Ms. Rita Archer, Ms. Julia Brown, Mr. Phuoc Dang, Ms. Kimberly Ellis, Ms. Gert Heslin, Ms. Zina Jemison, Ms. Kathleen Ludlow, Ms. Niki Neal, Ms. Carol Oandasan, Dr. Sheri Robertson, and Ms. Angie Robinson attended. Check to see if Athos came later

Minutes of the October 26, 2009 Meeting
The minutes of the October 26, 2009 meeting were approved with one correction. Dr. Robertson reported on the status of the committee’s recommendations.

Transfer of Courses of Credit Unequal to the Closest NOVA Equivalent
Ms. Brown explained that often courses taken on a quarter system have a title and content similar to our courses, but for fewer credits when translated into semester credits. Mr. Dang reminded the committee that if a course is fewer credits than the nearest NOVA equivalent, it is brought in as an elective. SOC courses are the exception. Ms. Oandasan clarified that if a transfer math course is of fewer credits than its nearest NOVA equivalent, the student may use any math course, even of a lower level, to make up the additional math credit.

This is an area in which advisors need better training. The committee recommends that such training be mandatory. It should include information on whom to contact for further advice on the issue of unequal credit. Ms. Ludlow emails ahead to document any substitution she approved in case the student misunderstands. As mentioned at a recent PUP workshop on advising, a list of deans with responsibility for each discipline at each campus is needed to improve the substitution process.

Advanced Standing for Child & Youth Services Training at Quantico
Ms. Ludlow presented a request by the Early Childhood Development faculty to expand to Quantico Marine Base the advanced standing already approved for students who have completed the Army Child and Youth Services Training Program at Ft. Belvoir and Ft. Myer. The faculty have confirmed that the instruction is the same as that provided at the two Army installations. She explained that the Department of Defense Instruction for Child Development Programs (January 1993) mandates the use of its child development training modules (Appendix A), so it is not surprising that the instruction is the same at all installations.

This partnership expansion serves as an entrée to the College for Quantico Marine Base child care personnel and supports the mission of the College to provide outreach to the community. Ms. Ludlow reported that there are about a dozen students in the first cohort.

To receive the advanced standing credit, students will present to a counselor or full-time Early Childhood faculty member documentation showing completion of the prescribed training modules.
The course equivalents are as follows:

<table>
<thead>
<tr>
<th>Training Modules</th>
<th>NVCC Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Training + Preschool Modules</td>
<td>CHD 165 Observation and Participation in EC/Primary Settings 3 cr., and EDU 235 Health, Safety, and Nutrition Education, 3 cr.</td>
</tr>
<tr>
<td>Foundation Training + Infant/Toddler Module</td>
<td>CHD 165 Observation and Participation in EC/Primary Settings 3 cr., and EDU 235 Health, Safety, and Nutrition Education, 3 cr.</td>
</tr>
<tr>
<td>Foundation Training + School Age Module</td>
<td>CHD 225 Curriculum Development for School-Age Child Care, 3 cr., and EDU 235 Health, Safety, and Nutrition Education, 3 cr.</td>
</tr>
<tr>
<td>Foundation Training + Family Child Care Module</td>
<td>EDU 235 Health, Safety, and Nutrition Education, 3 cr.</td>
</tr>
</tbody>
</table>

This proposal will become effective upon approval of the Administrative Council and will be reviewed every two years.

The Advanced Standing Committee recommended approval of this proposal. Dr. Robertson will forward the recommendation to the Curriculum Committee and, if approved there, to the Admin Council.

AP Environmental Science
The committee considered a recommendation by the full-time Biology faculty member who takes the lead for the Environmental Science discipline to change the credit awarded for a score of 3 or higher on the AP Environmental Science exam. Currently, NOVA awards credit for ENV 100, which is a 3-credit lecture course. For several years, that was the only ENV course we offered regularly. However, now we also offer ENV 121-122 General Environmental Science I-II, which is a 2-semester lab science course sequence. The issue arose when a student forwarded his AP Environmental Science syllabus, noting that it is a year-long lab science course that covers the same topics as ENV 121-122. Our faculty member agrees. Committee members also noted that awarding the 8 credits of lab science for the AP Environmental Science score of 3 or higher is consistent with our treatment of other AP lab science courses.

The Advanced Standing Committee recommended approval of the proposal to award credit for ENV 121-122 for AP Environmental Science scores of 3 or higher. This should be made effective for the Fall 2009 semester and later, but if credit has already been awarded for ENV 100, we do not recommend changing that unless a student requests a change; students will want their money back if they took other science courses to make up the credit. Dr. Robertson will ask Ms. Sue Liller to program PeopleSoft with this change and to see if she can provide a list of students who were given credit for ENV 100 this academic year. She will also email science division deans and deans of students to inform them of the change.

CLEP Natural Science
Seconded by Ms. Oandasan, Ms. Jemison reported a need to change the credit awarded for the CLEP exam in natural science. It does not have a lab component, so instead of awarding 8 credits of lab science, the committee recommends awarding only 6 credits of science, noting in the manual that there is no lab component. This should be effective for the Fall 2009 semester and later, but if 8 credits already have been awarded, they should not be revoked.
As with the AP Environmental Science recommendation, this information should be conveyed to science deans and deans of students.

**Evaluation of International Transcripts**

The committee considered issues related to the evaluation of international transcripts:
- What if we receive an evaluated transcript for a college that is not accredited? WES will evaluate such transcripts but state that the school was not accredited.
- Although we want to avoid appearing to favor one particular evaluator, students and staff need a list of evaluation agencies we will accept. We suggest listing the ones with which we are familiar and stating that we will also accept any that are listed on approved websites (MEC and AN have lists).

These issues will be forwarded to Dr. Harper, Mr. Bennett, and Dr. McVeigh for additional input.

**International Baccalaureate Legislative Proposal**

The committee noted that the Legislature will consider a proposal the require each public institution of higher education to “implement policies to grant a minimum of 24 undergraduate semester credit hours to entering freshman students who have successfully completed the International Baccalaureate diploma program.” The committee wondered what constitutes “completing” the IB program. The committee also wondered what kinds of credit would be awarded (such as 24 credits of general education?). SCHEV is keeping an eye on this proposal.

**Courses at Accredited Universities that Do Not Meet our Standards**

The committee discussed problems associated with accepting credit from institutions that are regionally accredited but have significantly lower standards than NOVA. Students often take English at Strayer University to avoid having to place into ENG 111; it is not uncommon for students to pass English, take our placement test and place far below ENG 111 afterwards, then insist that we allow them to take other college courses because we transfer in the Strayer course as equivalent to our ENG 111. There is a similar problem with students taking courses at ECPI. Math faculty have also expressed serious concerns.

Ms. Ludlow noted that she requires in-class writing to assess students, but they still pass the course by completing other assignments at home where, she suspects, they get help. We will ask OIR to provide data on how students fare in 200-level literature courses at NOVA, comparing native NOVA students with those who transfer in the equivalent of ENG 111 from Strayer and ECPI. If there is no significant difference, no further action is needed, but if there is a significant difference, the college will have to decide how to prevent students from transferring in English credit from these two institutions.

**Training Futures**

Because it is difficult to find information on advanced standing for graduates of the Northern Virginia Family Services Training Futures program, Dr. Robertson will revise the College Credit through Advanced Standing manual to use “Training Future” as the heading.

**Next Meeting**

The next Advanced Standing Committee meeting will be Tuesday, March 23 at 1:30.