Administrative Council Meeting
June 10, 2008

Members Present: Executive Vice President Dever, Mr. Foley, Interim Vice President Gabriel, Vice President Gary, Dr. Hill, Dr. Hinton, Vice President Sachs, Dr. Saperstone, and Dr. Tardd.

Dr. Butch Herod, ACE Fellow, also attended.
Mr. Steve Mahood represented Acting Vice President Courter.
Dr. Patricia Lunt represented Dr. Guevera.

Guest:
Dr. Sharon Robertson, Associate Vice President, Academic Services

Dr. Dever convened the meeting in the absence of President Templin.

Student Access & Success:
- 2008 Summer Enrollment
  - The Daily Enrollment Report for Summer 2008 as of June 10, 2008, reflects an increase in FTES of 6.4% over the comparable date for Summer 2007. Dr. Gabriel advised that the data indicate a leveling off of enrollments for the second six-week session. He suggested that Provosts review their campus numbers in terms of schedule capacity and monitor the data for specific trends.

Curriculum Committee Recommendations:
Dr. Robertson presented the following recommendations as approved by the Curriculum Committee:
- ESL Course Renumbering Proposal
  - Replace the current ESL course numbering system with one that would be indicative of both level and skill/content.
  - A draft of this proposal was shared with other VCCS colleges and received the strong support of faculty and VCCS staff.
  - If approved by the Administrative Council, the proposal will be forwarded to VCCS staff for further discussion at the October 2008 ESL Peer Group meeting. If supported by the Peer Group, the proposal could be implemented as early as Fall 2009.
  - Preparations are beginning on a document summarizing (1) the meaning of the various ESL levels and (2) the interface between credit and non-credit ESL.

The Administrative Council approved the new ESL course numbering proposal. The proposal will be forwarded to the VCCS for final approval.

- Revision to PED 100 Pilates
  - Make PED 100 Pilates a variable credit course. Most PED activity courses are one credit, but PED 100 is listed for two credits in the VCCS Master Course File. As NOVA has offered Pilates for one credit as PED 195 Topics in: Pilates for two years, a permanent number is needed. The number 100 already is assigned to Pilates for two credits, so making it a variable 1-2 credits would be consistent with other activity courses.
The Administrative Council approved the proposal to make PED 100 Pilates variable credit for 1-2 credits. The proposed course revision will be forwarded to the VCCS for final approval.

- Make EMS 115 EMT Basic Refresher Repeatable for Credit
  - It is recommended that EMS 115 Emergency Medical Technician - Basic Refresher be exempt from the Course Repeat Policy. The course provides thirty-six clock hours of instruction to meet Virginia Office of EMS requirements for recertification at the EMT-Basic level. Exempting EMS 115 from the Course Repeat Policy would enable emergency medical technicians who need the recertification to register from work or home.

The Administrative Council approved the proposed exemption of EMS 115 Emergency Medical Technician - Basic Refresher from the Course Repeat Policy, assuming the State Board for Community Colleges approves of this practice in its upcoming discussions about the policy.

- Revise Honors Program Admission Standards and Curriculum
  - As a means of clarifying the structure and enhancing the quality of the Honors program, revisions to the Honors Core Curriculum and to admission standards for entry into the Honors program are recommended. The changes provide for a program that can be promoted and recognized as a demanding intellectual experience ranging from languages and literature to the social sciences to math and science.
  - The Honors Committee recommended that the Honors Core Curriculum be revised to require a wider range of subjects, while continuing to require a minimum of 18 hours of honors courses. The proposed new curriculum would be more structured and would require the inclusion of math or science.
  - It is recommended that admission standards be established for entry into the Honors Core Curriculum. Currently, students are not admitted to the Honors program, but must meet certain requirements in order to take Honors courses. Students may be admitted to the Honors Core Curriculum or may take individual Honors courses. Students admitted to the Honors Core Curriculum automatically will be eligible for all individual honors courses, except when a special limitation is placed on the class by the professor. NOVA graduates who complete the Honors Core Curriculum will continue to receive an Honors Core Curriculum notation on their diplomas. Students admitted to the Honors Core Curriculum also will be eligible to join the Honors Learning Community cohorts. Other students may be included in some Honors Learning Community cohorts provided they meet Honors standards. Qualified students not admitted to the Honors Core Curriculum may take individual Honors courses provided they have appropriate test scores, grades, or faculty recommendation.

The Administrative Council approved the revisions to the Honors Program admission standards and to the Honors Core Curriculum as presented, to be
Dr. Dever indicated that these proposals emerged from the work of the Honors Committee to respond to the 2007-2008 institutional goal to develop a college-wide template to describe and guide the development of a vibrant Honors program across the campuses. Now that a major new objective for Academic and Student Excellence has been identified under the college’s strategic goal for Excellence—“provide NOVA’s best and brightest students with a coherent set of challenging educational experiences, such as honors, that stretches their intellectual abilities and invites them to set academic and personal development goals on par with America’s best college students”—he anticipates appointing a task force in the 2008-09 academic year to consider further enhancements to the Honors program. The charge for the task force will be reviewed with the Administrative Council.

- Advanced Standing in CHD 120 for Childhood Development Associates.
  - The Advanced Standing Committee and Curriculum Committee recommend approval of a proposal by the Early Childhood Education (ECE) faculty to allow students with a Child Development Associate (CDA) credential to be eligible to receive credit for CHD 120 Introduction to Early Childhood Education. Awarded by the Council for Professional Recognition, the CDA is a national, entry-level credential available to people working with young children who meet specific eligibility requirements. The credentialing process is rigorous; to maintain certification, Child Development Associates must receive training from approved providers.
  - To assure that the CDA training is equivalent to CHD 120, the course objectives were compared with the training topics.
  - Prospective students would present to a counselor or a full-time ECE faculty member a valid, current CDA credential certificate. This credential will be verified by the Council for Professional Recognition. A copy will be scanned and linked to the student record.
  - It is not expected that many students will take advantage of this advanced standing, but it should prevent those who have the CDA credential from taking any more classes than necessary. This is significant as cost appears to be a major factor in the ability of most ECE students to complete the program.

The Administrative Council approved the granting of advanced standing credit in CHD 120 Introduction to Early Childhood Education for students who present a current valid Child Development Associate credential, to be effective immediately.

Organization & Working Calendar for SACS Reaffirmation:
- Dr. Herod provided a preliminary report on NOVA’s SACS Reaffirmation for 2012. The presentation focused on (1) changes in the Principles of Accreditation and in the processes; (2) the application of the Principles; (3) the Quality Enhancement Plan (QEP); and (4) Compliance Certification.
  - The Compliance Certification (submitted fifteen months prior to affirmation) demonstrates institutional compliance with Core Requirements, Comprehensive Standards, and Federal Requirements.
  - The Quality Enhancement Plan (QEP) (submitted six weeks prior to on-site visit) describes a carefully designed course of action that addresses a well-defined and
focused topic or issue related to enhanced student learning. It requires evidence of widespread participation (in topic selection) by all pertinent institutional constituent groups.

- Faculty should be appropriately represented in the early phases of QEP development.
- The QEP topic must have linkage to the mission/vision/values of an institution and be effectively integrated into an institution’s strategic plan.
- Improving the quality of student learning must be central to the QEP.
- Institutions must establish specific learning outcomes for the QEP, and must not confuse the process and products of the QEP with student learning outcomes.
- The timeline for implementation should be realistic and account for the time needed for professional development activities and assessment of progress. It should also position the institution to develop the QEP Impact Report due five years after reaffirmation.

  o It was agreed that one of the topics identified by AtD might become the central focus for the QEP.
  o Dr. Herod also provided a tentative timeline of various activities to be completed during this process.

- Dr. Dever presented a preliminary proposal for how the reaffirmation work should be divided up among various units, to include liaison with the Commission on Colleges; the appointment of a Director and Steering Committee; the development of the Quality Enhancement Plan (QEP); the completion of the Compliance Certification; special attention to Institutional Effectiveness and Student Learning Outcomes; and comprehensive auditing of Faculty Credentials.
- It was noted that the preparation of the QEP document would likely require dedicated attention by an assigned individual.
- It was agreed that the institution needs to begin preparations now for the reaffirmation process, with immediate attention to Compliance Certification and Faculty Credentials.

Dean of Educational Support Services: Proposed Position Description:

- The Administrative Council approved the position description for the Dean of Educational Support Services as presented by Dr. Sachs. This generic description will be included in the Faculty Handbook and the ASPM.
- Each campus will work with Human Resources in the development of its campus-specific description. A copy of each campus description should be forwarded to Dr. Sachs to be shared with the other campuses.
  o Dr. Sachs, in consultation with the provosts and others, will develop a summary statement as to the college-wide vision for Educational Support Services. This statement will focus on the Educational Support Services’ link with the college’s strategic plan and how it can move the college mission forward. The statement will be brought back to the Administrative Council for review.

Appropriate Use of Student Activity Fee:

- The Student Activities Proposal was endorsed by the Administrative Council on March 11 with further discussion at the meeting on May 6. Dr. Dever presented an update on the topics discussed at the latter meeting.
The original statement regarding the appropriate use of student activity fees has been revised as recommended. The Council endorsed the revised statement with the understanding that it may be further modified based on future decisions regarding the use of student activity fees.

“Student activity fee funds should be used only for those activities, programs, and projects that enhance extra- and co-curricular student opportunities for affiliation, leadership, governance, service, challenge, recreation, sports, recognition, and general involvement in campus life.”

Concern was expressed at the earlier meetings that the statement did not clearly indicate what the funds should not be used for. After further discussion, the Council agreed that

- Student activity fees should not be used to support placement testing.
- Student activity fees may be used to support tutoring in instances of peer-to-peer tutoring since such tutoring provides a service not only to the student being tutored, but also to the tutor as it provides opportunities for leadership and service. Student activity fees should not be used to support tutoring by non-student college employees. It was suggested that this might be a topic for further discussion by the team responsible for coordinating college-wide student activities.

In addition to this statement, specific principles and a process for determining what qualifies as a college-wide activity was previously approved. Under the leadership of Dr. Gueverra, these principles will be applied by the Deans Working Group, Student Activities Leadership Team (SALT), and the College-wide Coordinator of Student Activities to identify appropriate activities.

- The Administrative Council will provide overall guidance for the enhanced Student Activities program at NOVA. The authority for more specific decisions and operational coordination should be placed with the Deans Working Group and Dr. Gueverra, working collaboratively with the Student Activities Leadership Team.
- The student activity fee will be used to support the position of College-wide Coordinator of Student Activities. It could also be used to support any future positions allocated to the program.
- Complete transparency to stakeholders, particularly students, is critical in the budgeting and expending of student activity fees. The development of campus and college-wide programming should be done in regular consultation with NOVA students through channels of student government and through surveys, focus groups, and other means of soliciting student input.
- It was further noted that an annual report of budget expenditures will be required.

15-Week Semester Proposal. Discussion deferred.

College Email Policy:

- Dr. Sachs presented a revised College Email Policy that included the revisions recommended earlier by the Administrative Council. He also provided a summary document as to the appropriate use of the college email system. The summary document will be included in the Faculty Handbook and the complete document will be included in the ASPM.
The College Email Policy was approved as presented.
The Administrative Council acknowledged the efforts of Dr. Sachs and the Instructional Technology Committee in the development of this comprehensive policy.

Other:
- Administrative Council members were requested to provide Ms. Hurst with a schedule of dates, through the end of June, that they will be unavailable and the name of their designated representative.
- Dr. Butch Herod has completed his time as ACE Fellow at NOVA. He expressed his appreciation to the Administrative Council and to the college community for their assistance.

The next regular meeting of the Administrative Council is Tuesday, June 17, at 9:30 a.m. in the Large Board Room.

Tracking & Upcoming Items:
- Budget Planning – June 17 – 9 am
- Chancellor's Emergency Planning Recommendations – June 24
- Telecommuting Policy Recommendation – June 24
- Facilities Planning 2008-2016 – July 8
- 2007-08 College Goal Results – July 8
- 2008-09 College, Unit & Administrative Goals – July 8
- LRS Position Finalization
- Analysis of faculty hiring for 2007
- Professional Development Program Coordination
- College/Campus Student Success Plans
- Green Idea
- Issues Related to Faculty Load, Overload, Summer Session, & Reassigned Time