CURRICULUM COMMITTEE
March 26, 2015
Approved

Members Present: Mr. Joseph Agnich, Dr. Ron Buchanan, Dr. Ellen Fancher-Ruiz, Ms. Barbara Gershman, Ms. Frankie Harris-Lyne, Dr. Sam Hill, Ms. Barbara Hopkins, Ms. Ann-Marie John (by phone), Mr. Frederick Markham, Dr. Mandy Milot, Dr. Burton Peretti, Dr. Roger Ramsammy, Ms. Lisa Riggelman-Gross, Dr. Sharon Robertson, Ms. Maria Rynn, Mr. Kevin Simons, Ms. Judy Snyder, Ms. Kristine Winner, Mr. Scott Wood and Dr. Izanne Zorin

Members Absent: Mr. Edward Perry and Dr. Mel Schiavelli (currently serving as Interim President)

Guests: Dr. Chris Arra, Ms. Julia Brown, Dr. Deshaun Davis, Mr. S. Michael Ghorbanian, Mr. Tim Godfrey, Dr. Chad Knights, Mr. Harvey Liebman, Ms. Esther Perantoni, Dr. Jennifer Roberts, Dr. Anitza SanMiguel, Mr. David Scheid, and Mr. Armen Simonian

Minutes of the December 2014 Meeting
The minutes of the December 4, 2014 meeting were approved as revised prior to the meeting.

Revisions of Horticulture Technology Curricula
Mr. David Scheid (HRT, LO) explained that at the urging of its Curriculum Advisory Committee, the Horticulture faculty proposes changing the business requirement in both the parent AAS degree and its Landscape Design specialization to serve the varied business interests of students in the program. This proposal has the support of the chair of the Business Cluster. The requirement would change from “BUS 165 Small Business Management (3 cr) or BUS 200 Principles of Management (3 cr)” to “BUS elective.” The elective may be chosen from the following courses: BUS 100 – Introduction to Business, BUS 116 – Entrepreneurship, BUS 117 – Leadership Development, BUS 165 – Small Business Management, BUS 200 – Principles of Management, and BUS 260 – Planning for Small Business.

The Curriculum Committee approved the proposed revisions of the Horticulture Technology parent program and its Landscape Design specialization.

Revision of Automotive Technology Curricula
Mr. Tim Godfrey (AUT, MA) and Dr. Anitza SanMiguel (Dean, MA), presented the Automotive faculty’s proposal to remove the PED/RPK activity course from both the Automotive Technology AAS degree and its Emissions specialization. Each program will continue to require PED 116 Lifetime Fitness and Wellness. Supported by the Automotive Advisory Committees, this change is in line with NATEF requirements and reduces the total number of credits required for programs from 67-68 to 66-67, thus aligning with the VCCS initiative to reduce the number of credits needed to graduate. Mr. Godfrey stated that all automotive courses include segments on safety, proper lifting, and other physical aspects of working in the automotive industry.

The Curriculum Committee approved the proposal to remove the PED/RPK activity course requirement from the Automotive Technology AAs and its Emissions specialization.
Revisions of Construction Management AAS and Construction Supervision Career Studies Certificate

Mr. S. Michael Ghorbanian (DRF, AL) and Dr. Chad Knights (Dean, AL) presented the Construction Management faculty’s proposal to revise the Construction Management AAS and the Construction Supervision career studies certificate. Mr. Ghorbanian explained that the program has transformed from a trades program to one that focuses on management. The proposed changes are intended to improve course scheduling, reduce the total number of credits required for graduation. In addition, the Construction Management/Building Sciences advisory committee indicates that the revisions reflect industry trends. Also, the changes to the AAS will better prepare students for transfer.

Changes to the AAS

- Replace MTH 115 Technical Math (3 cr) with MTH 163 Pre-calculus I (3 cr)
  Mr. Agnich, who has taught MTH 115, noted that it is well suited for Construction Management students and asked what will happen to students who do not plan to transfer. Mr. Ghorbanian stated that the field requires increasingly sophisticated math skills, beyond those taught in Technical Math. In addition, MTH 115 is only offered roughly once every two years at the Alexandria Campus, making it difficult for students to take the course early in their program. Further, thanks to articulation agreements, students transfer to senior institutions such as ODU and UMES; these universities request that transferring students have higher level math, up to Calculus I, to prepare students for physics. The footnote adds that students should consider taking MTH 166 Precalculus with Trigonometry because Virginia Tech and UMES want students to take University Physics. The committee discussed the possibility that Workforce could offer technical math.

- Add BLD 200 Sustainable Construction (3 cr)
  Mr. Ghorbanian said that most other institutions require this in their degree programs. The federal government requires buildings to be United States Green Building Council certified. Montgomery County requires this for all buildings over 10,000 square feet. The District of Columbia has adopted the 2012 IBC International Building Code criteria requiring energy calculations and environmental impact statement.

- Add BLD 215 Safety OSHA-30 (2 cr)
  Safety is an important and necessary component in the education of any construction related discipline. The OSHA 30 hour program was originally developed by the U.S. Department of Labor to provide an awareness of construction safety and health concerns in the construction industry and is recognized by the construction industry.

- Remove the PED/RPK elective (1 cr) and ENG 115 Technical Writing (3 cr)
  Mr. Ghorbanian explained that removal of these courses allows the addition of the Sustainable Construction and Safety courses. Even so, the total number of credits required for graduation will increase by one to 68, which is within policy limits but above the Chancellor’s preferred limit of 67 credits. Dr. Zorin asked whether, if this field is becoming increasingly professional, it is a good idea to remove the ENG 115 requirement. Dr. Ghorbanian stated that Construction Management courses incorporate writing across the curriculum. Ms. Snyder replied that if the program is leaning more toward management, students will need more writing skills, not fewer.
Dr. Knights explained that in essence without the removal of ENG 115 there would be no way to add BLD 215.

**Changes to the career studies certificate**
Mr. Ghorbanian explained that there are two groups of students in this program. Some are subcontractors, field engineers, union mechanics and technicians, who have the technical expertise in one or another related field, but need the academic credentials for advancement. Others are just beginning to search for jobs in construction supervision and management. Both groups need a credential that is focused on technical preparation as opposed to peripheral support knowledge. CAD 201 and BLD 232 are beyond the scope of this introductory program. Many of the students require ESL in order to take ENG 111, so they take the core courses but do not graduate. The additional courses significantly increase the cost of obtaining the career studies certificate. The faculty recommend removing non-core courses so that students will be more likely to complete the program. Removing the three courses reduces the total number of credits required for graduation from 29 to 22.

- Add BLD 215 Safety OSHA-30 (2 cr)
  Mr. Ghorbanian reiterated that safety is crucial in the construction industry.

- Add 1 credit to the technical elective (3 cr rather than 2)
  Most elective courses in this program are 3 credits; the 2 credit technical elective was used to respect the credit limit for career studies certificates.

- Remove BLD 232 Construction Estimating II (3 cr), CAD 201 Computer Aided Drafting and Design I (4 cr), and ENG 111 College Composition I (3 cr)
  These three courses are not part of the core needed for this particular credential.

The Curriculum Committee approved the proposed revisions to the Construction Management AAS and the Construction Supervision career studies certificate.

**Revisions of Architecture Technology AAS**
Mr. Harvey Liebman (ARC, AL), Mr. Armen Simonian (ARC, AN) and Dr. Knights presented a proposal to revise the Architecture Technology AAS curriculum. Mr. Liebman explained that the proposal originated with the advisory committee almost a year ago. Both Architecture deans support the proposal.

- Add CAD 203 Computer Aided Drafting and Design III to the Architecture Technology AAS curriculum.
  Mr. Simonian stated that for the foreseeable future, this course will teach Building Information Management Software (BIM) REVIT, but when a new software product replaces REVIT as the standard, the course will cover the new software instead. The construction industry is moving very rapidly toward the use of this modern way of documenting the construction and management of facilities. The advisory committee urges this change, indicating that large offices use REVIT almost exclusively, while small offices typically still use AutoCAD. Ms. Winner noted that the same is true in her industry. CAD 203 can be revised in years to come as some new software replaces REVIT.
• Reduce the required Seminar and Project (or technical elective) course from 3 credit hours to 2 credit hours and remove the PED elective. Students’ projects can be adjusted to fit into the 2-credit format. The PED elective is no longer required for AAS degrees and does not transfer well; this is an issue because although the program is an AAS, about 2/3 of its graduates transfer to a university. Together, these two adjustments allow the addition of CAD 203 while only increasing the total number of credits required to graduate from 66 to 67.

Mr. Liebman explained that about 2/3 of the program’s graduates transfer, especially to the Catholic University. Some also transfer to Virginia Tech’s program in Falls Church. Last year, one Architecture Technology student was accepted as a third-year Architecture student at UVA. Thus, it is important to consider transfer when reviewing the Architecture curriculum.

The Curriculum Committee approved the proposed revisions to the Architecture Technology AAS.

**Revisions of the Psychology Specializations**
Dr. Chris Arra (PSY, WO) and Dr. Deshaun Davis (Dean, WO) presented the Psychology Cluster’s proposal to revise the Psychology specializations of the Social Sciences AS and the Liberal Arts AA curricula.

Dr. Arra explained that the Social Sciences AS Psychology specialization’s math requirements need to be revised from MTH 151 and 152 to MTH 181 and 182. He also recommended changing the footnote to specify that possible substitutions include MTH 173, MTH 174, MTH 241, MTH 242, MTH 270 (which NOVA does not offer), MTH 271, MTH 272, MTH 273 and MTH 274. Dr. Arra stated that this change is requested because George Mason University’s Psychology BS program does not accept the 151-152 sequence and prefers MTH 181 and 182. As Mr. Agnich reported, MTH 181 and 182 do not always run on every campus, so having a list of readily transferable substitute courses is important. He will let math deans know about the proposed change so that they can take it into consideration when scheduling MTH courses. In addition, Dr. Arra proposed revising the similar footnote for the Liberal Arts AA Psychology specialization’s footnote to add MTH 242 to the list of courses that can be used. MTH 151-152 are acceptable for the Psychology BA program, although higher level math is also. The footnote for this specialization includes MTH 181-182 as well as the courses listed for the Social Sciences specialization.

Dr. Arra proposed modifying the “PSY 231-232 Life Span Human Development I-II or any 200-level Psychology course” requirement in both specializations to delete the specific PSY 231-232 language and revise the related footnote accordingly. This allows psychology majors a wide range of choices so they can tailor their program to meet the requirements of the institution to which they plan to transfer. However, Dr. Fancher-Ruiz noted that George Mason and James Madison University still require developmental psychology and asked that the footnote draw attention to this; Dr. Arra agreed to that modification of the original proposal.
The Curriculum Committee approved the proposed revisions to the Psychology specializations of the Liberal Arts AA and the Social Sciences AS.

**Revisions of Curriculum Procedures Manual Articulation Section**

Dr. Robertson explained that the Curriculum Procedures Manual includes NOVA guidelines for articulation. Although she has updated them to use current titles (VP instead of Dean and Associate VP instead of Associate Dean), the procedures have not been updated since 1997-98. Much has changed since then. When these procedures were approved, NOVA developed one – three articulation agreements per year, and guaranteed admission agreements were not a separate category of agreement. The VCCS had done very little with system-wide agreements. Now, NOVA students now have access to roughly 100 agreements made by colleges and universities either with NOVA directly or with the VCCS.

With almost two decades of experience dealing with articulation, Dr. Robertson has learned that transfer counselors and advisors are excellent sources of information about the quirks of implementing such a variety of guaranteed admission and articulation agreements. However, in recent years there have been several complicated policy issues for which people in other positions have been consulted.

Ms. Julia Brown, Coordinator for Transfer Services, and Dr. Robertson recommend several changes to Section 7 of the Curriculum Procedures Manual. These changes address priorities and procedures for development of NOVA’s articulation and guaranteed admission agreements for the future. In addition, the revisions distinguish between the roles of the committees that work with transfer. In 1997-98, there was no Transfer Counselors Working Group (TCWG), so it was important for all transfer counselors to sit on the Articulation Committee. Now the TCWG, which reports to the Deans of Students, meets regularly. Thus, Ms. Brown and Dr. Robertson recommend changing the membership and focus of the former Articulation Committee so the new committee will deal with transfer policy, while the TCWG continues to focus on the day-to-day implementation of guaranteed admission and articulation agreements. The reconstituted Articulation Committee will be called the Transfer Policy Committee. Its membership will include the Coordinator for Transfer Policy, Associate Vice President for Academic Services, Director of College-wide Financial Aid, chair of the Transfer Counselors Working Group, an academic dean, and two faculty members from disciplines that tend to have transfer challenges. Other faculty will be invited to attend as needed to address discipline-specific transfer problems. The Curriculum Committee recommended that the Transfer Policy Committee set term limits; Ms. Brown and Dr. Robertson agreed.

The Academic Deans Council supports the proposed revisions. The TCWG and Articulation Committee members have been saying for some time that there needs to be a clear distinction between the two groups’ responsibilities.

The Curriculum Committee approved the changes to Section 7 of the Curriculum Procedures Manual.
Collaboration between NOVA Credit and Workforce Colleagues

Dr. Hill introduced Ms. Esther Perantoni (Workforce, CS) as an expert on collaboration between NOVA credit and Workforce instruction. Ms. Perantoni noted that the VCCS is emphasizing such collaboration. Collaboration has been especially successful in IT and business fields.

Mr. Wood is the Workforce IT program coordinator. He worked with Dr. Deshaun Davis (Dean, WO) because the Woodbridge Campus has an outstanding CISCO facility. Credit and non-credit students sit in the same classroom, taking courses with the same course description, completing the same exams, but getting either credit or CEUs. This seems to be working very well. Mr. Wood also reported that a committee is developing a credit/non-credit IT course for the Reston Center. They plan to offer a non-credit capstone to one of the IT career studies certificates for better industry certification preparation. At the Loudoun Campus, classes toward the IST degree are integrated with those for non-credit so that IST degree students earn industry certifications along the way to their degree.

Ms. Perantoni stated that credit/Workforce colleagues also are examining Project Management; Workforce offers the Project Management Professional (PMP) certificate and there is a related credit BUS course. Some co-enrollment might be scheduled. Credit students may be encouraged to complete the Workforce PMP program. Other areas of collaboration include Engineering Technology and Architecture (with Workforce REVIT training), Welding (with Workforce welding), and Horticulture Technology (with Arborist training).

Dr. Zorin asked how credit/non-credit integrations might affect transfer. Faculty credentials are considered when hiring instructors for these classes.

Dr. Hill said that when credit and non-credit students are in the same class, it operates much like an Honors Option. He added that Central Virginia Community College does a great job of shared credit and Workforce curriculum and facilities.

Update on VCCS Degree Requirements

Dr. Robertson outlined potential revisions of VCCS degree requirements.

Readers for Implementation Reports

Committee members volunteered to serve as Readers of implementation reports:
Air Conditioning and Refrigeration – Ms. Harris-Lyne
Economics – Ms. Hopkins
English – Dr. Peretti
Hospitality Management – Dr. Zorin
Psychology – Dr. Fancher-Ruiz