

**CURRICULUM COMMITTEE MEETING**  
October 24, 2013  
Approved

**Members Present:** Mr. David Epstein, Dr. Ellen Fancher-Ruiz, Mr. Brian Foley, Ms. Barbara Gershman, Ms. Barbara Hopkins, Ms. Ann-Marie John, Dr. Julie Leidig, Mr. Edward Perry, Ms. Lisa Riggleman-Gross, Dr. Sharon Robertson, Ms. Maria Rynn, Dr. Barbara Saperstone, Mr. Kevin Simons, Ms. Judy Snyder, Ms. Kristine Winner, Mr. Scott Wood and Dr. Izanne Zorin.

**Guests:** Dr. Jennifer Roberts, Mr. Richard Wirz, and Ms. Paula Worthington.

**Member Absent:** Dr. Mel Schiavelli

**College Recorder:** Norie Flowers

**Minutes of the September 26, 2013 Meeting**

The minutes were unanimously approved as amended.

**Revised Credit for Virginia Master HVAC Tradesman License**

Mr. Richard Wirz (AIR, WO) presented a request by the Air Conditioning and Refrigeration faculty, supported by their dean, the HVAC Advisory Committee and the Credit for Prior Learning Committee, to revise the advanced standing awarded to students who present a current Virginia Master HVAC Tradesman license.

Currently, the Credit for Prior Learning manual states that students who present evidence that they have passed all parts of the Industry Competency Exams and the ARI EPA Certification Exams may be granted credit for all AIR courses in the Air Conditioning and Refrigeration A.A.S. degree, certificate, and career studies certificate programs. These individuals will be licensed Virginia Master Mechanical Tradesmen.

The name of the license has changed and needs to be corrected in the manual. More importantly, the faculty are concerned about granting advanced standing in all AIR courses—and so conferring an Air Conditioning and Refrigeration degree or certificate to students who took general education but no AIR courses at NOVA. Thus, the faculty propose that students with a current Virginia Master HVAC Tradesman license be required to take AIR 238 Advanced Troubleshooting, which serves as a capstone course, and earn a C or better in it before credit is awarded for the other AIR courses. This would reduce the total credits that can be awarded for the license from 50 to 46. Students who do not earn at least a C in AIR 238 would be required to take all of the NOVA AIR courses required for the program.

The proposed changes were discussed in depth at the October 14, 2013 Credit for Prior Learning Committee meeting. The Committee approved the following:

- Award qualified students 46 AIR credits (all AIR courses required for the AAS except AIR 238) after students successfully complete AIR 238.
- Define “qualified students” as those who can document completion of an approved four-year HVAC apprenticeship program and EPA (Environmental Protection Agency) certification in at least Type II, or who are a Virginia Master Tradesman. In addition, the individual must have passed two of the following three exams: Air Conditioning Heating Refrigeration Institute Industry Competency Exams, or the North American Technician Excellence CORE test, Gas Furnace specialty test, and the Heat Pump specialty test.

Mr. Wirz explained that if this revised credit for prior learning is approved, AIR 251 A/C Systems I, the prerequisite to AIR 238, will be waived for qualified individuals as described above, permitting them to take
AIR 238. He stated that students who already have a license want the degree, so the change will have little effect on students who are completing the Air Conditioning and Refrigeration certificate. He explained that advanced standing is only given to students with a Virginia license. People with licenses from other states are required to obtain a Virginia license in order to work as master tradesmen in the Commonwealth.

The Curriculum Committee approved the proposal to require that students with a current Virginia Master HVAC Tradesman license take AIR 238 Advanced Troubleshooting and earn a C or better in it before credit is awarded for the other AIR courses. Assuming Administrative Council approval, this change will be effective for students presenting a license in Spring 2014.

**Revisions to Curriculum Committee Membership**

Dr. Robertson led a discussion of Curriculum Committee membership. She reported that in response to a request from Dr. Schiavelli to the academic deans to provide more leadership for the curriculum, the Academic Dean’s Council proposed revising the Curriculum Committee membership to include one or two additional academic deans.

The committee is appointed annually by the president for two-year staggered terms and consists of the following members:

- Executive Vice President, Chair
- Associate Vice President for Academic Services, Executive Secretary
- 3 Provosts
- 1 Division Dean
- 1 Director of Continuing Education (this is an outdated position title, but we do have Workforce representation)
- 9 Teaching Faculty Members including at least 1 from each campus.
  - At least 3 teaching faculty members should represent career/technical programs
- 1 Professional Faculty Member from Student Services
- 1 Professional Faculty member from Learning Resource Services (old name listed)

Dr. Robertson explained that in deference to the SACS requirement that the faculty be responsible for the college curriculum, the Curriculum Committee includes more teaching faculty than all other positions combined, with 9 out of the 17 voting members. If the committee membership is revised to include one or two more academic deans, it would be necessary to make additional changes in order to maintain a majority of teaching faculty as voting members. Thus, the Academic Dean’s Council proposed that the number of provosts be reduced from three to two.

Discussion followed with input from committee members representing their constituencies.

- From a dean’s point of view, Mr. Epstein suggested that adding more academic deans not only provides a wider range of representation of the entire faculty, but the academic deans would be more involved in the curriculum.
- From the Learning and Technology Resources/LTR perspective, Mr. Simons described the role of the LTR representative. They are involved in research and students express concerns to them that might not be articulated to a teaching faculty member.
- On the Students Services side, Dr. Fancher-Ruiz suggested adding “administrative or” professional faculty to both the Student Service and LTR categories to allow deans as well as counselors and librarians to serve on the committee.
All three provosts emphasized the importance of having provosts on the committee so they may more fully understand all of the issues before they are forwarded to the Administrative Council for approvals.

Committee members felt it was important to retain all three provosts and add two academic deans, for a total of three, and add two additional teaching faculty members to ensure their majority vote.

The Curriculum Committee unanimously agreed that its membership should retain all three provosts, add two academic deans, add two teaching faculty to maintain the majority of voting members as teaching faculty, and add that the Student Services and LTR representatives may either be administrative or professional faculty. The academic deans and provosts should represent different campuses so that all six campuses are represented by either a provost or an academic dean. Dr. Robertson also will correct the membership to reflect current position titles.

**IT Credit for Marine MOS 2651 and Joint Cyber Analysis Course**

In support of continuing efforts to streamline the educational pathway for military and veteran students, the IT faculty propose awarding course-specific credit for Marine Military Occupational Specialty (MOS) 2651 Special Intelligence System Administrator/Communicator and for the Joint Cyber Analysis Course (JCAC). Ms. Paula Worthington (IT, WO), who chairs the IT Cluster, presented the proposal. The recommended credit was approved by the Credit for Prior Learning Committee at its October 14, 2013 meeting. Ms. Worthington explained that MOS 2651 is a high-level Marine Corps cybersecurity position. As she did for other MOS last year, Ms. Worthington painstakingly reviewed Marine Corps and NOVA learning objectives, topics covered, exams, hands-on labs, textbooks, and military instructor skill levels. The military is exceptionally thorough in mapping learning objectives and those involved are willing to meet annually, making it relatively easy for NOVA to update the documentation and course equivalents.

The IT faculty and the Credit for Prior Learning Committee recommend that students who come to NOVA with MOS 2651 be given credit for the following IT courses:

- ITE 100 – Introduction to Information Systems
- ITE 102 – Computer and Information Systems
- ITE 126 – Operating System Fundamentals
- ITE 180 – Help Desk Support Skills
- ITE 182 – User Support/Help Desk Principles
- ITE 221 – PC Hardware and O/S Architecture
- ITN 100 – Introduction to Telecommunications
- ITN 106 – Microcomputer Operating Systems
- ITN 107 – Personal Computer Hardware Troubleshooting
- ITN 200 – Administration of Network Resources
- ITN 260 – Network Security Basics
- ITN 262 – Network Communication, Authentication and Security
- ITN 266 – Network Security Layers

Ms. Worthington stated that because the military is thorough in mapping learning objectives to the technology, it will be relatively easy to know when and how the credit awarded should be updated. She also noted that only two of the courses apply to the IT AS but more apply to the IST AAS degree.
Ms. Worthington explained that the JCAC is an intense six-month course taken by servicemembers in multiple branches of the military. For example, for the Army, it is required for active duty Soldiers selected for assignments to perform Cryptologic Computer Network Operations. She followed a process similar to that used for her review of MOS 2651. Based on that review, the IT faculty recommend that students who completed the Joint Cyber Analysis Course be eligible for advanced standing credit for the following IT courses:

- ITE 221 – PC Hardware and O/S Architecture
- ITN 100 – Introduction to Telecommunications
- ITN 155 – Introductory Routing - Cisco
- ITN 171 – Unix 1
- ITN 208 – TCP/IP
- ITN 260 – Network Security Basics
- ITN 261 – Network Attacks, Computer Crime and Hacking
- ITN 262 – Network Communication, Security and Authentication
- ITP 100 - Software Design
- ITP 130 – C Programming I

The Curriculum Committee approved the proposal to give advanced standing credit for ITE 100, ITE 102, ITE 126, ITE 180, ITE 182, ITE 221, ITN 100, ITN 106, ITN 107, ITN 200, ITN 260, ITN 262, and ITN 266 to students with Marine Corps MOS 2651, effective immediately. The committee also approved advanced standing credit for the Joint Cyber Analysis Course for ITE 221, ITN 100, ITN 155, ITN 171, ITN 208, ITN 260, ITN 261, ITN 262, ITP 100 and ITP 130, to be effective immediately upon Administrative Council approval.

Committee Members suggested putting the transfer guide on line for better student advising.

**Program and Discipline Reviews**
Dr. Jennifer Roberts gave an overview of NOVA policy on program and discipline reviews; programs are supposed to be reviewed every five to seven years and disciplines are supposed to be reviewed every ten years. However, for the past few years the college has concentrated instead on Student Learning Outcomes. Dr. Roberts provided an update on program and discipline reviews in progress that began in 2009 and in 2011, and reviews proposed to begin in Spring 2014. Reviews begun in 2009 and not completed include: Automotive Technology, Business Administration, CST, History, Music, Science, and World Languages. Reviews begun in 2011 and in progress include: Accounting, Biology & Natural Science, Chemistry, Fire Science Technology, Geography, Geology, Hospitality Management, Marketing, Physical Education, and Physics. Proposed discipline reviews for next semester include: Humanities, Math, Philosophy/Religion and Political Science. Proposed program reviews include: Construction Management, Drivers Education, Historic Preservation, Liberal Arts, Massage Therapy, Substance Abuse Rehabilitation Counselor Certificate, and Welding. These disciplines and programs were chosen because they have either not had a review done in over ten years or have never had a review done.

Dr. Roberts noted that the program and discipline reviews are supposed to be produced by committees; they should never be done by just one person. The reviews should include information provided through SLO assessments.
VCCS Academic Policy Hot Topics

Dr. Robertson elaborated on several topics being examined by the VCCS Academic and Student Affairs Council (ASAC). ASAC is studying the length of time required for final exams.

Current policy does not require a final exam but states that if a final exam is given, one academic hour must be allowed for each credit up to three credits. However, it is not unusual around the VCCS to schedule all final exams for two hours.

The awarding of credit for prior learning is another issue being explored in order to find ways to streamline education for military students.

ASAC is considering developing statewide workshops on course and program proposals. NOVA is the gold standard for this initiative.

Honors programs also are of system-wide interest. Most of the VCCS colleges have some type of Honors program. ASAC is examining what Honors programs should look like at a community college, transfer implications, and using the Virginia Placement Test to place students into Honors courses.