

# TIDEWATER COMMUNITY COLLEGE BOARD

## MEETING NO. 302

MARCH 13, 2018

Meeting number three hundred and two of the Tidewater Community College Board was held on Tuesday, March 13, 2018, at the Workforce Solutions Center in Suffolk.

**Members Present:** Edna V. Baehre-Kolovani Jerome A. Bynum  
Lynn B. Clements William W. Crow  
Paulette D. Franklin-Jenkins Cynthia S. Free  
James N. Lucado Connie A. Meyer  
Delceno C. Miles John M. Murray  
John D. Padgett Linda D. Ridenour  
Terri N. Thompson

**Members Absent:** None

**Others Present:** Curtis K. Aasen, Vice President for Information Systems and Institutional Advancement  
Marian Anderfuren, Vice President for Institutional Advancement  
Jeffrey S. Boyd, Provost of Norfolk Campus  
Elizabeth A. Briggs, Faculty  
Maureen Cahill, Faculty  
Thomas Calogrides, Academic Dean  
William Clement, Academic Dean  
Daniel T. DeMarte, Executive Vice President for Academic & Student Affairs  
Stacey Deputy, Faculty  
Paul English, Faculty  
Glenn Fox, Faculty  
Judy Gill, Chair of College Faculty Senate  
Richard Gill, Faculty  
Kelly Gillerlain, Interim Dean  
Matthew Gorris, Faculty  
Latesha D. Johnson, Executive Assistant to the President  
Peter Kane, Program Director  
Sean Lacroix, Faculty  
Donald D. Liburd, Adjunct Instructor  
Sarah Elizabeth (Beth) Lunde, Associate Vice President for Human Resources  
Tim L. Mallory, Director of Public Safety  
Corey L. McCray, Vice President for Workforce Solutions

Bruce Meyer, TCC Alumni  
Phyllis F. Milloy, Vice President for Finance  
Gary D. Noah, Faculty  
Shannon H. Ponack, Faculty  
R. Lynn Rainard, Chair of Administrative Association  
Lisa B. Rhine, Provost of Chesapeake Campus  
Blair Rhodes, Chair of Administrative Association  
David Ring, Faculty  
Sylvia Ross, Faculty  
Cameron Russell, Faculty  
Sarah Stevenson, Faculty  
Michael D. Summers, Provost of Virginia Beach Campus  
Michael Tarpey, Faculty  
Bert Thompson, Interim Director of Facilities Management  
Michelle W. Woodhouse, Provost of Portsmouth Campus

**1. Welcome and Call to Order**

Ms. Thompson, chair, determined the presence of a quorum and called the meeting to order at 4:30 p.m.

**Amended Agenda**

Ms. Thompson welcomed all guests and asked that they stand and introduce themselves. She shared with the board that she received an email from the Faculty Senate Chair, Ms. Gill, requesting an opportunity to address the College Board regarding concerns of transparency, communication, and declining enrollment. As such, the agenda was amended to include statements by faculty. Ms. Thompson granted 3-5 minutes to each person who wanted to address the board. Ms. Gill read a prepared statement with several recurring themes, which included a lack of proactive planning during a time of decreasing enrollment, exclusion of faculty in academic initiatives having direct implications in student success, and disregard for shared governance and authentic two-way communication, as detailed in the document attached. Mr. Fox and Ms. Briggs commented and expressed concerns as well. Mr. Calogrides, Mr. Noah, and Mr. Clement did not agree with the Faculty Senate's statement. They stated that the current leadership of the Faculty Senate embarrassed them and that their actions were not collegial, also detailed in the documents attached. Ms. Thompson thanked all who attended and those who addressed the board. She acknowledged that the board heard their concerns and comments, whether they were in support of leadership or had concerns. Ms. Thompson requested copies of prepared statements and assured all that she would speak with the board members and follow-up. She closed public comments, welcomed guests the option to stay at the meeting or depart, and then proceeded with the agenda.

Ms. Thompson welcomed new board member, William "Bill" Crow from the City of Chesapeake.

## 2. Program Highlight

At the invitation of Dr. Baehre-Kolovani, Dr. Boyd updated the board on Initiatives at the Norfolk Campus as the featured program highlight.

Dr. Boyd discussed six Norfolk Campus Initiatives which included 1) Accelerated Degree, 2) Dual Enrollment, 3) Music Program, 4) Career Exploration and Workforce Partnerships, 5) Student Engagement, and 6) Campus Facility Updates. Nationally, 5% of students complete a two-year degree and 18% complete a four-year degree. Why an Accelerated Degree? Tuition cost for an Accelerated Degree at TCC is \$11,041 with sixty-one credits. The cost is double or more for room & board and tuition at other universities. Fifty percent of the first group of students who participated in Accelerated Degree Cohort I graduated in one year. Cohort II, a five 8-week session program will start in the Fall. The Pathways Model is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences. Simply put, a Pathway provides a student with structured program, completion by design, and a clear choice of courses necessary to complete their degree. Dual Enrollment has increased each year at the Norfolk Campus. TCC currently has Dual Enrollment Partnerships with Norfolk Public Schools, Norfolk Christian Upper School, and the Governor's School for the Arts. TCC is offering Virginia's only Associate of Fine Arts Music Major, now in its second semester. Music discipline enrollments have increased by 93% and approximately \$150,000 in ETF funds were awarded to provide state-of-the-art instructional equipment for students. The Music Program will be moved to the Roper Performing Arts Center by fall of 2018. TCC has great Career Exploration and Workforce Partnerships. The Norfolk Campus is being considered for the site location and candidate pool interviews for the new IKEA store (350 jobs). In addition, the city partnership is positioning the Norfolk Campus to be considered as one of the top locations for employees in Norfolk businesses. Recent events at the Norfolk Campus involved Student Engagement. The former U.S. Ambassador, Dr. Robin Renee Sanders, spoke to students on global leadership and the role of millennials in the new world order. In addition, 200+ Men, Inc. presented scholarship funds for TCC students and purchased copies of the Ambassador's book for students.

Dr. Boyd shared campus facility updates and displayed photos of the counseling suite and library study rooms. He then called on Dr. Kolovani to elaborate on the photo of the new TCC Center for Visual and Culinary Arts. She shared that TCC has searched for an expansion of the Culinary Arts Program since 2011. As such, Mr. Baumgarten and officials from the City of Norfolk searched for spaces to house the Culinary Program. During that same time, our Visual Arts faculty in Portsmouth began to identify some new degree areas. However, they were not able to deliver those in the facility where they are currently located. Therefore, Mr. Baumgarten began to explore facilities in Portsmouth, coupled with the fact that our lease will expire in 2019. None of the facilities in Portsmouth was able to accommodate the growth of the program areas. As a result, this culminated in a meeting with Mr. Doug & Mrs. Patricia Perry who expressed an interest in the arts. They were interested in giving TCC the Glass Wheel Studio, if the college had a need for a presence in downtown Norfolk. Therefore, discussions began with Dr. Kolovani and faculty to collaborate the two programs. The City of Norfolk is donating the site of the current Greyhound Station to TCC. There are 10,000 square feet in the Glass Wheel Studio, resulting in a total of 57,000 square feet combined for the Visual and Culinary Arts

Center. At the request of another potential donor, TCC has developed a Restaurant Management Certificate Program as a part of the Culinary Program that will be housed in the building as well. The entire building will be funded with private dollars, no state appropriations were requested. The operational costs will be equal to or less than the costs for the building and parking in Portsmouth.

**3. Adoption of Consent Agenda**

Ms. Thompson inquired if there were requests to remove any item(s) from the consent agenda to the full agenda. Hearing none, she asked for a motion to accept the consent agenda. On a motion by Mr. Padgett, seconded by Mr. Murray, the board approved the consent agenda as presented.

**4. Approval of Action Items on Consent Agenda**

Referring to Tabs 4a through 4c of the meeting packet, the board approved Meeting Minutes #301 for January 23, 2018, Proposal for a Specialization in Event Planning, and Proposal for a Career Studies Certificate in Event Planning (all attached).

**5. Curriculum & Student Development Committee Report – Ms. Connie A. Meyer, Chair**

a. Update on Workforce Credentials Grant. At the invitation of Ms. Meyer, Dr. McCray provided an update on the Workforce Credentials Grant. This grant pays for performance based on students in workforce at the college. Students enroll in a program that yields a credential at the end of the program. They or their supporting organization pay the first third; the second third is paid by the state once the individual completes the program; and finally, once the students earn their credential, the final third is paid by the state. The Workforce Credentials Grant for 2016-17 was \$4 million in year one. Those dollars were used by the end of the first quarter and as a result, \$1 million was borrowed from the 2017-18 year just to get through the first year. The balance of \$7.5 million for year two was depleted by the middle of October. Therefore, an amount of \$15 million was suggested for year three. Two Health Care Programs, Certified Medical Assistant (13 cohorts) and Medical Billing and Coding (12 cohorts), were put in place through the Workforce Credentials Grant. Because of the grant, TCC was able to train three times the number of students under the Pre-Hire Program to work at VSRA, earning Welding and Pipefitter Certifications. The momentum at Workforce is great. However, funding is currently on pause.

**6. Finance & Facilities Committee Report – Mr. James (Jay) Lucado, Chair**

- a. Routine Financial Statements for Month Ending January 31, 2018. At the invitation of Mr. Lucado and referring to Tab 6a of the meeting packet, Ms. Milloy noted that the budgets reflect activities as expected for January 31, 2018. Local Investments and Contributions for FY17-18 were collected from all cities (Virginia Beach made a payment in February).
- b. Mid-Year Report on 2017-18 State Operating Budget. Ms. Milloy referred to Tab 6b of the meeting packet to review the mid-year adjustments on the 2017-18 State Operating Budget attached. She noted that a budget reduction of \$8.5 million is accomplished through layoffs

and eliminations of vacant full-time positions at \$2.7 million, a reduction in wage staffing at \$2.1 million, and a reduction in operating costs at \$3.7 million.

- c. Norfolk Campus Master Plan. Mr. Lucado deferred this item to the May board meeting.

**7. Advocacy Committee Report – Ms. Linda D. Ridenour, Chair**

- a. General Assembly Visit Feedback. Ms. Ridenour thanked her colleagues and members of the President's Cabinet for planning and executing the trip to the General Assembly. The group planned to visit 17 delegates. However, many of the new delegates were in session, which reduced their visits. Ms. Anderfuren prepared a booklet of information for distribution to each delegate. Ms. Ridenour noted that the trip was successful and that they had the opportunity to converse with some legislatures and to thank them. She suggested that the board invites a veteran, a student, or someone from the Workforce community next year. Ms. Anderfuren shared that Senator Cosgrove signed TCC's 50<sup>th</sup> Anniversary Resolution. The senator will present it to Dr. Kolovani at a kick-off event in September.

**8. Discussion & Approval of Action Item(s) Removed from the Consent Agenda**

- a. Nothing to report.

**9. President's Report**

- a. Proposed 2017-18 Emeritus Appointment Resolutions. Directing the board's attention to Tab 9a of the meeting packet, Dr. Baehre-Kolovani appointed one faculty, one counselor, and one administrative to emeritus status, respectively, and namely:

- Debra K. Benham, Professor of Information Systems Technology
- Robert C. Noyes, Counselor
- James E. Perkinson, Dean of Business, Information Technology and Public Services

The appointments were vetted through the college's formal policies and procedures governing emeritus status and comes with Dr. Baehre-Kolovani's strongest endorsement. On a motion by Ms. Ridenour, seconded by Mr. Murray, the board approved the appointments as presented.

- b. Major Gifts Campaign Feasibility Study Update. Dr. Baehre-Kolovani distributed copies of campaign materials. She noted that every initiative is around Workforce Development. Each priority has its own separate material that we give to perspective donors. The Foundation Board decided to identify one board member of the Education Foundation together with a staff member from the foundation or an internal staff member to be the point person in order to form a mini-advisory campaign committee for each priority.

Dr. Kolovani noted that she forwarded the board a follow-up report of the adoption of a communication plan. She had charged the President's Advisory and Planning Committee (PAPC) last Fall to propose recommendations to increase and strengthen communication internally. As a result, President's Listening Sessions will commence on each campus

starting in the spring. In addition, the office of Institutional Advancement is working on a plan that uses technology to get information out and keep everyone updated internally.

- c. Spring Enrollment Update (w/Mr. Aasen). Mr. Aasen noted that it was since Spring 2012 that he had to report a decline in enrollment to the College Board. He displayed a chart of the Spring 2018 and Spring 2017 enrollment comparisons noting a -3.2% in headcount (students) and -4.2% in Full-time Equivalent (FTE). TCC's College Transfer Program is down the most at -7.4%. The Career & Tech Program is starting to stabilize; it is only down -1.9%. High School Dual Enrollment continues to grow at +33.5%. Non-Curricular continues to be a weak point at -8.3%. TCC has programs that are up in enrollment; namely, AAS Information Systems Technology at +26%, AS General Studies at +10%, and ASL-English Interpretation at +23%. Mr. Aasen displayed a chart of the Spring 2018 VCCS FTE and Headcount Enrollment noting that TCC ranked #15 and # 11, respectively, in comparison to other institutions. Workforce Solutions Enrollment, FY 2018 Quarters 1& 2, is up +11.1%.

## **5. Chair's Report & Announcements**

- a. Appointment of Board Nominating Committee. Ms. Thompson named Mr. Lucado as Chair, Mr. Bynum, Ms. Jenkins, and Ms. Free to serve on the Nominating Committee. They were charged to nominate officers as board chair and board vice chair for the period of 2018-20. The Committee will reference Section 2.1 of the board's *Policies and Procedures Manual College w/By-Laws* in nominating candidates and to present their report at the May meeting.
- b. Initiation of President's Evaluation Process. The president's evaluation will be conducted per the Evaluation Procedures detailed in *Section 2.16 of the Tidewater Community College Board Policies & Procedures Manual w/By-Laws*.
- c. Ms. Thompson briefly reviewed objectives of the annual presidential evaluation in Section 2.16 of the *Tidewater Community College Board Policies & Procedures Manual w/By-Laws*. Ms. Thompson noted that she would distribute the President's self-evaluation electronically to the full board and receive feedback and input by April 15<sup>th</sup>. By May 1<sup>st</sup>, the President and the Executive Committee will meet in closed session to discuss her performance. Subsequent to the Executive Committee meeting, a signed letter will be forwarded to the Chancellor on/before May 12<sup>th</sup>.

## **6. Adjournment**

Ms. Thompson encouraged participation in the college's Commencement Exercises on Saturday, May 12<sup>th</sup>, at 2:00 p.m. in the Ted Constant Convocation Center. She also noted that the board's next meeting is May 15<sup>th</sup> at 4:00 p.m. in the Norfolk Campus Student Center.

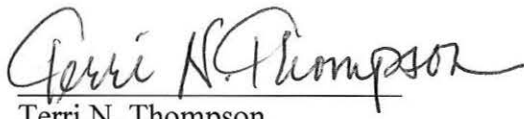
There being no further business to come before the board, Ms. Thompson adjourned the meeting at 6:39 p.m.

Respectfully submitted,



Edna V. Baehres-Kolovani, Ph.D.  
Secretary to the Board

APPROVAL



Terri N. Thompson  
Chair

Good afternoon,

My name is Judy Gill and I Faculty Senate Chair. I am also a math professor on Norfolk Campus. I am joined by my colleagues, Stacey Deputy – Chesapeake Senate Chair and Maureen Cahill – Virginia Beach Senate Chair.

Recently, a motion was passed by the college faculty senate to request an audience with the college board to express some concerns and to appeal for guidance. That motion was passed overwhelmingly, and we are here today as representatives of the Faculty Senate.

I am about to read a prepared statement with several recurring themes. These are lack of proactive planning during a time of decreasing enrollment, exclusion of faculty in academic initiatives having direct implications in student success, and disregard for shared governance and authentic two-way communication.

In the mid 2000s, when the economy stalled and the unemployment rate skyrocketed, attendance at TCC grew dramatically. In fact, enrollment swelled to the point where classroom space became scarce and parking lots overflowed. People in our community, separated from their jobs, came to us to start anew.

We are now on the back end of that cycle. While the US economy has improved dramatically, TCC's rapid growth has given way to outright decline. This is not solely a TCC problem. In fact, since 2010, the VCCS has lost nearly 25,000 students. But by nearly any measure, these losses are being experienced more severely at TCC. Among the ten largest VCCS colleges, no other institution has faced losses as great as those experienced at TCC in either absolute or percentage terms.

According to TCC Factbooks and the website, from 2012 to 2017 enrollments at TCC declined by 31.4% from a high of 23,130 in 11/12 to a low of 15,868 in 16/17. During that same time frame the number of administrators at TCC increased by 50% and the number of full-time faculty decreased by 5%.

To shore up deteriorating budgets that followed enrollment decline, programs have been reduced, unfilled positions have been eliminated, administrators and staff have been laid off. Now, cuts extend to faculty as reductions in force are imminent. TCC's Planning and Assessment Calendars indicate faculty hiring decisions are due each November. With the decline in enrollment, it is unclear how decisions were made to hire faculty between 2015 and 2017 yet several English hires have occurred, with at least one this past year. Now these same people face potential reductions in force.

Furthermore, our current Strategic Plan expires in the next few months. The plan is typically developed collaboratively with all stakeholders including faculty in Fall before the current plan expires. The call to work on the next plan has not yet gone out to faculty.



Adding to these concerns, many faculty are frustrated with the way in which academic initiatives are planned and implemented. Recently, a VCCS mandated policy required the adoption of 'Guided Pathways' – an initiative that will involve a dramatic redesign of the way students move through their degree programs. Pathways are meant to be about clearing a path for students to complete their degrees with the help of clearly laid out programs and intensive advising.

A coincidental initiative was undertaken by TCC to redesign our academic structure and it involves a significant realignment of our college leadership. A strong source of tension within the college comes from the fact that faculty input was not included in the decision to design and adopt this realignment. The deans were interviewed and selected during a summer semester, with no prior notice and no option for general faculty input. Faculty had no opportunity for initial input this major academic restructure, deans' job description nor the selection of deans. We simply had to work with the model designed.

Even more, many faculty are still not clear on the entirety of the new design or that it will effectively address the problems it sets out to solve. Faculty are concerned that the relationships they have built with their superiors, student access to administrative support, and the ease with which students can access services may erode as a result of these changes.

An additional source of frustration is centered on the belief that many faculty senate motions are not fully considered. Faculty senate motions requesting that some initiatives be slowed or be more completely developed before implementation have been discounted. Further, we find that there is little recourse in times where faculty senate motions are not adopted or do not receive responses.

Senate motions show a clear pattern of concern for the logistics of the academic restructure and its impact on student success, as well as faculty involvement in the development/implementation process. While the Faculty Senate chairs were allowed to participate in the meetings of the Pathway Deans Council, our concerns and those of our constituency remained. The decision to implement the restructure in two waves was made in February with just a small group of deans and no faculty input. To date, many questions exist on what implementation means, and what happens during the transition. Faculty concerns about implementation, and its effect on student success, remain.

TCC's website states that 'The collegial governance of TCC is founded on the belief that the internal constituencies of the institution — administration, faculty, classified employees and students — are to be genuinely represented and have a meaningful voice in the decisions affecting the operation, policy development, and strategic planning of the college.' Faculty believe in the idea of shared governance and hope to move forward collaboratively in a way that lives up to this ideal.

If a college is being managed properly, it develops and maintains an institutional wisdom that resides in its shared governance structure. At its best, shared governance leads to a healthy

partnership between the administrative leadership of the college and the academic leadership of the college. Once the administrative leadership stops viewing governance as a source of institutional wisdom and academic leadership, student support declines.

There are members of the TCC faculty who have worked here since the doors opened a half century ago. We clearly like our jobs. We clearly like our students. We are here because we are concerned and we thought you should know. We do not claim to have all of the answers but we are the boots on the ground and we want to be part of the solution.

We hope that our concerns are clear and that you consider providing guidance on how we might best proceed. Thank you for your time and consideration.

Good evening –

- Members of the Board – Thank You
- Press – Also Thank You
  
- Members of the faculty – I respect your time and appreciate you position, but I have a very different perspective... Allow me an opportunity to share a few thoughts from my perspective:
  
- Academic restructuring/Pathways – this conversation has been ongoing for over 5 years. In my opinion this has occurred in nearly every aspect of the college including faculty, administrators, exec. Staff members.
  - In 2015 about 50 people, several of you included spent a few days in P-Town working and discussing this very topic.
    - *Ms. Judy Gill - Response About No Faculty Involvement in Dennis Search*  
*- Judy was on the Interview Committee*  
*- Concerns About W "New Post"*
  
- Class Scheduling – This has also been a topic of discussion for the last 2-3 years. The college has a policy addressing this issue that is also up for revision.

- More efficiency needed.
- Better/more cohesive course sequencing.
  
- Academic Advising Task Force –
  - Over a year this group has work (approx. 20-25 people)
  
- In just about every case, someone or ones has put a plan together and on paper.
  - Negative comments on distribution
    - No alternatives provided for consideration.
  
- Times are tough:
  - New Students Down
  - Completion Rates Down
  - Budget Down
  - Bills/Expenses Up

*- If we don't have it,  
we have to make changes...*

- Something has to change – Got to try something new.
  - We can revise as needed.
  
- I hear that you don't like all the decisions that have been made.
  - Me either, but I feel as my voice and position for comment is welcome and heard – until a decision is made and communicated.
    - *Swiss Governance Does Not Mean Always Listening to Your Suggestion.*
  
- Anyone can lead when the times are good. But when times are tough...



Gary Noah,

March 13<sup>th</sup> College Board Meeting

Professor IT Beach Campus since 2001

Faculty Senate 15 years, Chair of the Beach Campus Senate 2 years

Chancellors Faculty Advisory Committee (CFAC) Rep 13 years

10 years ago at CFAC a rep talked about 4 faculty being Riffed. Out of 34 Fulltime faculty at the college. They have had several rifs since. TCC is dealing with just the first.

I have emailed and worked with the president since she was hired as an individual faculty I have always received prompt and thoughtful responses. As a senator I felt we always received appropriate responses for senate issues.

I am embarrassed by the current leadership of the College Senate. The tone and hyperbole is something that has never come from the senate before. It is not collegial. It damages the relationship between faculty and staff.

With 5 or 6 years into decreasing enrollment and decreasing budgets, the senate has not produced one committee or motion to increase enrollment, retention or budget issues, until there was going to be cuts in faculty.

The TCC College senate is reactive not proactive.

Those who worked with the president were attacked and vilified. Former leaders have left the senate.

Last fall the senate voted for an equity study. Equity studies are used to get pay raises. The senate has never requested an equity study before. At a time when the staff is getting a 42% cut they are asking for the study to get a raise? I was dismayed and emailed my thoughts to the beach campus chair when I heard of this. But it was brought to the senate and approved? How? Are they that out of touch or do they just not care?

Faculty salaries are a huge part of the budget. We need to be a part of the budget solutions, there is no way around it.

In the end it will be the President is held accountable for meeting the budget, not the faculty.

If we the faculty want to have a voice we need to start acting like professionals.

## **TIDEWATER COMMUNITY COLLEGE BOARD AGENDA ITEM**

MEETING: March 13, 2018

COMMITTEE: Curriculum and Student Development Committee

AGENDA ITEM: Proposal for Event Planning Specialization for the AAS in Hospitality Management

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### **BACKGROUND:**

Based on requests from students, area businesses and input from the Hospitality Advisory Committee, the college proposes to offer a Specialization in Event Planning in the fall 2018 semester. The college currently offers an A.A.S. in Hospitality Management with Specializations and Career Studies Certificates in Lodging Management Trainee and Food Service Management Trainee. As provided by the Bureau of Labor Statistics, the need for event planners is expected to grow by 10% nationally and 15% in Virginia between 2014 and 2024. The approval of this proposal will help fill the anticipated gap.

### **PROGRAM LEARNING OUTCOMES:**

As a result of the proposed Specialization, students will be able to:

- Identify fundamental supervisory roles and describe how to execute a career development plan.
- Demonstrate knowledge of computer applications and management information systems.
- Demonstrate effective written and interpersonal communication skills.
- Outline the role of the event planner and explain the importance of the interview process in determining the budget, size, and style of events.
- Describe the responsibilities associated with planning and organizing an event, including catering, working with vendors and selecting venues.
- Explain the important business considerations involved in running an event planning business, such as financial management, business planning, technology, marketing, and staff considerations.
- Participate in planning a special event and describe the processes that must be followed to successfully schedule and plan these events.

### **STAFF RECOMMENDATION:**

That the College Board approves the proposals noted above.

### **STAFF LIAISON:**

Daniel T. DeMarte  
Executive Vice President for Academic & Student Affairs  
[ddemarte@tcc.edu](mailto:ddemarte@tcc.edu)  
757-822-1061

## ASSOCIATE OF SCIENCE DEGREE: HOSPITALITY MANAGEMENT SPECIALIZATION: EVENT PLANNING

The proposed Associate of Applied Science Hospitality Management: Specialization Event Management is a 65-credit hour program intended for hospitality students who wish to specialize in event planning. Students studying coursework in this area will learn how to organize events, including meetings, conferences, and business conventions and exhibitions. They will also learn how to coordinate these events, to include budgeting, logistics, guest registration, and use of technology and audiovisual equipment. Students will also learn the importance of working with vendor contracts, and survey attendees to obtain feedback on the event.

### SEMESTER 1

Course No.	Course Title	Credits	Prerequisites	Co-Requisites
ENG 111	College Composition I	3	Qualifying Placement Test score, ENF 1, ENF 2 or equivalent	None
HRI 154	Principles of Hospitality Management	3	None	None
HRI 196	On-Site Training in Hospitality <sup>1</sup>	1	Instructor permission	None
ITE 115	Introduction to Computer Applications and Concepts	4	None	None
MTH 152	Mathematics for the Liberal Arts II	3	MTH 1 or MTE 1-3, and MTH 95 or MTE 4-5; or equivalent	None
SDV 100	College Success Skills	1	None	None
<b>Semester Credits</b>		<b>15</b>		

### SEMESTER 2

Course No.	Course Title	Credits	Prerequisites	Co-Requisites
ACC 211	Principles of Accounting I	3	Placement into MTH 121 or higher	None
HRI 103	Introduction to Meeting Planning	3	None	None
HRI 159	Introduction to Hospitality Industry Computer Systems	4	Admission into program 775 or 775.02, and ITE 115; or admission into program 242, ITE 115 and HRI 158	None
HRI 199	Supervised Study in Hospitality	1	Instructor permission	None
HRI 241	Supervision in the Hospitality Industry	3	HRI 154	None
_____	Humanities Elective <sup>2</sup>	3	None	None
<b>Semester Credits</b>		<b>17</b>		



### SEMESTER 3

Course No.	Course Title	Credits	Prerequisites	Co-Requisites
ENG 112	College Composition II	3	ENG 111 or equivalent and ability to use word processing software	None
HRI 180	Convention Management and Service	3	None	None
HRI 235	Marketing of Hospitality Services	3	None	None
HRI 229	Principles of Meeting Planning	3	HRI 103 or industry experience	None
HRI 230	Exhibition Management	3	None	None
_____	Social Science Elective <sup>3</sup>	<u>3</u>	None	None
<b>Semester Credits</b>		<b>18</b>		

### SEMESTER 4

Course No.	Course Title	Credits	Prerequisites	Co-Requisites
HRI 231	Principles of Event Planning and Management	3	None	None
HRI 255	Human Resource Management and Training for Hospitality and Tourism	3	None	None
HRI 257	Catering Management	3	None	None
HRI 275	Hospitality Law	3	None	None
HRI 290	Coordinated Internship in Hospitality Management – Lodging Management or Food Services Management <b>or</b> HRI 297 – Cooperative Education in Hospitality Management – Lodging Management or Food Services Management. <sup>4</sup>	3	Instructor permission	None
<b>Semester Credits</b>		<b>15</b>		
<b>Total Minimum Credits</b>		<b>65</b>		

<sup>1</sup> HRI 196 requires a minimum of 15 hours of on-site training.

<sup>2</sup> Recommended courses: CST 229, HUM 246, and PHI 220. Students may also choose eligible courses listed on page xx in the 2018-2019 catalog.

<sup>3</sup> Recommended courses: ECO 120, PSY 200, and SOC 200. Students may also choose eligible courses listed on page xx in the 2018-2019 catalog.

<sup>4</sup> HRI 290 and HRI 297 require a minimum of 80 hours of work per credit.

## **TIDEWATER COMMUNITY COLLEGE BOARD AGENDA ITEM**

MEETING: March 13, 2018

COMMITTEE: Curriculum and Student Development Committee

AGENDA ITEM: Proposal for New Career Studies Certificate in Event Planning

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### **BACKGROUND:**

Based on requests from students, area businesses and input from the Hospitality Advisory Committee, the college proposes to offer a Career Studies Certificate in Event Planning in the fall 2018 semester. The college currently offers an A.A.S. in Hospitality Management with Specializations and Career Studies Certificates in Lodging Management Trainee and Food Service Management Trainee. Assuming approval of the Event Planning Specialization, all courses in the Career Studies Certificate will apply to the A.A.S. in Hospitality Management degree. As provided by the Bureau of Labor Statistics, the need for event planners is expected to grow by 10% nationally and 15% in Virginia between 2014 and 2024. The approval of this proposal will help fill the anticipated gap.

### **PROGRAM LEARNING OUTCOMES:**

As a result of the proposed Career Studies Certificate, students will be able to:

- Identify fundamental supervisory roles and describe how to execute a career development plan.
- Demonstrate knowledge of computer applications and management information systems.
- Outline the role of the event planner and explain the importance of the interview process in determining the budget, size, and style of events.
- Describe the responsibilities associated with planning and organizing an event, including catering, working with vendors and selecting venues.
- Explain the important business considerations involved in running an event planning business, such as financial management, business planning, technology, marketing, and staff considerations.
- Participate in planning a special event and describe the processes that must be followed to successfully schedule and plan these events.

### **STAFF RECOMMENDATION:**

That the College Board approves the proposals noted above.

### **STAFF LIAISON:**

Daniel T. DeMarte  
Executive Vice President for Academic & Student Affairs  
[ddemarte@tcc.edu](mailto:ddemarte@tcc.edu)  
757-822-1061

## CAREER STUDIES CERTIFICATE: EVENT PLANNING

The proposed Event Planning Career Studies Certificate (CSC) is a 28-credit hour certificate program intended for Hospitality students that wish to take courses specific to event planning. Students will learn how to organize events, including meetings, educational conferences, and business conventions and exhibitions. They will learn how to coordinate these events, including budgeting, logistics, guest registration, and use of technology and audiovisual equipment. Students will also learn the importance of working with vendor contracts and surveying attendees to obtain event feedback. Students desiring to continue their academic pathway may do so by completing the AAS Hospitality Management: Specialization Event Planning. All courses in the proposed career studies certificate are stackable toward the attainment of the Hospitality Management: Specialization Event Planning.

### SEMESTER 1

Course No.	Course Title	Credits	Prerequisites	Co-Requisites
HRI 103	Introduction to Meeting Planning	3	None	None
HRI 154	Principles of Hospitality Management	3	None	None
HRI 196	On-Site Training in Hospitality <sup>1</sup>	1	Instructor permission	None
HRI 230	Exhibition Management	3	None	None
HRI 235	Marketing of Hospitality Services	<u>3</u>	None	None
<b>Semester Credits</b>		13		

### SEMESTER 2

Course No.	Course Title	Credits	Prerequisites	Co-Requisites
HRI 180	Convention Management and Service	3	None	None
HRI 229	Principles of Meeting Planning	3	HRI 103 or industry experience	None
HRI 231	Principles of Event Planning and Management	3	None	None
HRI 257	Catering Management	3	None	None
HRI 290	Coordinated Internship in Hospitality Management – Lodging Management or Food Services Management <b>or</b> HRI 297 – Cooperative Education in Hospitality Management – Lodging Management or Food Services Management <sup>2</sup>	3	Instructor permission	None
<b>Semester Credits</b>		<u>15</u>		
<b>Total Minimum Credits</b>		<b>28</b>		

<sup>1</sup> HRI 196 requires a minimum of 15 hours of on-site training.

<sup>2</sup> HRI 290 and HRI 297 require a minimum of 80 hours of work per credit.