**Minutes**

**CURRICULUM COMMITTEE MEETING**

**September 27, 2012**

Approved Minutes

**Members Present:** Mr. David Falkenstein, Ms. Chalet Jean–Baptiste, Dr. Ellen Fancher-Ruiz, Ms. Vaden Fitton, Mr. Brian Foley, Ms. Susan Johnson, Mr. Charles Kellermann, 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:** Dr. Julie Leidig and Dr. Mel Schiavelli

**Guests:** Ms. Julia Brown, Ms. Kimberly Burkle, Ms. Charlotte Calobrisi, Mr. Andrew Cornell, Mr. John Kocur, Dr. Mark Kidd, Dr. Jonathan Kolm, Dr. Tanya Ludutsky, Dr. Jennifer Roberts, Dr. Arthur Schuhart, Mr. Armen Simonian, Ms. Marilyn Sinderbrand, Ms. Celeste Dubeck-Smith, Ms. Alison Thimblin, Mr. Michael Turner, Dr. Beatrice Veney and Mr. Richard Wirz.

**Welcome and Introductions**

Committee members and guests introduced themselves.

**Purpose and Membership of the Committee**

The committee reviewed the purpose and membership of the committee. The purpose of the Committee is to look at instructional programs of the College, to consider proposals for the development of new programs and their assignments to campuses, to consider proposals for course changes, and to make recommendations for improvement of curricula to the Administrative Council and to the President. The committee membership is structured intentionally to include more teaching faculty members than representatives of other constituencies.

**Log of 2010-11 and 2011-12 Actions**

The committee reviewed the log showing actions taken by the Curriculum Committee and follow-up to those actions.

**Overview of Curriculum Procedures Manual and Proposal Process**

Dr. Robertson noted the types of information provided by the Curriculum Procedures Manual. The Curriculum Procedures Manual should be used as a resource for the development, approval, modification, evaluation and discontinuation of programs and courses. It also provides mechanisms for advanced standing student opportunities, procedures for the articulation and evaluation of credit programs, and procedures for advisory committees. Committee members received paper copies and the manual is offered online.

**Minutes of the March 1, 2012 Meeting**

The minutes of the March 1, 2012 meeting were accepted as distributed.

**Removal of CHD 205 and EDU 235 from Exempt from Placement Testing Status**

Ms. Johnson presented the Early Childhood Education Cluster’s proposal to remove CHD 205 Guiding the Behavior of Children and EDU 235 Health, Safety, and Nutrition Education from the list of courses exempt from English placement testing. Courses on the list assume that students will not
need to read and write at more than approximately the fourth grade level (as demonstrated by placement into at least ENG 1 Preparing for College Writing I and ENG 4 Preparing for College Reading I). The CHD and EDU courses have changed since they were placed on the list; increased professionalism in these two courses is expected across the VCCS. Both courses are 200 level courses and involve a great deal of reading and writing. Their course content summaries specify “Functional literacy in the English language; reading at the 12th grade level” as entry level competencies.

The Curriculum Committee approved the proposal to remove CHD 205 and EDU 235 from the list of courses exempt from English placement testing.

**New Music Courses:**
Mr. John Kocur (MUS, AL) and Dr. Jonathan Kolm (MUS, AL) presented the Music faculty’s proposal to create several new music courses; the proposal was a revised version of the proposal originally presented and tabled at the March meeting. The new courses parallel courses offered at the freshman or sophomore level at most four-year colleges in Virginia. Most of the proposed courses are included in the degree program requirements at George Mason University, James Madison University, University of Virginia, Virginia Tech, and Virginia Commonwealth University. The proposed courses are:

- Jazz Ensemble and Advanced Jazz Ensemble (100 and 200 level)
- Jazz Chamber Ensemble and Advanced Jazz Chamber Ensemble (100 and 200 level)
- Chamber Ensemble (200 level)
- Percussion Ensemble (100 level)
- Music Technology (100 level)
- Applied Composition and Advanced Applied Music Composition (100 and 200 level)

The Jazz Ensemble, Jazz Chamber Ensemble, Chamber Ensemble, and Percussion Ensemble courses will add range and diversity to existing ensemble course offerings. These ensemble courses are successfully offered as MUS 295 Special Topics courses. Providing the courses with official numbers is consistent with VCCS policy, which says we can only offer a given 295 topic for two years. More importantly, it will aid with transfer of the courses. Two levels of jazz ensemble and jazz chamber ensemble are proposed to indicate the different level of proficiency expected of first and second year students. They work in the same group/class but at a higher or more advanced pace at the 200 level. Having two levels also alleviates problems with allowing students to repeat courses for a grade. The ensemble courses require departmental approval. It is important for the division to assess each student’s skill level to be sure the students are ready to perform with others.

Music Technology is designed to introduce students to the basics of music notation software, computer music concepts, basic audio editing, and music website design. Not intended for use in the Music Recording Technology certificate, it will transfer as an elective.

Two levels of Music Composition are proposed. These applied composition lessons are typically offered at four-year colleges beginning in the freshman year. They will transfer based only on the applicant’s audition, which is in line with the college’s other applied lessons.

The Curriculum Committee approved the proposed new music courses.
Dr. Robertson explained that she will forward the course proposals to the Administrative Council before forwarding them to the VCCS Deans’ Course Review Committee.

**Architecture AAS Curriculum Revisions**

Mr. Armen Simonian (ARC, AN) presented the Architecture cluster’s proposal to remove ARC 201 History of Modern Architecture from the Architecture Technology AAS curriculum. The program will still require 200 History of Architecture. Removing ARC 201 reduces the number of credit hours required for graduation from 69 to 66. Mr. Simonian explained that the credit reduction is in response to the Chancellor’s challenge to the colleges to reduce the number of credits required for AAS degree programs. Although the program primarily provides career-technical preparation, many students do plan to transfer and ARC 201 had been included to help prepare students for transfer. However, it overlaps with ARC 200. The course will still be offered, so students who hope to transfer can still take it.

When asked why the faculty decided not to request removal of the PED/RPK activity course, the presenter told the Curriculum Committee that the faculty felt the activity course was important for their students.

The Curriculum Committee approved the proposal to remove ARC 201 History of Modern Architecture from the Architecture Technology AAS curriculum.

**New History Course: The American Frontier: 1607 – 1890**

Ms. Zimmerman presented Dr. Jimmie McClellan’s (HIS and Dean, AL) proposed a new HIS course, The American Frontier: 1607-1890. The head of George Mason University’s history department supports the transfer of the proposed course as a lower-division equivalent of one of their 300-level courses, HIST 389. Dr. McClellan has taught the equivalent course at Mason several times.

If approved, this course should be added to the list of approved social science general education courses as it emphasizes the significance of the Frontier in American History, the interaction in the Frontier between the native peoples and the Europeans and Africans who moved to the Frontier, and the causes and consequences of the movement of the Frontier westward. It prepares students to critically assess the theories that assert that the Frontier shaped the American character. The course teaches students to perform researching, reading, writing, and critical thinking about the American Frontier.

Some Curriculum Committee members objected to the use of the word “intruders” in the course purpose and objectives on the course content summary. However, the committee eventually decided that, since the native peoples probably viewed Europeans and Africans as intruders, use of the word is justified.

Concerns were expressed about the very detailed nature of the course content summary. With 15 major topics, members asked whether the course was too prescriptive or if instructors could teach in different ways. The response was that the course content could be written by the instructors themselves.

With eight “yes” votes and four abstentions, the Curriculum Committee approved the proposed course, but asked that the author reconsider the language, including the word “intruder.”

**New English Course: Scientific Writing**
Dr. Arthur Schuhart (ENG, AN) and Ms. Charlotte Calobrisi (Dean, AN) proposed a new 100-level composition course, Scientific Writing. It is designed to prepare students in the basic conventions of writing in scientific, technical and medical disciplines. Like ENG 112 College Composition II, it will transfer as the second semester of freshman composition. However, unlike ENG 112, Scientific Writing teaches students to write as scientists, using different conventions and vocabulary. The course differs from technical writing as it develops skills in scientific argumentation and knowledge creation, as well as conventions of scientific discourse, allowing students to research and write about scientific topics that relate to their career interests.

The Annandale Campus has piloted Scientific Writing as a special topics class. It is especially attractive to Science majors.

Science and English faculty at NOVA have responded very favorably to the proposed course. In addition, George Mason University, James Madison University, and Virginia Tech have indicated that the course would be accepted as ENG 112 is accepted.

Dr. Schuhart was asked whether this course would take the place of ENG 112. Dr. Schuhart responded that it would take the place of 112, would transfer in the same way, but would include a research and argumentative component tied to scientific and technical writing and would be discipline specific. It was noted that instructors who teach this course will need to have a background specifically in this form of composition.

Partner Colleges were surveyed, reviewed the course and offered suggestions. They all indicated that the course would be accepted as equivalent to the VCCS English 112. The course was reviewed by both Science and English faculty.

The Curriculum Committee approved the proposed 100-level Scientific Writing course.

Radiography Curriculum Revisions

Mr. Andrew Cornell (Dean, MEC) and Ms. Marilyn Sinderbrand (RAD, MEC) presented a proposal to reduce the number of credits required in the Radiography AAS degree. In response to the VCCS effort to reduce the total number of credits in degree programs, the Radiography faculty propose that two courses be removed from the Radiography program.

Ms. Sinderbrand recommended that MDL 195 Infusion Therapy (1 credit) be removed from the program. She explained that information covered in this course will be included RAD 246 Special Procedures. In addition, each hospital teaches its own course on infusion therapy now.

Ms. Sinderbrand also recommended removing the PED/RPK elective (1 Credit). The curriculum will continue to meet the college’s general education goal for personal development through the one-credit PED 116, Lifetime Fitness and Wellness in addition to the required SDV 101.

The removal of these two courses will reduce the total credits in the program from 72 to 70 credits. This curriculum change is supported by the Radiography Advisory Board.
The Curriculum Committee approved the proposal to remove MDL 195 Infusion Therapy and the PED/RPK elective from the Radiography AAS curriculum.

**Heath IT Career Studies Certificate Curriculum Revisions**

Mr. Falkenstein (Director of HIM Programs, MEC) and Mr. Foley presented recommendations to revise the Health IT career studies certificate. It is a new program, but its component courses have been offered for some time at NOVA. The original curriculum was based on master’s level programs with similar titles, but it already has become clear that attrition is a problem. In response, the faculty revised the course content summaries all eight Health and Health Information Management courses required in the career studies certificate. The program is now more accessible to recent high school graduates and offered at a more appropriate level. Important to the success of a TAA grant, several VCCS colleges offer or plan to offer similar programs. A transfer pathway is being developed with Bellevue University. The proposed changes have the support of the Health Information Management advisory committee.

First, Mr. Falkenstein recommended removing the requirement for six months of experience in either health care or information technology. The curriculum has been significantly revised and expanded in numerous content areas, making this requirement outdated. The new content has been modified to ensure that students with or without healthcare or IT experience will master course requirements. With the economic downturn, students who cannot find opportunities to intern and train in health care fields will not be excluded from the program.

Next, Mr. Falkenstein recommended adding HIM 100 Introduction to the Health Care Delivery System to the program. This course, which already exists in the VCCS master course file, gives students without health care experience an overview of the health care delivery system. This addition will increase the total number of credits from 22 to 23, which is well below the 29 credits allowed for career studies certificates.

The Curriculum Committee approved the proposal to remove the requirement that students must have six months of experience to enter the Health IT career studies certificate. The committee also approved the proposal to add HIM 100 to the program’s requirements, raising the total number of credits required to 23.

**Air Conditioning & Refrigeration AAS Curriculum Revision**

Mr. Richard Wirz (AIR, WO) and Ms. Alison Thimblin (Acting Dean, WO) presented a proposal to reduce the number of credits required by the Air Conditioning and Refrigeration AAS. As recommended by the Air Conditioning and Refrigeration (AIR) Program Advisory Committee, the AIR cluster recommends that the one credit PED/RPK elective be removed from the AIR curriculum effective Spring 2013. The program continues to require PED 116 Lifetime Fitness and Wellness. Mr. Wirz explained that HVACR is a physically demanding field, and that AIR students are well aware of the physical requirements of this type of work. The AIR instructors stress the proper methods of lifting, climbing, and the other types of physical activities our students will encounter on the job. Removal of this 1 credit elective will reduce the total number of required credits to 67 as requested by the Chancellor.
The Curriculum Committee approved the proposal to remove the PED/RPK elective from the Air Conditioning and Refrigeration AAS curriculum.

**HVAC-R Career Studies Certificate Curriculum Revisions**

Mr. Wirz stated that, as recommended by the AIR Program Advisory Committee, the AIR cluster recommends two revisions to the HVAC-R and Facilities Services Technology career studies certificate.

First, Mr. Wirz recommended adding SDV 100 College Success Skills as an alternative to the currently-required SDV 106 Preparation for Employment. The Dean of Students at the Woodbridge Campus, Mr. Michael Turner, was present and indicated his full support of this revision to the program. If the addition is approved by the Administrative Council, the SDV requirement will be moved to the first semester of the career studies certificate. Mr. Wirz explained that originally, SDV 106 Preparation for Employment was required because by the time students complete their career studies certificate they are not only ready for employment, but they are sought by local HVACR companies. However, SDV 106 is not routinely offered, so the students take SDV 100 and their advisors submit a substitution request.

More importantly, the faculty believe there is a strong correlation between the lack of proper study skills in AIR students and the failure of approximately 20% to return for the second semester, or for others to do well in the more demanding second semester course work. Since an important part of any SDV 100 series course is learning and study skills, the faculty recommend that SDV 100/106 be made co-requisites for AIR 111 Air Conditioning and Refrigeration Controls I, AIR 121 Air Conditioning and Refrigeration I, and AIR 154 Heating Systems I, which are required early in the program. The course descriptions will be revised to list the SDV courses as co-requisites, which should be computer-enforced.

Next, Mr. Wirz recommended removal of the requirement of BLD 196 On-site Training or 197 Cooperative Education. Several years ago, the career studies certificate was expanded from a 22 credit program titled “Air Conditioning and Refrigeration” to a 22-24 credit program titled “HVACR and Facilities Services Technology.” The changes were designed to provide a broader range of opportunities for AIR students; in particular, it would help students gain an entry level position in Facilities Services of large commercial buildings where a basic knowledge of plumbing was required. A two credit requirement of BLD 196 On-site Training or BLD 197 Cooperative Education was added. At the same time, the two credit BLD 20 Introduction to Plumbing course was added to the curriculum as an alternative to the four credit AIR 154 Heating Systems I course.

Mr. Wirz explained that it has been difficult to find the job openings required for the BLD 196/197 courses. Most students are not employed in the trade while there are pursuing the career studies certificate. As a result, students have not been able to take the course and so cannot graduate. Therefore, the faculty recommend the removal of BLD 96/BLD 197 from the program requirements. This would reduce the total number of credits required from 22-24 to 20-22 depending on whether the student chooses to take the four-credit AIR 154 course or the two-credit plumbing class.

The Curriculum Committee approved the proposal to add SDV 100 as an alternative to SDV 106 and remove the BLD 196/197 requirement from the HVAC-R and Facilities Services Technology career studies certificate.
Discontinuance of the Real Estate Program
Ms. Celeste Dubeck-Smith (Dean, AN) stated that she and Dr. Saperstone evaluated the Real Estate program in the context of the present state of the industry. They recommend that the Real Estate (REA) Brokerage certificate, the Real Estate Brokerage career studies certificate, and the Real Estate Residential Appraisal career studies certificate be discontinued. The program placement and graduation data clearly show that although students take some REA courses, they are not pursuing the programs. Combined, the three programs have produced only five graduates in four years, and, only one graduate in the past three years. There are no full-time REA faculty.

The consensus of the Real Estate Advisory Committee, as well as the opinion of one of the REA adjuncts, is that passing the industry tests is the key to success in the Real Estate industry. As one member stated, “NOVA certificates are not necessary nor do they necessarily help.” Real estate is no longer a booming industry, and because many Real Estate companies offer all classes required for a Real Estate license at a lower price than we can offer. Dean Dubeck-Smith recommended maintaining the courses in a distance-learning format, and moving them into the workforce development non-credit area.

The Curriculum Committee approved the request to discontinue the Real Estate Brokerage Certificate, Real Estate Brokerage career studies certificate, and the Real Estate Residential Appraisal career studies certificate, and that the Real Estate courses continue to be offered.

Dr. Robertson will forward these recommendations to the Administrative Council and then to the NOVA Board. With a response in the affirmative, it will go forward as a notification to the VCCS and SACS. Dr. Robertson encouraged the division to communicate with the eight students affected by the program discontinuation and let them know that they have seven years to graduate once the program is closed.

SDV Discipline Review
In January 2012, the Curriculum Committee considered, but did not approve, the Student Development (SDV) Discipline Review report and action plan. The Committee requested that the report be revised and the action plan be updated. Ms. Kimberly Burkle (SDV, ELI), who chairs the SDV Cluster, Dr. Mark Kidd (Dean, MA), Mr. Michael Turner (Dean, WO), and Dr. Beatrice Veney (Dean, MEC) represented the SDV Cluster in this second discussion of the SDV Discipline Review report and action plan. Dr. Robertson, who worked with Ms. Burkle, Dr. Tanya Ludutsky (SDV, WO) and Dr. Sherri Anna Robinson (SDV, MEC) to revise the report and the action plan, stated that the new report and action plan addressed the previous concerns.

The Student Development (SDV) Discipline Review Committee, whose membership changed over the years, provided a report that focuses on SDV 100 College Success Skills and SDV 101 Orientation to [a particular discipline]. The report spans the years in which the VCCS developed common SDV 100 course content and NOVA agreed to prepare to use the NCAT format for all SDV 100 sections. The report documents the various actions taken to increase the college’s capacity to offer SDV 100 to far more students.

Ms. Burkle stated that the first recommendation, that the SDV ABLE be updated, has been implemented but that the use of it in Blackboard is still in development. She reported that the SDV ABLE is advertised on some campus television monitors.
The action plan includes one recommendation that has significant fiscal implications. It recommends that NOVA “Increase the professional development opportunities of SDV faculty (counselors) and include, as appropriate, teaching faculty participating or interested in SDV instruction.” This recommendation was made because in a survey of counselors, 56% of respondents said they were dissatisfied with the professional development opportunities available to them. A focus group reacted similarly. It is important to understand that over the next year two types of training are needed for counselors and large numbers of other people who would like to teach SDV. Counselors need to be trained to use the new NCAT model for teaching SDV. Non-counseling faculty need to be trained to teach the content of SDV as well as how to use the NCAT model. The Curriculum Committee agreed that funding for this proposal should be done at the college level rather than being charged to individual campuses. Before the Administrative Council is asked to approve this funding, it would be helpful to provide the Council with information on the cost of recent SDV training sessions.

The same recommendation states that the SDV cluster chair and coordinating dean will identify a counselor who will facilitate the trainings. They will request that this person be released from approximately 30% of his duties, or hire a P-14 counselor, so s/he can concentrate on working with other groups such as CETL and TAC to develop and implement the training. Because the training will need to be prepared before the end of this semester, the training coordinator should be identified by October 2012 and the trainings implemented in Spring 2013.

The third recommendation addresses the need to increase capacity by allowing non-counseling faculty to teach SDV 100 and 101. Dr. Saperstone asked if SDV instructors who are not counselors will need mentors to help them understand the different nature of the SDV courses. Dr. Fancher-Ruiz supported the idea and said the Annandale Campus already provides something like a mentor to new SDV instructors. Advising experience will be helpful to non-counseling faculty who are approved to teach SDV. The committee discussed the possibility of giving ENF instructors priority consideration to help them attain a teaching load of 15 credits per semester. The deans of Students will have the authority to approve or not approve non-counseling faculty to teach SDV courses. Dr. Veney reviewed the new SDV Faculty Application and the process for using this form for approving NOVA employees to teach SDV. The recommendation will be modified to add that the new course format must be assessed.

The committee requested that Recommendation 4 be revised to improve clarity. The recommendation is intended to support the practice of allowing counselors to attend Convocation and PUP.

The Curriculum Committee approved the SDV Discipline Review report and action plan with the stipulation that the wording of the action plan be improved. Dr. Robertson will work on the wording before forwarding the action plan to the Administrative Council.

**Horticulture Technology AAS Curriculum Revision**

Dr. Robertson reported that as requested by the Horticulture Technology Curriculum Advisory Committee, the Horticulture Technology AAS and its Landscape Design specialization will be revised to reduce the total number of credits required from 68 to 67 credits. In the parent degree, the HRT elective requirement will be reduced from 6 to 5 credits. The Curriculum Committee wondered if students would have to take two 3-credit courses anyway, but the Horticulture program offers many 1- and 2-credit courses that can be combined to reach 5 credits. In the Landscape Design specialization, the HRT elective requirement will be reduced from 9 to 8 credits.
Upcoming Developmental English Change
Dr. Robertson reported that as of January 2013, the VCCS will no longer offer the current developmental English courses, ENG 1-9. Instead, developmental reading and writing will be integrated in three courses in a new prefix, English Fundamentals (ENF). In addition, as of October 1, 2012, students will take the new Virginia Placement Test – English to place into English. It is unknown how placement will compare with placement by COMPASS. NOVA has played a leadership role in the development of the new developmental courses.