

**CURRICULUM COMMITTEE****December 3, 2015**

Approved

**Members Present:** Dr. Ron Buchanan, Dr. Barb Canfield, Dr. Nate Carter, Mr. Paul Chapman, Ms. Mary Charleza, Dr. Ellen Fancher-Ruiz, Ms. Barbara Gershman, Ms. Frankie Harris-Lyne, Dr. Sam Hill, Ms. Mitra Jahangeri, Mr. Frederick Markham, Dr. Ann McGowan, Dr. Mary Moseley, Dr. Burton Peretti, Ms. Lisa Riggleman-Gross, Dr. Sharon Robertson, Dr. Mel Schiavelli, Mr. Bernard Schmidt, Mr. Fernando Seminario, and Dr. Izanne Zorin.

**Members Absent:** Dr. Roger Ramsammy and Mr. Scott Wood.

**Guests:** Mr. Michael Brazie, Ms. Julia Brown, Dr. Megan Cook, Mr. Andrew Cornell, Dr. Abbas Eftekhari, Dr. Charles Evans, Dr. Molly Lynch, Dr. Willie Pomeroy, Dr. Scott Ralls, Dr. Jennifer Roberts, Ms. Christiane Silva, and Ms. Joan Zanders (by phone).

**Welcome and Introductions**

Committee members and guests introduced themselves.

**Minutes of the October 2015 Meeting**

The minutes of the October 29, 2015 meeting were approved as distributed.

**Guided Pathways**

Dr. Scott Ralls (President) discussed guided pathways. He stated that students usually come to NOVA in order to get somewhere, either to a senior institution or to work. It is important that we help students think about their goal; NOVA students may need more direction than students at selective universities.

Dr. Ralls discussed reasons for Gainful Employment requirements. We must bear those requirements in mind when considering new programs and evaluating the utility of existing programs. The role of workforce training also should be considered. He has met with local employers and learned that we need to be more strategic about meeting their IT needs.

With regard to transfer programs, it is crucial to be clear about what transfers and how (elective, general education requirement, core requirement, not at all). Dr. Fancher-Ruiz noted that the main institution to which NOVA students transfer may differ by program.

Dr. Ralls emphasized that NOVA cannot be a confederacy of campuses but instead needs to be one college that is consistent across campuses. We need to make collective decisions.

**Occupational Therapy Assistant AAS Revisions**

Supported by Mr. Andrew Cornell (Dean, MEC), Dr. Megan Cook (OTA, MEC) explained that the Occupational Therapy Assistant (OTA) faculty recommend replacing the requirement for PSY 231-232 Life Span Human Development I-II with PSY 215 Abnormal Psychology and PSY 230 Developmental Psychology. This change is recommended by the OTA curriculum advisory committee and follows the Accreditation Council for Occupational Therapy Education's OTA Curriculum Model. The Abnormal Psychology course would provide the students with a foundational knowledge of psychopathology in the second semester of the curriculum, better preparing the students for their third semester of

coursework, which includes OCT 201 Occupational Therapy with Psychosocial Dysfunction and a Coordinated Internship in Psychosocial Dysfunction. Developmental Psychology will prepare students to work with patients across the lifespan.

Dr. Cook stated that there are two certifications sought by OTA graduates; both certifying organizations want students to have these courses. She also explained that the changes are designed to facilitate transfer. This is important because the BS is becoming the more commonly accepted degree for occupational therapist assistant positions. The OTA program has an articulation agreement with Shenandoah University's Occupational Therapy Master's degree program for which Abnormal Psychology and Developmental Psychology are prerequisite courses. There are approximately 20 students in a typical OTA cohort—enough to be able to run a section of each PSY course. Dr. Molly Lynch (Dean, MA) advised Dr. Cook to have a contingency plan if one of the PSY courses has too few students to run.

The OTA faculty would like to make this change to the curriculum effective in Fall 2017. The proposal to revise the curriculum is made this far in advance to allow time for the revised curriculum to be approved by the Occupational Therapy accrediting body and to let students know of the change.

The Curriculum Committee approved the proposal to replace PSY 231-232 with PSY 215 and PSY 230, effective Fall 2017.

### **Career Studies Certificate Review Criteria**

Dr. Robertson proposed criteria to consider when approving proposals to revise (and so retain) or discontinue career studies certificates. The Curriculum Procedures Manual states:

- Any program discontinuance proposal must include data from OIR on the number of students placed in the program and the number of graduates for the past 3 years.
- Career studies certificates that include only courses that are required in a degree program have no separate productivity requirements. Examples include Maintenance & Light Repair (courses also are required for the Automotive Technology AAS) and Emergency Medical Technician – Intermediate (courses also are required for the EMS AAS).
- Career studies certificates that include some courses that are not part of a degree major must meet VCCS standards for certificate programs. The VCCS requires certificate programs to average at least 10 FTES generated by program-placed students and/or 7 graduates per year for the past 3 years. Programs in this category include General Forensic Investigation, Outdoor Recreation & Resource Management, and Land Planning, Survey & Development.

In addition to the above standards, Dr. Robertson asked the committee whether the following would be useful to consider when deciding whether to retain or discontinue a career studies certificate:

- Whether having this program requires us to offer and run very low enrollment courses that we would not offer otherwise
- Gainful Employment information available as a link to the program advising sheet for most career studies certificates.
- Number of students program placed in each of the past 5 years
- Number of graduates in each of the past 5 years

- Whether it does or does not lead to transfer without loss of credit or else to a job that pays more than workers would be paid without it
- Any problems or major successes with transfer of specific courses required by the program
- Advisory committee activity
- Student learning outcomes and assessment results, especially if the career studies certificate is not closely related to a degree program
- Information from program reviews if any have been done within the past 10 years
- Effect of the program on full-time faculty workload and/or adjuncts hired to teach core courses
- Any major liability issues (do we have to get permission forms for a high percentage of its activities?)
- Any unusual supply, equipment, space requirements
- What are we not doing because we are taking the time and resources to offer and administer this program?
- Whether the program would be more effective if offered non-credit by the Workforce division
- Overall, are we doing our students and community a service or a disservice by keeping the program?

Having recently presented a proposal to revise a career studies certificate, Dr. Charles Evans (HIS, LO) advised the committee to provide clarity about expectations. He noted that it is difficult to get good data and asked about budget expectations. Dr. Evans suggested that before discontinuing a career studies certificate, the college should consider whether the curriculum could be revised to meet productivity criteria and where there is some local, community consideration that justifies the program's continuance with low enrollment.

Dr. Hill suggested that the lead dean for a discipline coordinate a survey of employers. Labor market data also may be useful.

Dr. Schiavelli suggested considering the cost:benefit ratio. Performance funding will force the college to pay attention to costs. He also noted that campus ownership may be inhibiting growth including at ELLI. Better organization would help NOVA's programs grow. For now, the number of campuses that offer career studies certificate and/or have faculty in the field should be considered.

Dr. Buchanan noted that sometimes the college needs to keep a few service courses, but not the programs in which they are the core courses.

The committee generally agreed that many of the considerations discussed for career studies certificates would be applicable to other types of programs.

After considering the Business Administration proposal described later in these minutes, the Committee returned to its discussion about career studies certificates when Ms. Joan Zanders, Director of Financial Aid, was able to call in to explain financial aid considerations. She stated that unlike degrees, short programs must demonstrate that they can lead to gainful employment if students placed in them are to be eligible for federal financial aid.

Federal Gainful Employment guidelines require NOVA to show debt:earnings ratios for career studies certificates. If this summer it is determined that some programs have an unacceptably low ratio, they may no longer meet the federal Gainful Employment requirement and so no longer be approved for federal financial aid. If a program's ratio exceeds 16, there almost surely is a problem. Gainful Employment information is supposed to be updated annually; Ms. Zanders works with OIR to get as much data as possible posted to the website but some data are difficult to obtain.

Ms. Zanders added that the US Department of Education (USDOE) also will look at the number of graduates. Programs are grouped by their Classification of Instructional Programs (CIP 2000) codes, which describe and aggregate college majors into systematic groupings. Ms. Zanders indicated that it is not clear exactly what USDOE will be looking for during the upcoming review.

### **Business Administration AS Revisions**

Mr. Michael Brazie (BUS, LO), who serves as the Business Cluster's articulation representative, and Dr. Canfield, who is the lead dean for the Business Cluster, presented a proposal to revise the Business Administration AS curriculum. The proposed revisions are designed to create a guided pathway through the Business Administration AS to George Mason University's School of Business; students who plan to transfer to other universities may need to seek course substitutions. Approximately 70% of NOVA Business Administration students plan to go to Mason.

The revisions have been approved by all five deans with responsibility for Business, the BUS faculty at each campus, and Dr. Leidig (as the provost of the campus leading the Business Cluster). The revisions are proposed after multiple meetings with colleagues at Mason; Mr. Brazie shared the draft curriculum with the Assistant Dean for Undergraduate Programs for Mason's School of Business, who supports the changes. Dr. Canfield stated that Mr. Brazie and the faculty have done a lot of research.

Mr. Brazie distributed a chart showing how Mason courses needed in the first two years are equivalent to VCCS courses. He explained the following curriculum revisions.

1. **Replace the first MTH elective with MTH 163 Precalculus**  
MTH 163 is a prerequisite for calculus and one semester of calculus is a standard requirement for a four-year business degree. This change also standardizes the students' math load to 3 credit hours in their first semester. A higher level math course may be substituted if a student places out of MTH 163. MTH 163 does not meet Mason's general education requirement, but that is covered by subsequent math courses.
2. **List ENG 125 as the preferred ENG class rather than ENG 112**  
ENG 125 is the preferred class for Mason. In the past, many students have taken ENG 112 and then were required to take a literature class at Mason. The cluster feels that it makes more sense to list ENG 125 and deal with the exceptions for other schools in the footnotes. The footnote will specifically mention that ENG 112 is a better choice for most schools other than Mason. The student information system can be programmed to automatically substitute ENG 112 for ENG 125.

- 3 Revise the list of CST courses that may fulfill the CST elective  
The list of oral communication courses from which students may choose is reduced to CST 100, CST 110, or CST 126. These courses meet Mason's general education requirement. It was noted that, although CST 227 Business and Professional Communication is useful to business majors, it does not reliably meet general education requirements at universities including Mason.
- 4 Replace the second MTH elective with MTH 271 Calculus  
Calculus is a standard requirement for a four-year business degree. This change also standardizes the students' math load to 3 credit hours.
- 5 Replace the general elective in the third semester with BUS 280 International Business  
BUS 280 transfers as equivalent to Mason's BUS 200, a prerequisite to taking 300 level classes in the School of Business. Also, student survey results indicated that exposure to international business was below the average.
- 6 Replace one of the two general electives in the fourth semester with BUS 270 Interpersonal Dynamics in the Business Organization  
BUS 270 transfers directly to Mason, equivalent to their BUS 103, a prerequisite to taking 300 level classes in the School of Business. In addition, exposure to leadership concepts was ranked as below the average in the student survey conducted April 2014. Mr. Brazie explained that senior institutions, including Mason, expect students to have a background in international business and leadership, so it is important to boost those components of the Business Administration program
- 7 Replace the other general elective in the fourth semester with BUS 224 Applied Business Statistics  
BUS 224 transfers as equivalent to Mason's BUS 210 (a prerequisite for 300 level classes in the School of Business) and replaces the 6 credit hour requirement to take BUS 221+ ITE 140 or MTH 241 + ITE 140 in order to accomplish what could be done in 4 credit hours. Mr. Schmidt noted that this change is likely to significantly reduce enrollment in ITE 140.

The footnote for the social sciences elective recommends HIS 111 and 112 as good choices. However, Dr. Fancher-Ruiz stated that HIS 111 does not do well, at least at the Annandale Campus. Dr. Peretti added that HIS 112 does not run often either. Dr. Fancher-Ruiz supporting moving the science requirements to the second year, explaining that Pathway advisors often tell students not to take science the first year because it scares them off.

Footnotes will be updated to reflect the changes discussed.

Dr. Carter suggested including a note at the beginning of the curriculum layout explaining that the pathway is designed to prepare students to transfer to Mason.

The Curriculum Committee approved the proposed revisions to the Business Administration AS curriculum.

**SSLI Update**

Dr. Robertson provided a brief update on the progress made by NOVA's Student Success Leadership Initiative team.

**Sociology Action Plan Implementation Report Reader**

Dr. Peretti volunteered to serve as the Curriculum Committee Reader for the Sociology Action Plan Implementation Report.