

CURRICULUM COMMITTEE
Approved May 5, 2016

Members Present: Dr. Ron Buchanan, Dr. Barb Canfield, Dr. Nate Carter, Ms. Mary Charleza, Dr. Ellen Fancher-Ruiz, Ms. Barbara Gershman, Ms. Frankie Harris-Lyne, Dr. Sam Hill, Ms. Mitra Jahangeri, Dr. Molly Lynch, Mr. Frederick Markham, Dr. Mary Moseley, Dr. Burton Peretti, Ms. Lisa Riggleman-Gross, Dr. Sharon Robertson, Mr. Bernard Schmidt, Mr. Scott Wood and Dr. Izanne Zorin.

Members Absent: Mr. Paul Chapman, Dr. Ann McGowan, Dr. Mel Schiavelli, and Mr. Fernando Seminario.

Guests: Dr. Christopher Arra, Dr. Ivy Beringer, Ms. Julia Brown, Mr. Andrew Cornell, Dr. Mark D'Antonio, Ms. Celeste Dubeck-Smith, Ms. Tina Gambhir, Mr. Mike Ghorbanian, Ms. Jacqueline Gibbons, Dr. Barbara Hopkins, Dr. Evette Hyder-Davis, Ms. Susan Johnson, Dr. Chad Knights, Dr. Anne Loochtan, Ms. Jill McKee, Dr. Willie Pomeroy, Ms. Dana Pratt, Mr. James Rucks, Ms. Kristine Sher, Ms. Christiane Silva, and Ms. Lisa Stelle

Action Items

Minutes of the March 24, 2016 Meeting

The minutes of the March 24, 2016 meeting were approved as edited by Ms. Charleza. Dr. Robertson provided an update on the status of items previously approved by the Curriculum Committee.

Expansion of the Political Science Specialization to Loudoun

Ms. Jill McKee (PLS, LO) presented a proposal to officially expanding the Political Science specialization of the Social Sciences AS to the Loudoun Campus. The campus has offered all of the courses in the Political Science (PLS) specialization for many years; it has also run a highly successful internship program on Capitol Hill during this time. The proposal is supported by the Alexandria Campus, which initiated the specialization several years ago.

Dr. Mosely advised that having the specialization available will help provide guidance to Loudoun students who wish to pursue the PLS curriculum. Although the Curriculum Committee supported the proposal since in effect the campus already offers the program, significant concern was expressed about the specialization's curriculum. Dr. Fancher-Ruiz stated that the curriculum should include fewer PLS courses and instead require a world language to facilitate transfer. Ms. Julia Brown (Transfer Policy, CS) and Dr. Robertson will work with the PLS Cluster to assure that the specialization transfers well. Dr. Lynch noted that PLS is doing their discipline review now, so this is a good time for the faculty to look closely at the curriculum.

The Curriculum Committee approved the expansion of the Political Science specialization to the Loudoun Campus, effective Fall 2016.

Discontinuance of Four Area Studies Career Studies Certificates

Dr. Buchanan presented the Alexandria Campus proposal to discontinue the African-American Studies, Chinese Studies, Japanese Studies, and Latin American Studies career studies certificates, which are offered only through that campus. For years, these programs have repeatedly fallen well below targets for program-placed students and graduates, and the hosting division has frequently

canceled courses offered within the curricula. From 2010-11 through 2014-15, the African-American Studies program generated a total of one graduate, Chinese Studies had a total of five, Japanese Studies yielded a total of 13 graduates, and Latin American Studies had a total of 17 graduates. Very few students are placed in these programs.

Dr. Buchanan stated that these programs are not career oriented. Dr. Carter asked if there is any evidence that these programs do not lead to a career. Dr. Robertson responded that they do not meet Gainful Employment standards. Dr. Buchanan explained that many students are simply seeking personal enrichment, especially as they prepare to travel, while others want a set of courses that more appropriately belong in a transfer degree. Dr. Buchanan suggested that the College could periodically offer the courses to fulfill the various electives under the International Studies Specialization of the Liberal Arts Associate of Arts degree. To discontinue the programs and to advise interested students to concentrate their studies under the International Studies specialization of the Liberal Arts AA would present a minimal disruption to the College and its curricular offerings.

The Curriculum Committee approved the proposed discontinuance of the African-American Studies, Chinese Studies, Japanese Studies, and Latin American Studies career studies certificates, effective Fall 2016.

Revision of EMS AAS

Supported by Dr. Anne Loochtan (Provost, MEC) and Mr. Andrew Cornell (Dean, MEC), Mr. James Rucks (EMS, MEC) presented a proposal to revise the Emergency Medical Services (EMS) AAS. As strongly recommended by the EMS curriculum advisory committee, the EMS faculty recommend revising the EMS AAS to remove the requirement for HIM 130 Health Information Systems and adding MTH 151 Math for the Liberal Arts or higher level math course. At the April 20 advisory committee meeting, the EMS assistant dean asked to remove HIM 130 from the program because it is no longer needed by most students and because it does not count toward the 15 credits of general education required by SACSCOC for any associate degree. After discussing various choices, the group enthusiastically agreed that EMS students need better math skills than they currently exhibit upon graduation. Unlike HIM 130, MTH 151 or higher level math will be applicable toward the SACSCOC requirement for 15 general education credits.

The Curriculum Committee approved the proposed revisions of the EMS AAS, to be effective Fall 2016.

Revision of the HIM AAS, HIM 250 and HIM 254

Dean Cornell introduced the Health Information Management (HIM) faculty proposal to rearrange their HIM AAS curriculum to eliminate the Summer term, which includes clinical experience, moving the courses to different semesters. This change is requested because it has proven very difficult to find preceptors in the summer. No different courses are requested and Ms. Jacqueline Gibbons (HIM, MEC), the assistant dean, specifically stated that the PED requirement should remain in place.

In addition, the faculty propose significantly updating HIM 250 Clinical Classification Systems and HIM 254 Advanced Coding and Reimbursement to reflect current industry standards, which have shifted from ICD-9 to ICD-10. The changes are supported by their advisory committee and by VCCS

colleagues. Ms. Gibbons explained that voice recognition technology is no longer used and that faculty have actually been teaching ICD-10 for a while. Dr. Loochtan emphasized that there is a huge difference between ICD-9 and ICD-10. Dr. Moseley noted the importance of ICD-10 for keeping patients out of the hospital and getting reimbursed.

The Curriculum Committee approved the proposed rearrangement of the Health Information Management AAS, to be effective Fall 2016. The committee also approved the revisions to HIM 250 Clinical Classification Systems and HIM 254 Advanced Coding and Reimbursement to reflect current industry standards.

Discontinuance of the Medical Transcription Career Studies Certificate

Ms. Gibbons, Ms. Tina Gambhir (HIM, MEC), Dean Cornell and Dr. Loochtan presented a proposal to discontinue the Medical Transcription career studies certificate. From 2010-11 through 2014-15, there were no graduates of the program. Only two students were placed in it from 2011-12 through 2014-15. Ms. Gambhir stated that doctors may wear Google Glasses which will record and upload information. Ms. Gibbons reiterated that transcription is no longer a highly marketable skill. All agreed that the program simply is not needed.

The Curriculum Committee approved the discontinuance of the Medical Transcription career studies certificate, to be effective Fall 2016.

Discontinuance of the School-age Child Specialization of the Early Childhood Development AAS and the Paraprofessional Teacher Assistant Career Studies Certificate

Ms. Susan Johnson (CHD, LO) and Ms. Lisa Stelle (Dean, LO) presented the Early Childhood Development faculty proposal to discontinue the School-Age Child Specialization of the Early Childhood Development AAS and the Paraprofessional Teacher Assistant career studies certificate. Both programs are offered at the Alexandria, Loudoun and Manassas campuses. The advisory committee has indicated that the programs do not provide an advantage for employment, and neither feeds into an efficient pathway toward future educational attainment after the AAS. Although most of the Early Childhood programs are part of a state-wide career lattice, these two programs are unique to NOVA.

Ms. Johnson explained that the School-Age Child specialization was designed to meet the needs of instructional assistants in the public schools in response to requirements of the No Child Left Behind Act. However, this population is not pursuing this degree because a) they have other professional development options through their current workplaces and b) the local school systems have responded to NCLB by increasingly hiring instructional assistants who already have a Bachelor's degree. Virginia Department of Social Services licensing guidelines have increased the requirements for school-age (before and after school) providers. This population is now required to pursue a certificate consisting of 30 credits or more. The result has been an increase in enrollment in the 31 credit certificate, which matriculates cleanly into the Early Childhood AAS.

Ms. Johnson further explained that the Paraprofessional Teacher Assistant career studies certificate no longer provides enough preparation to meet the minimum guidelines to work as Instructional Assistants in the public school systems. Students are much better off with the 31-credit certificate,

then the parent Early Childhood Development AAS. Schools will not allow graduates to work as Paraprofessional Teacher Assistants based on the attainment of this career studies certificate.

Ms. Stelle and Ms. Johnson added that is difficult to fill the required courses and there are very few graduates. From 2010-11 through 2014-15, the specialization yielded a total of 27 graduates. Over the same period, there were 42 graduates of the career studies certificate. These are acceptable numbers, though small when spread across three campuses. Students who are currently placed in the specialization will be advised to switch to the parent degree instead if that aligns with their career goals. If not, they will be able to complete the specialization over the next three years by pursuing independent study with full-time faculty, or course substitutions where applicable. Faculty have been using this approach for several years as insufficient interest has resulted in cancellation of school-age specific courses. Students program placed in the career studies certificate will be unaffected by course availability as their courses included are also in AAS. Discontinuing the program however, makes it clear that this program does not lead to future employment possibilities.

The Curriculum Committee approved the proposed discontinuance of the School-Age Child Specialization of the Early Childhood Development AAS and the Paraprofessional Teacher Assistant career studies certificate, to be effective Fall 2016.

Discontinuance of the Business Management AAS Specializations

With the support of Dr. Evette Hyder-Davis (Dean, WO) and Dr. Canfield, Dr. Mark D'Antonio (BUS, WO) presented the Business faculty proposal to discontinue all four Business Management specializations: Finance, Healthcare Administration, International Business, and Public Management. Dean Andrew Cornell expressed his strong support for the discontinuance of the Healthcare Administration specialization. There have been consistently few graduates of these programs for the past several years, especially given that several are offered at three or more campuses.

Dr. D'Antonio reminded the committee that the Business faculty previously recommended changes to the Business Management AAS that were approved by the Administrative Council. The revisions incorporated key courses from each specialization into the parent program. The revisions were approved with the understanding that the cluster would return with a proposal to discontinue the specializations. The courses in the Business Management specialties often do not fill and thus students cannot graduate.

No full time faculty member's workload will be jeopardized by the program discontinuances. Students currently placed in the specializations will have three years to complete the specializations, but also will be advised to consider whether the parent Business Management AAS or the transfer-oriented Business Administration AS better meets their needs.

The Curriculum Committee approved the discontinuance of the Finance, Healthcare Administration, International Business, and Public Management specializations of the Business Management AAS, to be effective Fall 2016.

Revisions of the Land Planning, Survey and Development Career Studies Certificate

Dr. Chad Knights (Dean, AL) and Mr. Mike Ghorbanian (CAD, AL) presented the Math, Science and Engineering Division of the Alexandria Campus proposal to revise the Land Planning, Survey & Development career studies certificate offered at the Alexandria Campus. The proposed changes are supported by the campus Civil Engineering Technology and the Construction Management Technology advising teams comprised of industry

professionals and academicians. These changes are intended to better prepare students for the workforce and allow them to continue their education following completion of the career studies certificate. Also, the new curriculum can be applied toward the Engineering Technology AAS.

Mr. Ghorbanian reviewed the proposed revisions, which include:

- Change the program title to “Site Development” to align with employment opportunities.
- Remove ENG 111 College Composition I (3 cr) because employers will not pay for it and students are reluctant to take it.
- Add ARC 225 Site Planning Technology (3 cr), which focuses on building codes, zoning ordinances, storm drainage grading design, erosion control and other important topics.
- Remove CIV 172 Intermediate Surveying (3 cr) and CIV 261 Advanced Surveying (3 cr), because when advanced surveying is needed, companies often hire a separate survey company or licensed surveyor. CIV 261 is not required in the Construction Management AAS or in the Civil Engineering Technology specialization of the Engineering Technology AAS.
- Add CIV 225 Soil Mechanics (2 cr) and CIV 226 Soil Mechanics Laboratory (1 cr) to teach students to identify soil types, understand soil disturbance constraints and how these affect building sites.
- Add CIV 280 Introduction to Environmental Engineering (3 cr). This subject matter is required for civil engineering positions now.

Because of the extremely low enrollment in this program, the Curriculum Committee suggested approving the revisions for two years. If enrollment and graduation figures do not reach satisfactory levels by Spring 2018, the program should be discontinued.

The Curriculum Committee approved the proposed revisions to the Land Planning, Survey and Development career studies certificate, effective Fall 2016, as a two-year pilot. If enrollment and graduation rates do not reach satisfactory levels after that time, the committee recommends closing the program.

Discontinuance of the Electronic Media in Design, Rendering and Animation Career Studies Certificate

Mr. Ghorbanian and Dr. Knights presented the Math, Science and Engineering Division of the Alexandria Campus proposal to discontinue the Electronic Media in Design, Rendering and Animation career studies certificate. The required courses do not run often. From 2011-12 through 2014-15 program placements ranged from 1 to 4 students per year. From 2010-11 through 2014-15, a total of one student graduated from the program. Mr. Ghorbanian explained that the work in this field generally is outsourced to other countries. Dr. Knights reported that engineering technology-related programs are small at NOVA.

Dr. Willie Pomeroy (Academic and Student Services Compliance, CS) noted that this program is approved by SACSCOC to be offered at Monroe Technology Center.

The Curriculum Committee approved the discontinuance of the Electronic Media in Design, Rendering and Animation career studies certificate, effective Fall 2016.

Discontinuance of the Administrative Services Technology Discipline

With the support of all NOVA Business deans, Dr. Hyder-Davis proposed discontinuing the use of the Administrative Support Technology (AST) discipline. She explained that the AST specialization of the Business Management AAS degree program was discontinued effective Spring 2014. The College retained the ability to offer AST courses in order to allow students in the program to complete their study. Woodbridge is the last campus to offer courses not designed for a CBO or dual enrollment. Four students have graduated from the AST specialization over the past six years. The Business deans have agreed to a phase-out plan for use with all CBOs and dual enrollment sites. They suggest that CBO client-students continue their studies with Workforce

Development offering related non-credit courses that lead to a credential. Kerin Hilker has indicated that she would like to work with the deans to identify a BUS course for which CBO client-students could receive college credit. Courses in the restructured Business Administration AS or Business Management AAS, including BUS and IT courses, may be used to meet dual enrollment needs. Programs that did require an AST course or allow one as an elective will be modified so that AST is not an option.

The Curriculum Committee approved discontinuing the use of Administrative Services Technology (AST) courses, effective Fall 2016.

Second Psychology Action Plan Implementation Report

Dean Stelle introduced the second Psychology Action Plan Implementation Report. She stated that the report was very well done, but recommended that faculty use Fall 2015 data rather than older data. She also noted that the cluster continues to debate the use of one-semester versus two-semester courses. Dr. Christopher Arra (PSY, WO), who chairs the Psychology Cluster Steering Committee, explained that the steering committee directed implementation of the action plan. They have begun collecting data. Dr. Arra highlighted curriculum updates made since the program was reviewed. He will tell the incoming chair of issues still to be completed. Dr. Lynch, who wrote the original review and implementation report, also indicated that she was pleased with the progress made on the action plan.

Ms. Riggleman-Gross, who served as the Curriculum Committee Reader for the second implementation report, stated that the report demonstrates significant progress toward completion of the action plan. A few recommended actions still need to be completed or ongoing, but even those have at least been initiated. Ms. Riggleman-Gross recommended acceptance of the report.

The Curriculum Committee accepted the second Psychology Action Plan Implementation Report. No further reports are required.