Administrative Council
March 4, 2014

Members Present: Vice President Bansal, Dr. Buchanan, Vice President Dimkova, Mr. Foley, Vice President Gabriel, Vice President Gary, Dr. Hill, Dr. Ramsammy, Vice President Sachs, Dr. Saperstone, Executive Vice President Schiavelli and President Templin.

Guests: Mr. Joe Agnich, Acting Dean of Natural and Applied Sciences, for Dr. Leidig, and Dr. Sharon Robertson, Associate Vice President for Academic Services.

Access

• Spring Enrollment: Dr. Gabriel informed Council members that the enrollment figures were essentially the same for the past six weeks, a slight increase of 0.6 percent.

2014-2015 Restricted Faculty Appointments

Dr. Schiavelli distributed the restricted faculty appointment list and explained the overall process for this type of position. He also mentioned that based on feedback to date from the college committees he has attended to date, the associate instructor position appears to be favorably received and a sensible alternative.

Payment Process

Dr. Schiavelli led a discussion on the student payment plan. One of the stumbling blocks raised was the timing for the sign up of the plan in relation to the dates for orientation and registration, in addition to the late decision on tuition rates from both the general assembly and VCCS Board in Richmond. This effectively eliminates the first sign-up date option for students.

Question and follow up discussion took place on whether students could register with an estimated tuition amount and also whether a separate orientation session could be arranged for GPS students to enable them to register and sign up for the payment plan. Ms. Dimkova will confer with the payment vendor on date options and bring the information to the next Administrative Council meeting.

AAS in Cybersecurity

Dr. Hill provided an overview of the recently established MOS-to-Degree pathway that NOVA has established with the United States Marine Corps. Several USMC Military Occupational Specialties (MOS) have been mapped to NOVA IT and Cyber-Security courses for advanced standing credit. Some of the mapped MOSs will feed into the proposed Cybersecurity degree plan. This arrangement will provide an opportunity for enlisted members of the USMC to be prepared to compete for IT and Cyber-Security jobs in the region. The region had more than 23,000 job openings in cybersecurity in 2013, far more than in any other region in the country. In
July of 2013 NOVA was designated as the National Center of Academic Excellence in Information Assurance by the National Security Agency (NSA) and the U.S. Department of Homeland Security (DHS). The designation means that NOVA has met rigorous NSA and DHS standards for cybersecurity education, including integrating security concepts and other academic programs and employing faculty that hold recognized industry certifications. In addition, it allows for smoother articulation agreements between two and four-year colleges that carry the designation. There are 32 CAE2Y institutions across the country and NOVA is the only institution in the state of Virginia.

The mapping of the MOS to NOVA courses has been led by Ms. Paula Worthington of the Woodbridge Campus. The work to obtain the CAE2Y designation was led by Ms. Margaret Leary of the Alexandria Campus.

**Military Tuition Contract Rate**

Dr. Hill reported on a proposal he will present to the NOVA Board to establish a military contract rate applicable to all military personnel regardless of where they are stationed.

**EWP Process Review**

This topic was tabled until the next meeting.

**Curriculum Committee Recommendations**

The following proposals were reviewed and approved by the Curriculum Committee at its January 30, 2014 meeting for approval by the Administrative Council. If approved, each item will be reflected in the 2014-15 catalogue.

**New CON Courses:** The Contract Management program proposes six new CON courses. These are needed in order to maintain the program’s congruence with Defense Acquisition University (DAU) courses. To meet local employers’ needs, the Contract Management Program must provide a curriculum that is robust, and compliant with the Federal Acquisition Institute and DAU standards of education. The courses are:

1. **CON 1xa Federal Acquisition Regulation (FAR) Fundamentals I** is a foundational course for all government contract specialists. This course is a total immersion into the FAR and the DFAR. The student will become familiar with all policies and procedures related to government/federal acquisitions.
2. **CON 1xb Federal Acquisition Regulation (FAR) Fundamentals II** is part II of the foundational course for all government contract specialists. This course is a total immersion into the FAR and the DFAR. The student will become familiar with all policies and procedures related to government/federal acquisitions.
3. **CON 1yy Contract Planning** will introduce students to their role in the contracting process. The students will learn their role as a business advisor in the acquisition process
4. **CON 1zz Contract Execution** focuses on executing the acquisition planning through soliciting industry and awarding the contract.
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5. **CON 1mm Contract Administration** builds on the planning and execution course work and provides the student with the knowledge necessary to identify and utilize appropriate performance metrics when evaluation contractor performance.

6. **CON 1cp Fundamentals of Cost and Price Analysis** will begin with the in-depth review of the market research process, and provides the student with instruction that will help them understand and analyze contractor cost and pricing strategies.


**BIO 101-102 General Biology I-II Course Revisions:** The following proposal comes from the VCCS Articulated Learning Outcomes (ALO) committee that worked together to update BIO 101 and 102. There are two recommendations: add prerequisites to the courses at the VCCS level and revise the courses to emphasize concepts rather than disparate facts.

**Prerequisites**

The committee reviewed data on student success in BIO 101 and collected feedback from BIO faculty across the VCCS in determining whether to include prerequisites for BIO 101 and BIO 102. After considering this input, the committee proposed adding prerequisites to help ensure student success in BIO 101 and BIO 102.

- Based on system-level success data, the committee recommends requiring students to show evidence of:
  - Placement into ENG 111 prior to enrollment in BIO 101. Students may demonstrate readiness for ENG 111 through test scores or through completion of required developmental ENF 1 or ENF 2. This is already the requirement at NOVA. The committee considered the need to balance selectivity against limiting enrollments. For this reason, the committee did not recommend that students must complete ENG 111 before registering for BIO 101.
  - Basic skills in math and graphing to be successful (MTE 1-3). These are minimum recommended prerequisites and colleges may adopt higher math prerequisites as desired.
- Concepts in biology as in other sciences build on earlier concepts within the course. As a result the committee recommends that BIO 101 be a prerequisite for BIO 102.

**Articulated Learning Outcomes**

In establishing learning outcomes for BIO 101 and BIO 102, the committee decided to utilize the national model for biology education articulated by the National Science Foundation and the American Association for the Advancement of Science. The national model focuses undergraduate biology education on five core concepts:

- Evolution
- Structure and Function
- Information Flow, Exchange, and Storage
Pathways and Transformations of Energy and Matter
- Systems
To these the VCCS committee added a core competency:
- Process of Science

Because the course revisions were proposed at the VCCS level, with NOVA as a conduit for the approval process, the courses already have been considered and approved by the VCCS Deans’ Course Review Committee.

The Administrative Council approved the revisions to the BIO 101-102 General Biology I-II course content, to be effective Fall 2014.

**Name Change for Marketing's eCommerce Specialization and Career Studies Certificate:**
The Marketing faculty recommended changing the names of its eCommerce AAS specialization and career studies certificate. The current titles are dated, so the faculty and their advisory committee recommend the title changes listed below.
- Rename the Marketing AAS eCommerce specialization “Digital Marketing.”
- Rename the eCommerce career studies certificate “Social Media Marketing.”

The different program titles reflect the more focused nature of the short career studies certificate compared with the greater breadth of the degree specialization.

The Administrative Council approved changing the title of the Marketing AAS eCommerce specialization to “Digital Marketing” and changing the title of the eCommerce career studies certificate to “Social Media Marketing,” to be effective Fall 2014.

**Revisions to Physical Therapist Assistant AAS Admission Requirements:** As recommended by the Physical Therapist Assistant (PTA) advisory committee, the PTA faculty requested two changes to the current admission practices for the PTA AAS.

1. **Establish a competitive admission policy for the PTA program.**
   - Currently, students are admitted based on the time stamped on their application. In 2012, the class was filled by 10 a.m., and in 2013 it filled by 8:30 a.m. Students with transportation difficulties or who live in unsafe areas are at a disadvantage.
   - The program averages 110 applicants and accepts 40, being limited by accreditation requirements. Even the 40 is 25% more than allowed because typically 10-15 students per cohort are not retained. A low retention rate is not good for the program’s reputation. Over the last four years the PTA program attrition rate has averaged 30%. A recent unpublished doctoral dissertation by a Virginia PTA educator found that PTA programs with competitive admissions retain and graduate more students than noncompetitive programs.
   - In addition, stronger graduates will compete more effectively for jobs; new graduates command a salary of $43-52K. Employers demand critical thinkers who can problem solve and communicate well. PTAs work with very sick patients and must use clinical reasoning skills to safely direct patient interventions. The PTA Advisory Committee has stated that the most important quality for graduates to possess is strong clinical reasoning skills.
   - Several other programs at the MEC already have competitive admission: Nursing, Dental Hygiene, Diagnostic Medical Sonography, Radiology, and Occupational Therapy Assistant.
Further, nine of the 11 PTA programs accredited or seeking accreditation in Virginia and Maryland have selective admission processes.

- Competitive admission also will help the program compete for strong applicants. With the opening of Germanna Community College’s PTA program in coming in Fall 2015 and our own relatively new Occupational Therapy Assistant program, competition for applicants will increase. A more competitive cohort of students will enhance the academic reputation of our graduates in the marketplace.

2. **Add completion of ENG 111 with a B or better as a prerequisite for admission to the program.** If students retake the course, the most recent grade would be considered for admission purposes. Acceptable scores will also be posted for students who have AP or IB courses that can be substituted for ENG 111. Completion of ENG 111 is a prerequisite for Nursing and seven of the nine Allied Health programs. The Sonography and Radiography programs require a B or better in the course.

- Strong documentation is the basis for reimbursement from third party payers. Currently PTA students must complete ENG 111 in their first semester of study, but they attend clinic in the first semester and are required to provide documentation using correct grammar and syntax. Clinical instructors have identified grammar and syntax as areas needing improvement.

- PTA program data indicates that a C in ENG 111 correlates with poor academic performance and attrition from the program. Faculty examined 160 student records from the most recent four cohorts. Of the 16 students with a C or D in ENG 111, four did well or are currently doing well in the program, six never graduated, one required an extra year to remediate, three struggled academically throughout the program but graduated; and 2 are currently struggling. “B” is the grade minimum in the two other prerequisite courses, Anatomy and Physiology and Medical Terminology because C grades in those prerequisites were correlated to attrition.

The Administrative Council approved the establishment of a competitive admission policy for the PTA program to be effective for the cohort entering in August 2015 and completion of ENG 111 with a B or better as a prerequisite for admission to the program to be effective for the cohort entering in August 2015.

**Revisions to the Communication Design Program, Proposed New Elective Courses, Changes to Contact Hours for ART 116, 117, 220:** The Communication Design faculty proposed several changes to their curriculum to be effective Fall 2014.

- Replace ART 122 Drawing II (4 cr.) and ART 132 Fundamentals of Design II (4 cr.) with two 3-credit industry-specific elective courses. The electives will prepare students for careers in particular areas within the field of Communication Design. Students may choose from courses proposed below, or ask for division approval to take other ART courses offered by the college.

- Add ART 116 Design for the Web I to the Communication Design parent degree (3 credits) and ART 270: Motion Graphics to the Interactive Design specialization (3 credits). The Communication Design Advisory Committee requested that these two courses be added to help round out skills and knowledge needed by the students to be successful in the job market.

- Revise the contact hours for ART 116, ART 117 and ART 220. After careful review of student needs within these courses, the faculty determined that lecture-only courses do
not allow the students the hands-on learning needed to expand their skills and knowledge. Faculty have found that students need and are looking for more lab time. Students prefer that they have time to work in lab with the instructor present to guide the student as needed. The change in the contact hours will allow this assistance and benefit the students. All other Communication Design courses include lecture and lab contact hours. These changes will move all courses into alignment.

The Communication Design program understands the changes increase the total number of credits for the degree and specialization by one to at least 67 credits. The faculty and advisory committee maintains that the additional credit benefits the students more than minimizing the total number of credits for the degree.

The Communication Design cluster also proposed five new courses:

1. **ART 2xa Package Design** - Studies the role of packaging in product identification, presentation, and production. Investigates the unique challenges of typography, illustration and design from 2D to 3D forms. Researches business goals, marketing objectives, packaging structure, and display aesthetics. Applies the principles of design and foundations of typography in final production of products. Lecture 2 hours. Studio instruction 2 hours. Total 4 hours per week. 3 credits.

2. **ART 2xb Integrated Media Techniques** - Studies the use of design and technology skills for development of visual ideas across an array of delivery platforms, such as web, print and motion. Focus on the development of holistic design ideas. Integrates techniques for the design, implementation, development and production of print, web, motion, and interactive projects. Lecture 2 hours. Studio instruction 2 hours. Total 4 hours per week. 3 credits.

3. **ART 2xc Professional Practices in Communication Design** - Focuses on the business practices, ethical issues, and design issues present within the professional world of communication design. Lecture 2 hours. Studio instruction 2 hours. Total 4 hours per week. 3 credits.

4. **ART 2xd Advanced Typography** - Focuses on the history, cultural, social, political, cognitive, ethical, and aesthetic contexts of typography in past and contemporary communications media. Emphasizes applications to specific design problems that builds on studies completed in ART 141 Typography I and ART 142 Typography II. Lecture 2 hours. Studio instruction 2 hours. Total 4 hours per week.

5. **ART 2xe Illustration for Designers** - Explores the professional field of illustration, along with the different ways of producing illustrations for editorial, commercial, and technical clients using traditional and digital techniques. Build skills and knowledge through discussions, projects and exercises for positioning as an illustrator. Lecture 2 hours. Studio instruction 2 hours. Total 4 hours per week.

The Administrative Council approved the proposed revisions to the Communication Design AAS and its specialization and the proposed new ART courses and course revisions to be effective Fall 2014.

**Revisions to the Photography Specialization of the Fine Arts AAA:** The Photography cluster proposed the following revisions to the Fine Arts AAA Photography specialization.

- Add PHT 270 Digital Imaging as a requirement to help students to learn to use digital imaging software, which has become an essential part of contemporary photography. The curriculum will allow students the option of taking film-based courses and/or
additional digital courses. Students will not be required to choose a film or digital sequence.

- Allow students to take two new photography classes recently approved by the VCCS. These new courses (PHT 103 - 104 Black & White Darkroom Photography I-II) should eliminate confusion between digital and film photography courses.
- Replace the second social science with a PHT elective. The AAA is designed to prepare students to work in the arts and/or music. Replacing the second Social Science elective with a PHT elective will give students more training in photography and aid them in finding employment in the field of photography.

Revisions to the Photography AAS: With the support of their dean and advisory committee, the Photography cluster proposed revisions to the Photography AAS degree.

- Add PHT 202 Advanced Photography II as a requirement to help students develop an extensive portfolio and prepare them for working in the field of photography.
- Allow students to take a Social Science elective or PHT elective to give students the choice of more training in photography or a broader education.
- Remove PHT 100 Introduction to Photography and PHT 135 Electronic Darkroom as options. Shifts in curriculum have made these options unnecessary in the degree. In Fall 2014, PHT101 Photography I and PHT102 Photography II will teach digital photography, which is the primary form of photography, used in the field today.
- Remove PHT 211 Color Photography I as an alternative to PHT 201. Significant changes in the curriculum of PHT courses and the AAS degree has made this option unnecessary.
- Remove PHT 271 Digital Imaging II from the degree. Streamlining the curriculum has made it possible to cover the material of this course in other courses.

The Administrative Council did not approve revising the Photography specialization of the Fine Arts AAA or the Photography AAS to be effective Fall 2014 and instead requested that Dr. Robertson meet with the two campuses involved to seek additional information, taking into account the long-term future and prospects in the field of media arts.

Other:

Class Withdrawal Date: In light of the many snow days NOVA has experienced, the suggestion was made by the Academic Deans that the last day to withdraw from a class be moved from the 24th to the 31st of March. Dr. Schiavelli will look into this immediately and follow up with Council members.

Affordable Care Act: Dr. Schiavelli asked for Council member feedback by the end of the week on whether they felt community colleges should play a role in encouraging students to sign up for Affordable Health Care - the last day of which is March 28.

The meeting adjourned at 12:45 p.m. with the next Administrative Council meeting scheduled for March 18, at 9:30 a.m. in the large boardroom of the Pender Administrative offices.
Tracking

- Preliminary Results of GPS for Success Implementation – March 18
- Veterans' Issues and Organization – March 18
- International Student Task Force Report- March 18
- QUINN Briefing – March 18
- Education Summit Follow Up
- Assistant Dean/Program Head Compensation