CURRICULUM COMMITTEE MEETING
November 1, 2012
Approved
Minutes

Members Present: Dr. Ellen Fancher-Ruiz, Ms. Vaden Fitton, Mr. Brian Foley, Dr. Dee Martin, Dr. Mel Schiavelli, Ms. Susan Johnson, Dr. Julie Leidig, Ms. Esther Perantoni, Ms. Lisa Riggleman-Gross, Dr. Sharon Robertson, Dr. Barbara Saperstone, Mr. Kevin Simons, Ms. Judy Snyder, Ms. Kristine Winner, and Ms. Mary Zimmerman.

Members Absent: Mr. David Falkenstein, Ms. Chalet Jean-Baptiste, and Mr. Charles Kellermann.

Guests: Dr. Suzy Aller, Dr. Gillian Backus, Mr. George Bolash, Mr. Mark Bumgarner, Ms. Celeste Dubock-Smith, Ms. Christine Holt, Mr. Bipin Khana, Dr. Molly Lynch, Mr. Charles McCarty, Ms. Kristyn Moskey, Mr. Michael Polcen, Dr. Jennifer Roberts, Ms. Joyce Samuels, Dr. Anitza SanMiguel, Ms. Jo Ann Short, and Mr. Matthew Wayman.

College Recorder: Ms. Norie Flowers

Welcome and Introductions
Committee members and guests introduced themselves.

Minutes of the September 27, 2012 Meeting
The minutes of the September 27, 2012 meeting were accepted as amended.

Diesel Technology Career Studies Certificate Revisions
Dr. Dee Martin (Dean of Science and Applied Technology, MA), Mr. George Bolash (AUT, MA), and Mr. Charles McCarty (DSL, MA) explained the need to make changes to the Diesel Technology career studies certificate. The trio recommended replacing MEC 161 Basic Fluid Mechanics, Hydraulics and Pneumatics (4 cr) with DSL 150 Mobile Hydraulics and Pneumatics (3 cr). In addition, the faculty recommend adding WEL 120 Introduction to Welding (2 cr), for an increase of one credit in the total number of credits required to complete the program. Mr. Bolash explained that the program was initiated by faculty who were not experts in diesel technology. Mr. McCarty stated that students have had trouble getting the Mechanical Engineering (MEC) course at the Manassas Campus. Since MEC is based at the Annandale Campus and is primarily offered for Engineering Technology students, the classes that do run usually do not emphasize topics of interest to Diesel Technology students. The welding course is needed to teach students to fabricate components and perform repairs. This course is also in demand for automotive students who are able to move directly into the program with this introduction course. The changes were recommended by the Diesel Program Advisory Committee, and would remain within the credit limit for the certificate.

The Curriculum Committee approved the revisions to the Diesel Technology career studies certificate, to be effective Spring 2013.

Welding Career Studies Certificate Revisions
Mr. Matthew Wayman (WEL, MA) proposed two revisions to the Welding: Basic Techniques career studies certificate. He stated that he worked in the welding industry for 28 years and has
taught for two years. First, he recommended replacing WEL 116 Welding I (Oxyacetylene) (2 cr) with WEL 120 Introduction to Welding (2 cr). He explained that oxyacetylene welding is no longer used much, so a separate course is not needed; WEL 120 provides a sufficient introduction to this form of welding. Mr. Wayman also recommended adding WEL 150 Welding Drawing and Interpretation (2 cr). He often has to teach his students basic math skills, which are needed in technical drawings. These changes will increase the total number of credits required from 16 to 18, which is far below the limit of 29 credits.

The Curriculum Committee approved the proposed revisions to the Welding: Basic Techniques career studies certificate to be effective Spring 2013.

**Program/Discipline Review Process**

Dr. Schiavelli asked if the program/discipline review process is worthwhile. Dr. Lynch said that it is; the Psychology faculty found it a lot of work but useful. Ms. Johnson agreed and added that completing the annual Student Learning Outcome reports for Dr. Roberts is also helpful. It is hoped that the two processes can be integrated.

**Economics Discipline Review**

Mr. Bipin Khana (ECO, WO) and Mr. Michael Polcen (ECO, LO) represented the Economics faculty in the discussion of the Economics discipline review. They explained the purpose of the review, a joint process with Academic Services and the Office of Institutional Research, Planning and Assessment, to take an in-depth look at the curriculum and student learning outcomes. The action plan included five recommendations:

- Review and update all ECO course content summaries to better reflect NOVA’s general education goals, update course descriptions, and to create course objectives that are observable, measurable and meet discipline level SLOs.
- Measure discipline-level SLOs, constructing new assessments to include at least ECO 201 and ECO 202, including ELI courses when the assessed courses are offered in that mode.
- Survey ECO students to assess student satisfaction with ECO class offerings, instructional methods, needs and expectation levels, and asking students why they are taking ECO courses.
- Survey economics instructors to document the types of activities performed in the classroom and assessment methods used, and to examine perspectives on ECO offerings in general.
- Survey the faculty to determine the types of professional development faculty participate in and their level of satisfaction with current opportunities.

Mr. Polcen stated that the faculty hope to establish whether the courses are the right courses, if assessments were done and results were utilized. He explained that the report was split up by campuses, to expand the responsibility level with rotating cluster chairs. Readers Mark Bumgarner and Christine Holt, who were members of the 2011-12 Curriculum Committee (when the review was completed) were pleased with the overall structure of the report and felt that, for the most part, items that needed to be addressed were addressed. They suggested the addition of a statement in the degree status section that mentions which courses transfer reliably. Other items in the report that stood out included:
• 75% of the hard copy materials were ten or more years old. While hard copy textbooks were being phased out, the committee noted that large numbers of student still have less than optimum access to technology. Mr. Bumgarner recommended that the faculty develop a plan to update library collections. Mr. Khana stated that the faculty are working on plans to update digital resources. A Recommendation will be added to the action plan to reflect the desired action; Dr. Robertson will draft the Recommendation, then send it to Mr. Khana, Mr. Bumgarner, and Ms. Holt for editing.

• Students performed poorly on some SLOs. Mr. Polcen stated that part of the remedy was being aware of the low performance level. Mr. Bipin commented that math had been a consistent problem in the course with students not required to take a level of math that would increase their course success rates.

• It was agreed that data in the report are very old.

Member comments included a discussion on where the responsibility lies when low success rates occur. Suggestions to remedy this included looking at the alignment of the SLOs, to provide more direction to the clusters, and recognize and improve weak areas. Dr. Saperstone asked who will assure that faculty attempt to resolve weaknesses. The committee discussed cluster leadership and how it affects action plan implementation. Dr. Leidig stated that ten years is a long time between discipline reviews. Dr. Roberts replied that OIRPA hopes to do more with SLOs and that in ten years a cluster could conduct an assessment, take any actions indicated, and reassess student learning. Dr. Schiavelli emphasized the need to integrate SLOs with program and discipline reviews. Dr. Lynch suggested that the faculty follow the VCCS Articulate Learning Outcomes (ALO) model in which SLOs are uniform but multiple ways to instruct and assess them are agreed upon by the faculty.

Just two courses, Macroeconomics and Microeconomics, are truly transfer courses. The Readers stated that it would be useful to document transferability of ECO courses to the various universities to which NOVA students typically transfer. Dr. Robertson will draft a Recommendation to that effect.

The Curriculum Committee approved the Economics discipline review and modified action plan, subject to adding language on resources and transferability.

Psychology Action Plan

Dr. Robertson served as the Reader of the Psychology Discipline Review first Action Plan Implementation Report. She stated that the Psychology faculty are making excellent progress toward completion of the Recommendations and Suggestions in their action plan. She noted that almost all of the actions in the action plan are related to the Psychology curriculum and its assessment. The faculty have revised over two dozen course content summaries, although the faculty still plan to review the summaries to rephrase some outcomes to be more observable and assessable. The faculty have mapped their courses to show how they address the college’s general education goals and they have mapped their curriculum to show how it meets the SLOs stated for the two Psychology specializations. Dr. Robertson’s only suggestion for the cluster is that they begin collecting assessment data sooner than Spring 2015 to avoid having to collect data on multiple SLOs at the same time.

Dr. Lynch, who chairs the Psychology Cluster, explained that the review was conducted over four academic years, from Fall of 2006 through Spring of 2010. The discipline will review syllabi from other VCCS colleges to develop a course content summary for PSY 200 - to be completed
by the cluster. In addition to the actions highlighted by Dr. Robertson, as a result of the review, the faculty successfully proposed that the VCCS revise from 100-level to 200-level the course numbers for several PSY courses to facilitate transfer. The cluster has begun offering PSY 200, but makes it clear that psychology majors should take the PSY 201-202 sequence.

Dr. Fancher-Ruiz asked if the Psychology specializations should continue to require two literature courses rather than humanities/fine arts electives. She asked if a timeline for working with counseling offices would be useful. Dr. Lynch will consider the suggested curriculum revision. She explained that the faculty generally work with the counseling offices on their campuses.

The Curriculum Committee approved the Psychology Action Plan first Implementation Report.

**Homeland Security Specialization of the ADJ AAS**

Ms. Jo Ann Short (ADJ, AN) and Ms. Celeste Dubecck-Smith (Dean, AN) presented a proposal from the Administration of Justice cluster to initiate a Homeland Security specialization of the ADJ Associate of Applied Science degree program as well as two new ADJ courses related to Homeland Security. The proposal was developed in response to requests by the Transportation Security Administration (TSA), for whom NOVA has run ADJ and CST courses for at several years. In addition, the Director of the Naval Postgraduate School's Center for Homeland Defense and Security (NPSCHDS) Partnership Programs contacted NOVA with a request to participate in a national homeland security education program, which also includes four-year institutions in the state of Virginia. The proposed program is in direct response to the need for trained employees in the Homeland Security job market in Northern Virginia.

Ms. Short consulted with the NPSCHDS director while developing the curriculum; he assured her that such a community college program is needed in our area. The nearest similar community college program is at Anne Arundel Community College. Many senior institutions have related programs. Although this AAS specialization is not designed as a transfer program, many of the courses will transfer.

Data provided by the NPSCHDS director and job searches Ms. Short conducted online indicate a very large job market in our immediate area. Mr. Foley stated that the program would be good preparation for emergency responders.

Ms. Short explained that the proposed degree specialization involves an ADJ curriculum designed to educationally prepare and competitively equip students to directly enter into the workforce in Homeland Security entry level positions, in addition to those who might be interested in this as a stepping stone into a Homeland Security career in areas such as cyber security, border security or emergency preparedness. The proposed specialization uses already approved and current special topics courses in ADJ, FST, EMS, PBS and IT. Ms. Short has built in electives that allow students to pursue areas of interest within the homeland security field. She noted that the curriculum specifically requires REL 231 Religions of the World as an understanding of diverse religions is important to those working in homeland security.

The committee discussed related proposals for two new courses that are based on the ADJ 195 courses we have been teaching at the airports. The courses are ADJ 1XX Intelligence and Technology Analysis and ADJ 1XX Transportation and Border Security. Ms. Short agreed to
revise both course content summaries to state that the course prerequisites include computer literacy skills.

Ms. Dubeck-Smith stated that the ADJ Advisory Committee strongly supports the proposal.

The Curriculum Committee approved the Homeland Security specialization of the ADJ AAS and the ADJ 1XX Intelligence and Technology Analysis and ADJ 1XX Transportation and Border Security courses with amended wording to the language on the computer capability requirement and a correction to Outcome #3 to say "Lexis-Nexus."

**New ENV Course in Environmental Laboratory Science Appreciation**

Dr. Gillian Backus (BIO, LO) presented the proposal for a new multi-disciplinary laboratory-based science course, ENV 1xx Environmental Laboratory Science Appreciation: Science and Society. It is designed to promote student retention and success in science. The VCCS-sponsored course is targeted to students who don’t fit into the traditional science subjects or for whom science has not been a success in the past, and provides a broad background on how all sciences are connected to real life. The proposed new course would focus on a scientific theme and would present important and related topics from many of the major science disciplines taught at NOVA and will consider policy issues. The idea for this course aimed at students who are not science majors came from of a faculty learning community organized by the Center for Excellence in Teaching and Learning (CETL) in 2009-2010. STEM educators from math, chemistry, biology, and geology hope that this course will emphasize the important connections between the disciplines. Guest speakers from various disciplines such as Art and Geography will be invited to help students further explore the interdisciplinary connections. The course will be dynamic, focusing on current issues; initially it will concentrate on water issues but may emphasize other topics in the future. Dr. Backus noted that the course includes laboratory writing. It has been approved by the science faculty and was very well received at a VCCS New Horizons meeting. A successful pilot version of the course ran in Fall 2011 at the Loudoun campus.

Dr. Backus stated that the course transfers under the ENV prefix better than as an NAS course, and fulfills a four-credit science requirement at George Mason.

Committee members suggested changing the word “Appreciation” in the title of the course to “exploration” as they felt science instructors at four-year institutions would take the course more seriously with the slight change in wording. However, Mr. Simons Googled the course name and found similar titles at universities. The VCCS 103 form will be revised to include information about why the class would help students, such as by using scientific problem solving and applying that skill to solving other types of problems.

Ms. Johnson stated that the course would be an excellent choice for Early Childhood Development majors because it integrates the sciences with other areas and is very creative.

Dr. Schiavelli encouraged Dr. Backus to pursue a relationship with the Center for Science and Civic Engagement at sencer.net.

Once the course is fully approved, Dr. Backus may bring the Curriculum Committee a proposal to have it considered a general education course.
The Curriculum Committee approved the new course ENV 1xx Environmental Laboratory Science Appreciation: Science and Society.

New VET Course in Animal Dentistry
Dr. Suzy Aller (VET, LO) and Ms. Joyce Samuels (Dean, LO) presented the Veterinary Technology faculty’s proposal for a new 200-level VET course, Animal Dentistry. Dr. Aller explained that the field of veterinary dentistry has markedly expanded in recent years. Veterinary technicians assist with the delivery of dental services to animals, in the same way that dental hygienists are essential to the practice of dentistry in the human field. The Veterinary Technology program hopes to remain current with new advances by instructing students in veterinary dentistry, while also satisfying requirements listed in the AVMA essential skills list for veterinary technology students. To accomplish the expansion of dental instruction needed to keep current with the field, dentistry topics have had to be introduced within other courses where there was space, making it somewhat difficult to manage. This course reorganizes and consolidates what is already being offered into a coherent one-semester course.

The Curriculum Committee approved the new VET 2xx course in Animal Dentistry.

Veterinary Technology AAS Curriculum Revisions
Dr. Aller explained that in response to the VCCS request to reduce the number of credits required for an AAS to no more than 67, and upon the recommendation of the Veterinary Technology Curriculum Advisory Committee, the Veterinary Technology faculty proposed that the one-credit PED/RPK elective be removed from the Veterinary Technology curriculum.

Dr. Aller stated that eliminating this elective course would not reduce the awareness of, nor the physical benefits of, the actual veterinary medical employment activities, especially in regard to OSHA safety. The removal of this elective would slightly reduce the cost and time veterinary technology students spend in pursuit of their degree. If approved, removal of the PED/RPK elective would reduce the total number of credits required from 69 to 68, one more credit than the target set by the Chancellor. However, the advisory committee felt strongly that the remaining courses and the number of credits required for the VET courses were crucial for preparing veterinary technologists and to meet AVMA standards.

The Curriculum Committee approved the removal of the PED/RPK elective from the Veterinary Technology AAS curriculum, to be effective Spring 2013.

Discussion Item
Dr. Robertson reviewed the following Spring 2013 Curriculum Committee meeting dates:
1. January 31
2. March 28
3. May 2 or May 9 (one of these may conflict with the first meeting of the 2013-14 Senate)
She stated that all meetings will begin at 1:00 p.m. in the large board of the Brault building, unless otherwise notified of a venue change. Committee members will let Dr. Robertson know which of the two May meeting dates best suits their schedules, assuming neither conflicts with a Senate meeting.