

**CURRICULUM COMMITTEE**  
**Approved September 22, 2016**

**Members Present:** Ms. Aida Brhane, Dr. Nathan Carter, Ms. Carolyn Davis, Dr. Maggie Emblom-Callahan, Dr. Pamela Hilbert, Ms. Mitra Jahangeri, Dr. Julie Leidig, Mr. Frederick Markham, Dr. Jimmie McClellan, Dr. Diane Mucci, Dr. Sheri Robertson, Ms. Maryellen Ryan, Dr. Mel Schiavelli, Mr. Bernard Schmidt, Mr. Fernando Seminario, Dr. John Sound and Mr. Scott Wood.

**Members Absent:** Mr. Paul Chapman, Ms. Mary Charleza, Dr. Anne Loochtan and Dr. Mary Mosely.

**Guests:** Mr. Michael Brazie, Dr. Barb Canfield, Ms. Jennifer Daniels, Ms. Celeste Dubeck-Smith, Mr. Stewart Edwards, Mr. David Epstein, Ms. Karen Gordon, Dr. Elizabeth Harlan, Dr. Dahlia Henry-Tett, Dr. Sharon Karkehabadi, Ms. Julie Quinn, Ms. Christiane Silva, Mr. Kevin Simons, and Dr. Robert Wade

**Introductions**

Committee members introduced themselves.

**Welcome and Role in Guided Pathways Effort**

Dr. Schiavelli welcomed committee members. He stated that this is an important year to be on this committee due as NOVA develops guided curricular pathways.

Dr. Schiavelli discussed factors affecting NOVA's ability to increase the number of credentials the College awards. Traditional-aged female students who attend full-time are most likely to complete. While many of our students are women, many are not traditional-aged and/or are not attending full-time. Dr. Schiavelli reported that of the 2309 courses in the College catalog last year, only 927 were offered in Fall 2015. Of those offered, 159 had 9 or fewer students in them. Dr. Schiavelli noted that 25 courses accounted for more than 50 percent of Fall 2015 enrollment and 62 courses accounted for 2/3 of Fall 2015 enrollment. Although 283 courses were listed as approved general education courses, only 33 accounted for most enrollment.

Dr. Schiavelli reported that over 80 percent of entering students say they plan to transfer. About 65 percent of them transfer after one semester or one year. He emphasized the need to provide good advice about general education selection and suggested that we think of guided pathways as enabling informed choice. The Curriculum Committee should set the bar higher for general education courses than before.

**Committee Purpose and Membership**

Dr. Robertson reviewed the Curriculum Committee's purpose and membership.

**Curriculum Log**

The committee glanced at the log showing recommendations made by the Curriculum Committee over the past few years and the actions taken to implement those recommendations if they were approved.

### **Course Proposals**

Dr. Robertson provided an overview of the course proposal process and discussed use of the course proposal format.

### **Minutes of the May 5, 2016 Meeting**

The minutes of the May 5, 2016 meeting were approved as distributed. Dr. Robertson provided an update on the status of items previously approved by the Curriculum Committee.

### **Hospitality Management AAS Revisions**

Ms. Celeste Dubeck-Smith (Dean, AN) presented the Hospitality Management Program's proposal to revise the Hospitality Management AAS degree and its three specializations in order to reduce the total number of credits required. First, the faculty recommend removing the PED 116 and PED/HLT/RPK activity elective from the parent program and the Foodservice Management, Hotel Management, and Nutrition Management specializations. Next, the faculty recommend eliminating the one-credit HRI/DIT/TRV elective from the Hospitality Management parent program and the Hotel Management and Nutrition Management specializations. She noted approval by the advisory board.

Now that the VCCS and NOVA no longer require all degree programs to include PED, the Hospitality faculty and their advisors have had comprehensive discussions about whether or not to continue to require it. Since students in the Foodservice Management and Nutrition Management programs must take at least one Dietetics (nutrition) course, and those in the parent program may choose a DIT course as an elective, and because students in this career are active due to the nature of the job duties, the faculty decided that it is more important to save students time and money by reducing the number of credits required than to have them take one or more dedicated physical education courses. Because few one-credit HRI/DIT/TRV electives are offered, the faculty recommend removing that requirement to facilitate graduation and to further reduce the total number of credits required for graduation. If both recommendations are accepted, the total number of credits required for graduation from the Hospitality Management AAS, the Hotel Management specialization, and the Nutrition Management specialization will be reduced from 65 to 62. The Foodservice Management specialization offers a one-credit garnishing class, so the total credits required for that specialization will be reduced from 65 to 63 credits.

The Curriculum Committee approved the removal of two credits of PED from the Hospitality Management AAS and its Foodservice Management, Hotel Management, and Nutrition Management specializations, effective Fall 2017. The Committee also approved the removal of the one-credit HRI/DIT/TRV elective from the Hospitality Management AAS and its Hotel Management and Nutrition Management specializations, to be effective Fall 2017.

As an aside, Ms. Dubeck-Smith also reported that George Mason University is asking us to develop an AS in the Hospitality field.

### **Revision of the Fitness Career Studies Certificate Title**

At the May 5, 2016 Curriculum Committee meeting, there was a great deal of discussion about changing the Fitness career studies certificate's title to better describe the purpose of this program. The Administrative Council agreed that the title might be outdated and requested that the Physical

Education faculty research possible new titles for the Fitness career studies certificate. Dr. Dahlia Henry-Tett (PED, MA) stated that after researching potential names, the Physical Education cluster recommends "Exercise Science and Personal Training" to indicate that the program prepares students for work in the field—not just for personal fitness. Dr. McClellan asked if the title is in the right order -- would students look under Exercise Science versus Personal Trainer? Dr. Henry-Tett explained that faculty wanted to showcase theory first and then see personal training as a practical application. She said that many students want to transfer and need exercise science in order to become teachers. Dr. Sound noted that some of the courses will transfer to Shenandoah University. In addition, PED 168 prepares students to sit for ACE certification. The PED faculty are examining several other certifications in this general field too.

Asked if the requirement for 80% on the exit exam counts as a hidden prerequisite, Dr. Henry-Tett said no, because it is given in class. That should be made clearer in the catalog. Dr. Wade suggested studying pass rates.

The Curriculum Committee approved changing the title of the Fitness career studies certificate to Exercise Science and Personal Training, to be effective Fall 2017.

#### **Update on the English Specialization of Liberal Arts**

Led by Dr. Elizabeth Harlan (ENG, AN), the English faculty provided an update on the English Specialization of the Liberal Arts AA as required by the Administrative Council when it approved the specialization. First implemented in Fall 2014, the specialization produced three graduates in the 2014-2015 school year, five in May 2016, and two in August 2016. As of September 1, 2016, 215 students were enrolled in the specialization. One 2015 graduate is now at the University of Virginia. She indicates that her transfer has been successful and writes that she "enjoyed and valued all of my NOVA English classes, and it is nice that my degree specifies that I studied English, not just Liberal Arts." One faculty member reported that she had two advisees who transferred to UVA without graduating. Ms. Julie Quinn (ENG, WO) said she advises an "interesting variety of students" placed in the English specialization.

The cluster has discussed ways to make room for the hidden prerequisites such as removing the PED and History requirements. SDV 101 has not been offered and the faculty have discarded the idea because so many students already have SDV 100 when they are placed into the specialization. Advising sessions are working well; the importance of good advising is clear. Faculty will continue to track graduates to monitor their success.

The Curriculum Committee accepted the English Specialization status report.

#### **Moratorium on New General Education Courses**

Mr. Kevin Simons (LBR, AN) explained that in support of the Guided Pathways movement, the General Education Council proposes to suspend consideration of new and existing courses for approval as general education electives. A major tenet of the Pathways philosophy is to limit the number of options from which students may choose. With approximately 300 courses currently approved as general education, the College is trying to reduce the number of general education options. To consider any new additions to general education electives at this time would be antithetical to this

philosophy. This moratorium is intended to be only temporary. It is designed to let faculty know that now is not a good time to expend their energy on developing new general education courses or writing proposals to have existing courses approved as general education.

Dr. McClellan and Mr. David Epstein (Dean, WO) worried that there could be a perception that we are being negative. A compromise would be to ask deans to warn faculty that now is not a good time to request that additional courses be approved to meet general education requirements.

The Curriculum Committee feels it prudent to avoid adding new courses to the list of General Education courses until the College has completed development of guided pathways for current programs since that will include a significant examination of current general education courses.

### **Business Administration Program Review and Action Plan**

Mr. Michael Brazie (BUS, LO) gave a brief history of the Business Administration program review process. The Business faculty worked diligently on the review and produced a thoughtful report. Dr. Barbara Canfield (Dean, LO) said the committee as a whole was awesome but Mr. Brazie was absolutely wonderful. The last program review completed for Business Administration was 23 years ago, so the review committee had many changes to consider. Course sequencing, transferability and the needs of faculty and students were assessed thoroughly. The faculty learned that it takes more than the cluster to make students be successful; it takes a partnership to help students succeed. Mr. Brazie and others worked closely with Mason faculty to revise the curriculum so it will transfer seamlessly to Mason.

The Curriculum Committee Readers (Dr. Carter and Dr. Robertson), stated that the Business Administration faculty should be recognized for their progress responding to the charge to develop a guided curriculum pathway. It was clear in reading the report that the faculty is thinking deeply about the direction of the curriculum and to what extent courses and course mapping assist students to meet transfer and degree completion outcomes. Specific attention was paid to developing a strong partnership with George Mason University in the design of the new academic pathway. Furthermore, the report notes techniques to communicate with and assist students and advisors.

Additionally, members of the Business faculty are thinking purposefully and strategically about the need to accurately measure student learning outcomes in Business 100 and other courses related to the program. The report identifies a few areas of less than ideal assessment results and the Action Plan recommends actions that address these low assessment results. In addition, the Action Plan indicates that data from OIR will be reviewed in a timely fashion to help faculty understand the short and long-term effectiveness of their newly revised curriculum. Ms. Ryan said an Economics course content summary was updated in 2015. She liked the idea of a business FAM but noted it may not work on every campus.

Mr. Brazie stated that advising was a terrible problem. He agreed to share new advising sheets. Ms. Ryan noted that a lot of business students, especially older students, self-advise. Ms. Davis suggested that each campus have a contact person. Dr. Barb Canfield (Dean, LO) suggested sending the fact sheet to Mr. Epstein, chair of the Academic Deans Council, to distribute. It might also be helpful to send links to the Transfer Guides of universities to which our students commonly transfer. Mr. Brazie

and Dr. Canfield emphasized that most of the courses that do not transfer well to colleges other than George Mason University are in the fourth semester, by which time most students will know where they will go upon transfer.

The Action Plan is written clearly, with thoughtful actions and reasonable deadlines. Because this report was actually finished about a year ago, the Action Plan includes several completed items showing the Cluster's determination to take the recommended actions. Several Recommendations regarding curricular revisions aimed at improving transfer to George Mason University already have been completed.

The Curriculum Committee approved the Business Administration AS program review and Action Plan.

### **Revision of Medical Laboratory Technology AAS**

Ms. Karen Gordon (MDL, MEC) presented to the Medical Laboratory Technology (MLT) faculty's proposal to revise the Medical Laboratory Technology AAS degree to improve alignment with current practice. With the support of their provost, dean, advisory board, clinical affiliates, and educator colleagues, faculty recommend revisions that will increase the total credits required for the degree from 69 to 70. Faculty propose adding 16 credit hours of MDL courses that were not in the program before but are already VCCS courses and removing 9 credits of MDL, 1 credit of HLT, 4 credits of BIO and 1 credit of PED. In addition to updating the skills taught, the revised curriculum will allow the flexibility to simulate, if necessary, a portion of the clinical practice courses. This is important because a decrease in affiliate support may deny students a clinical rotation.

Ms. Gordon stated that faculty used their SLOs to help identify weaknesses. In addition, their advisory board noted weaknesses. This is the first major reorganization of the program. Ms. Gordon explained why faculty do not recommend removing CST; "the group looks like the UN." Prerequisite courses would move to the first semester, so faculty will use different criteria for competitive admission. The program size is limited due to a lack of clinical sites. Maybe with the new curriculum, they will be able to attract new clinical sites.

The MLT AAS program is not primarily a transfer-oriented program. However, faculty have kept most of the general education requirements and core courses that transfer to a 4-year program to benefit students who do decide to pursue a higher degree in the field.

Specific groups of revisions and the rationale for each are outlined below.

- Delete MDL 127 Hematology (3 cr.) and add MDL 125 Clinical Hematology I (3 cr.) and MDL 225 Clinical Hematology II (3 cr.).  
The credentialing agency (ASCP) and the accreditation agency (NAACLS) have increased the expectations in Hematology. Students are not getting enough training in the areas of coagulation and body fluid analysis. The ASCP test scores show NOVA graduates consistently slightly below the national mean in these two areas.
- Add MDL 140 Clinical Urinalysis (2 cr.).  
Currently, students come to campus for open laboratory hours to complete the minimum required assignments in this simulated clinical rotation. Students have trouble scheduling

these hours from week to week and do not always complete their tasks on time. Structuring this simulated laboratory experience with regular class sessions will force students to register for a class that will be part of their regular schedule and will increase one-on-one instruction with the assigned instructor.

- Delete the 4-credit requirement for BIO 150 Introductory Microbiology or BIO 205 General Microbiology, delete MDL 252 Clinical Microbiology I (2 cr.) and add MDL 130 Basic Clinical Microbiology (3 cr.).  
Replacing the current BIO 150 or BIO 205 and MDL 252 with MDL 130 places more emphasis on basic microbiology techniques tailored to the clinical laboratory. This will help to build a better foundation for the higher level Clinical Microbiology course (MDL 251).
- Delete MDL 261 Clinical Chemistry and Instrumentation I (4 cr.), add MDL 260 Laboratory Instrumentation (2 cr.) and add MDL 263 Clinical Chemistry and Instrumentation III (3 cr.).  
The current curriculum does not address the increasing demands in the area of automated medical laboratory testing. Adding a dedicated Laboratory Instrumentation course will better prepare students to deal with the complexities of modern laboratory instrumentation and laboratory computer information systems. This enhancement also allows the transfer of quality control/quality assurance and instrumentation methods and principles to MDL 260; leaving instructional time in MDL 263 available for more complex clinical chemistry theory on biochemistry analytes and body system correlation.
- Delete HLT 141 Introduction to Medical Terminology (1 cr.).  
Instruction in the language of medicine is accomplished in each of the MDL program's major courses. The elimination of this course allows the program to use the credit to enhance the major course work.
- Delete PED 116 Lifetime Fitness and Wellness (1 cr.).  
MDL courses discuss reasons for general health and wellness changes as they affect laboratory values. Most core courses emphasize health and wellness.

The Curriculum Committee approved the proposed revisions of the Medical Laboratory Technology AAS, to be effective for the Fall 2017 entering class.