who took a large number of English courses were in an AS rather than an AA, but the faculty propose AA specializations.

The faculty conducted two student surveys and reviewed the number of graduates in similar programs in order to document student interest in English-related specializations.

Dr. Fancher-Ruiz suggested that a footnote be included stating that “students should check the requirements at their transfer institution before selecting a 200 level course.” Institutional letters appeared noncommittal in acceptance of these courses and therefore students may take courses that will not transfer. Dr. Schuhart reported that the subcommittee is working on transfer sheets for students.

Dr. Fancher-Ruiz expressed concern that it will often be necessary to substitute SDV 100 for the required SDV 101 since it is unlikely that this course will have sufficient enrollment to run very often. Dr. Saperstone suggested requiring “SDV 101 or SDV 100.”

Dr. Leidig praised the committees’ work but noted the noncommittal letters from senior institutions. These letters acknowledge that graduates will be well prepared but the letters do not promise that students will be able to transfer without loss of credit. Dr. Schuhart responded that students already sometimes transfer with loss of credit.

Dr. Robertson noted that the current professional writing certificate has not been in demand and asked how these courses would be kept current and how the writing certificate would be changed. Dr. Schuhart stated that making it an associate degree makes it part of the academy and an area of
focus. The question then was whether the certificate should be eliminated. Dr. Robertson asked whether the group would be working on the curriculum as a whole and Dr. Schuhart responded in the affirmative.

Dr. Schiavelli recommended a marketing component so that students would find the program. He applauded all the work of the group, but also stressed looking at the application process to help students understand the difference between program placement and a specialization.

Dr. Robertson will finalize the footnotes to add “working with transfer advisors”, and mention the professional writing certificate in the writing proposal.

The Curriculum Committee approved the creation of Literature, Creative Writing and Writing specializations of the Liberal Arts Associate of Arts Degree, to begin in the Fall 2014 semester at the Alexandria, Annandale, Loudoun, Manassas, and Woodbridge campuses.

**Communication Design AAS Revisions and New Courses**

With the support of Ms. Riley Dwyer (Dean, LO) and Ms. Lisa Hill (Communication Design, AL), Ms. Julia Turner (Communication Design, LO) presented a proposal from the Communication Design program to make several changes to be effective Fall 2014. She stated that these changes are based on student, advisory committee, faculty and VCCS input.

- Replace ART 122 Drawing II (4 cr.) and ART 132 Fundamentals of Design II (4 cr.) with two 3-credit industry-specific elective courses.
  - The two electives are industry-specific and focused within areas of the field. They will prepare students for careers in particular areas with the field of Communication Design. Students may choose from the following proposed courses, or ask for division approval to take other ART courses offered by the college:
    - Package Design
    - Integrated Media Techniques
    - Professional Practices in Communication Design
    - Advanced Typography
    - Illustration for Designers

- Add ART 116 Design for the Web I to the Communication Design parent degree (3 credits) and ART 270: Motion Graphics to the Interactive Design specialization (3 credits).
  - The program’s advisory committee made the request that these two courses be added to the degrees. These two additional courses will help round out skills and knowledge needed by the students to be successful in the job market.
    - For this request three credits are added to the program.

- Revise contact hours for ART 116, ART 117 and ART 220.
  - This request only changes the distribution of contact hours for these courses. After careful review of student needs within these courses, the faculty determined that lecture-only courses do not allow the students the hands-on learning needed to expand their skills and knowledge. Faculty have found that students need and are looking for more lab time. Students prefer that they have time to work in lab with the instructor present to guide the student as needed. The change in the contact hours will allow this assistance and benefit the students. All other Communication
Design courses have lecture/lab contact hours. These changes will move all courses into alignment.

- For this request we are asking for the following change to the wording of the description:
  - Current: Lecture 3 hours per week. 3 credits
  - Proposed: Lecture 2 hours, Lab 2 hours. Total 4 hours per week. 3 credits.

The additional ART Electives are needed to prepare students for entry level positions in the design field. The design industry has continued to diversify. With the changes in the field, the program must also evolve. With the assistance from the professionals and student representatives on the advisory committee, it was discussed and determined that these changes are needed and wanted. Additionally, the decision to move forward with these proposed changes demonstrates the need to expand the program and college offerings to current students. Offering students essential courses that better prepare them for the competitive job market is the focus of these changes. The objective of the Communication Design degrees is for students to gain employment; however, the addition of these courses will also better position students who are looking to transfer to 4-year institutions. With the expanded skill set obtained in these diversified areas, students will have more options in their education.

The Communication Design cluster has worked diligently and collaboratively on these efforts. They consulted the Coordinating Dean, received approval from the advisory committee, and solicited and received support for the proposed course changes from the colleges with these offerings. Communication Design has not yet received approval from VCCS for the proposed new courses. Approval will be requested pending NOVA Curriculum Committee approval.

The Curriculum Committee approved the proposed changes to the Communication Design AAS program, the proposed course revisions, and new courses effective Fall 2014.

**Fine Arts AAA Photography Specialization Revisions**

Ms. Gail Rebhan (PHT, WO) presented a proposal from the Photography cluster, supported by the Photography deans, to revise the Fine Arts: Photography Specialization AAA degree effective Fall 2014. The addition of PHT 270 – Digital Imaging as a requirement compels students to learn digital imaging software, which has become an essential part of contemporary photography. This is balanced with offering students the option of taking film-based courses (PHT 103 and PHT 104) and/or digital courses (PHT 101 and PHT 102). Students have the opportunity, therefore, to explore diverse aspects of the medium. Students could mix and match these courses: PHT 101 or PHT 103 (entry-level courses) and PHT 102 or PHT 104 (second-level courses). They will not be required to choose a film or digital sequence.

This revision incorporates two new photography classes recently approved by the VCCS. These new courses (PHT 103 - Black & White Darkroom Photography I and PHT 104 - Black & White Darkroom Photography II) add clarity to the courses and should eliminate confusion between digital and film photography courses.
The AAA degree is awarded for completion of two-year curricula designed to prepare students to work in the arts and/or music. These degrees have specific occupational objectives. The replacement of the second Social Science elective with a PHT elective will give students more training in photography and aid them in finding employment in the field of photography.

The Curriculum Committee approved the Fine Arts AAA Photography Specialization revisions to be effective Fall 2014.

Photography and Media AAS Revisions
Mr. Joseph Small (PHT, AL) presented a proposal from the Photography cluster, supported by Photography Curriculum Advisory Committee, to revise the AAS Photography degree effective Fall 2014. The Photography cluster has agreed to course additions, course removals, and course sequence changes to the AAS degree.

The addition of PHT202 as a requirement in the 4th Semester will help students to further develop a portfolio of photography and prepare them for working in the field of photography. This course is a great addition to PHT201 that is currently offered in the degree. The AAS degree is awarded for completion of two-year curricula designed to prepare students to work in the arts and/or music. These degrees have specific occupational objectives. The option of taking a Social Science elective or PHT elective will give students more training in photography and aid them in finding employment in the field of photography.

The Photography cluster would like to remove the options of PHT100 Intro to Photography and PHT135 Electronic Darkroom. Shifts in curriculum have made these options unnecessary in the degree. In Fall 2014, PHT101 Photography I and PHT102 Photography II will teach digital photography, which is the primary form of photography, used in the field today. We would also like to remove the option of PHT211 Color Photography I. Large changes in the curriculum of PHT courses and the AAS degree has made this option unnecessary. PHT201 Advanced Photography I should be the only option for students. PHT271 Digital Imaging II should be removed from the degree. Streamlining curriculum will allow the cluster to cover the material of this course in other courses.

Classes were moved to help streamline the curriculum and balance the credits for each semester. Moving PHT270 Digital Imaging I to the 2nd Semester will help prepare students for PHT201 and PHT202. Moving ART101 History and Appreciation of Art I into the 2nd Semester and Art102 History and Appreciation of Art II in the 3rd Semester allows students an earlier understanding of the history of art. Moving the Math or Science requirement to the 3rd Semester helps balance the credits of each semester and the above changes.

Committee members inquired about where someone would be employed with this degree. Mr. Small stated that many students are self-employed, work in no-profit organizations, in specialties like food photography and event and wedding photography, as well as working as editors for other photographers.
The Curriculum Committee approved the Photography and Media AAS revisions to be effective Fall 2014.

Marketing Specialization and Career Studies Certificate Title Changes
Ms. Katherine Olson (MKT, AN) presented the Marketing Program recommendations for name changes for both the eCommerce specialization and eCommerce career studies certificate. Ms. Celeste Dubeck-Smith (Dean, AN) reported that the programs have been in the catalog since 2002. The new names were selected and approved by the Marketing faculty and the Marketing Program Advisory Committee. These recommendations are based on industry and technology changes, as well as the need to stay up-to-date to appeal to future students and employers as an occupational-technical program. It was recommended that the Marketing AAS eCommerce specialization be renamed “Digital Marketing.” It was also recommended that the eCommerce career studies certificate be renamed “Social Media Marketing.” Ms. Olson noted that the advisory committee looked at what other schools were doing before recommendations were forwarded to the Marketing faculty.

The Curriculum Committee approved the recommendation to rename the Marketing AAS eCommerce specialization “Digital Marketing” and to rename the eCommerce career studies certificate “Social Media Marketing” to be effective Fall 2014.

Find Readers for Hospitality Management Program Review
Ms. Snyder and Ms. Winner volunteered to act as readers for the Hospitality Management program review.