

CURRICULUM COMMITTEE**February 4, 2016**

Approved

Members Present: Dr. Ron Buchanan, Dr. Barb Canfield, Dr. Nate Carter, Mr. Paul Chapman, Ms. Mary Charleza, Ms. Barbara Gershman, Ms. Frankie Harris-Lyne, Dr. Sam Hill, Ms. Mitra Jahangeri, Dr. Molly Lynch, Mr. Frederick Markham, Dr. Mary Moseley, Dr. Burton Peretti, Ms. Lisa Riggleman-Gross, Dr. Sharon Robertson, Mr. Fernando Seminario, Mr. Scott Wood and Dr. Izanne Zorin.

Members Absent: Dr. Ellen Fancher-Ruiz, Dr. Ann McGowan, Dr. Mel Schiavelli and Mr. Bernard Schmidt.

Guests: Ms. Julia Brown, Dr. Mark Bumgarner, Ms. Kelly DeSenti, Mr. David Epstein, Dr. Charles Evans, Mr. Siamak Ghorbanian, Dr. Chad Knights, Dr. Donna Minnich, Dr. Barbara Hopkins, Dr. Bruce Mann, Dr. Jennifer Roberts, Dr. Arthur Schuhart, Dr. Cheri Spiegel, Ms. Lisa Stelle and Dr. Alison Thimblin.

Action Items**Minutes of the December 2015 Meeting**

The minutes of the December 3, 2015 meeting were approved as distributed.

Sociology Action Plan Second Implementation Report

Dr. Donna Minnich (SOC, MA) and Dr. Barbara Hopkins (Dean, MA) presented the second Sociology Action Plan Implementation Report. Dr. Minnich stated that when she worked on the discipline review she was not full-time yet. Related to Recommendation 3, she reported that she will present at New Horizons several reasons to separate anthropology from sociology. Regarding Recommendation 7, she noted that OERs are now available for SOC 200 and 206. The Curriculum Committee discussed strategies for increasing instruction on socialization. At the Committee's request, Dr. Minnich agreed to change the deadline for Recommendation 13 from Fall 2017 to Fall 2016.

Dr. Peretti, who served as the Reader of the implementation report, had several suggestions for improving the specific actions to be taken and noted that too many actions are not scheduled to be taken until Fall 2017. However, he recommended acceptance of this report.

The Curriculum Committee accepted the Sociology Action Plan Second Implementation Report.

Revised SDV 100 ABL

Dr. Mark Bumgarner (Coordinator of Counseling Services, WO) and Ms. Kelly DeSenti (Associate Dean of Students, AN) presented the Counseling and Student Development Work Group's request for approval of a revised, updated ABL for SDV 100 College Success Skills. The current SDV 100 ABL is outdated, relies too heavily on True/False and "All of the Above" responses, and is not well aligned with the recently updated SDV 100 course content. Further, a copy of the exam may be accessible to potential test-takers on the internet. The pass rate exceeds 90%.

Dr. Bumgarner noted that the new ABL is content-oriented. Mr. Epstein asked if it is acceptable that the test does not cover skills learned in SDV 100. Ms. DeSenti stated that for that reason the Work

Group does not recommend that GPS students be allowed to take the ABLE. Dr. Bumgarner explained that the revised ABLE:

- Eliminates the high number of true/false questions and “all of the above/none of the above answers”.
- Provides a larger pool of questions from which the 50 test questions will be pulled. The test will still be 50 questions in a combination of true/false, multiple choice, and matching, with a score of 38 and above considered passing.
- Increases the rigor of the test questions.
- Assures that test content is consistent with current policies and practice.

The new exam was administered as a final exam in 6 SDV 100 sections in Fall 2015. The pass rate was lower than for the current ABLE and aligned well with course content.

In addition, the Work Group recommends publishing a clear policy regarding eligibility for taking the exam. They recommend and the Deans of Students Council, Credit for Prior Learning Committee and Curriculum Committee support the following:

- Do not allow GPS students to take the ABLE in their first 2 semesters. First time students benefit from not only the general college success skills the course develops, but also the NOVA-specific information. Testing Center Staff will review the student record to determine eligibility; since they already review the record to be sure the student has not earned a grade in the SDV class, the only additional step would be to see if the student is a GPS student.
- Enforce the current policy that says students with a grade of A-F grade in SDV 100 or 101 are not eligible to take the test.

Dr. Robertson reported that the Credit for Prior Learning Committee and Deans of Students Council have endorsed the exam revisions and the proposed policy changes. Testing Center managers have indicated they can support implementation.

Since the purpose of the SDV 100 course is to encourage student success at NOVA, committee members also suggested comparing the success of future examinees with that of students who pass SDV 100.

The Curriculum Committee approved the revised SDV 100 ABLE, with spelling errors in part 9 corrected, for use effective Fall 2016. The committee also approved the recommended parameters for test eligibility.

Historic Preservation Career Studies Certificate

Supported by Ms. Lisa Stelle (Dean, LO), Dr. Charles Evans (HIS, LO) returned to discuss the Historic Preservation revision proposal he initially presented at the September Curriculum Committee meeting. As requested by the Administrative Council, the Curriculum Committee reconsidered the proposal bearing in mind the new criteria for career studies certificates.

Dr. Evans distributed a list of program graduates over the past ten years. If graduates obtained a job related to the program, the position is indicated in the chart. Dr. Hill asked about the program's origin. Dr. Evans explained that demand comes from students rather than employers. He listed three challenges facing the program: transfer, scheduling and making it college-wide. Dr. Peretti asked if we could offer the courses that students want but not keep the career studies certificate. Only one of the required courses currently is offered through ELI, but if more are developed for ELI, they could also be offered through SSDL to serve other regions of Virginia. Ms. Riggelman asked if courses are scheduled so that students can actually finish the program. Dr. Evans responded that courses were not scheduled well in the past, but he and Ms. Stelle are aware of the problem and seek to schedule the courses more effectively.

Mr. Epstein stated that historic preservation would be a great topic for lifelong learning students. Dr. Hill asked if the program could be offered as continuing education. Dr. Evans replied that students want the credit. However, he added that the advisory committee has never been asked if employers would accept employees with non-credit training in this field.

The Curriculum Committee again approved the following revisions by a vote of 14 to 3.

- Change the name of the career studies certificate from "Historic Preservation" to "Public History and Historic Preservation."
- Revise the stated purpose of the certificate:
 - Old Purpose: This curriculum is designed for persons seeking to develop research, analytical, and field skills in historic preservation, archaeology, and museum studies sufficient for the student to continue or to participate in local community-based projects.
 - New Purpose: The Public History and Historic Preservation program is designed for students seeking a solid foundation in the theories, methods, and skills in the complementary fields of public history and historic preservation.
- Reduce the total number of credits required from 24 to 18. Remove four courses: ENG 111 College Composition I, HIS 186 Collections Management, HIS 188 Field Survey Techniques for Archeology, and HIS 199 Supervised Study.
- Add 3-credit HIS 190 Coordinated Internship.
- Add one 3-credit elective.
- Change the name of HIS 181 from "History and Theory of Historic Preservation" to "Introduction to Historic Preservation."

The proposed changes are designed to provide a solid introduction to historic preservation and public history to prepare students for entry level positions and to facilitate transfer. The revisions will be effective Fall 2016.

Expand the Engineering AS to the Alexandria and Woodbridge Campuses

Dr. Buchanan, Dr. Chad Knights (Dean, AL) and Mr. Siamak Ghorbanian (CAD, AL) presented a proposal to expand the Engineering AS parent program to the Alexandria Campus. The proposal has the support of the Annandale, Loudoun and Manassas Campus provosts. Dr. Knights stated that the

campus already has offered some engineering (EGR) courses successfully and explained that expanding this program will address the increased demand for EGR courses at the Alexandria Campus.

Data provided by OIR show that 21% of NOVA's engineering students claim the Alexandria Campus as their home campus and 19 of the 31 zip codes that fall within the Alexandria Campus service area show engineering as one of the top ten programs in which students are placed. Through a partnership with the Annandale Campus, Alexandria Campus has verified EGR course demand by offering one or two 200-level EGR courses per semester since Fall 2013; the courses have enjoyed strong enrollment. A study conducted by OIR indicates that Engineering Services is projected to be one of the top ten growing industries in NOVA's service area between 2013 and 2018.

The Alexandria Campus currently has a credentialed engineer in the math department who can teach EGR transfer courses. If approved to offer the Engineering program, the campus will prioritize hiring a full-time EGR faculty member and/or look at a shared resource model and request the transfer of an existing EGR full-time faculty member to the Alexandria campus.

After reviewing the data provided in support of Alexandria's request, the Curriculum Committee discussed the desirability of making Engineering a college-wide program by expanding it to the Woodbridge Campus also. Dr. Hill and Dr. Alison Thimblin (Dean, WO) assured the committee that with time to prepare, the campus could and should offer the Engineering program.

The Curriculum Committee approved the proposal to expand the Engineering AS parent program to the Alexandria Campus, effective Fall 2016. The committee also approved the proposal to expand the Engineering AS parent program to the Woodbridge Campus, effective Fall 2017 or sooner if the campus is prepared sooner.

Information and Discussion Items

Professional Writing Certificate Update

Drs. Arthur Schuhart and Cheri Spiegel (both ENG, AN) and Dr. Bruce Mann (Dean, AN) presented an update on the Professional Writing certificate, which was revised last year. The number of active students in the program has doubled. Four students already have completed it this year and as many as 15 more will finish this spring. Advertising in the Workforce schedule has helped; Dr. Schuhart reported that 1-2 prospective students who saw the information in the Workforce schedule call him each week.

Dr. Schuhart and Dr. Spiegel also reported some problems.

- Students cannot take all of the required courses at some campuses that theoretically offer the program. There is no coordination across campuses, but it is needed. Schedulers need to consider times good for working adults. The committee plans to develop a college-wide schedule which they will share with the deans.
- The advisory committee does not meet.

- ELI offerings in addition to having the program at all comprehensive campuses mean that too few students are spread too thinly so that the courses do not make at several campuses.
- Building relationships with agencies and other potential employers/sources of new students takes time. Dr. Hill stated that Workforce can help.

Dr. Spiegel stated that getting to really know the students helps faculty advisors discover students' needs. One of her students owns a Cybersecurity business and used her portfolio to get a contract.

Transfer of NOVA's General Education Courses to Meet General Education Requirements

Dr. Robertson reviewed highlights of her staff's efforts to determine whether and how courses that NOVA approves as General Education courses transfer to senior institutions. Academic Services staff researched whether a course transfers as an equivalent course, a discipline elective, an open elective, or not at all. Now they are checking to see whether the same courses meet General Education requirements at five important receiving institutions.

Discontinuance of StraighterLine Agreement

Ms. Julia Brown, Coordinator of Transfer Policy, reported that NOVA's Memorandum of Understanding with StraighterLine has been discontinued.

Identify Two Readers for the World Languages Discipline Review

Ms. Charleza and Dr. Peretti volunteered to serve as Readers for the World Languages Discipline Review report.

Changes to VCCS Table 5.1

Dr. Robertson reported that the State Board for Community Colleges has approved changes to Section 5 of the VCCS Policy Manual that affect curriculum.

1. Effective immediately, VCCS colleges may offer AAA and AAS degree programs that require as few as 60 credits. In the past, VCCS policy required all such programs to include a minimum of 65 credits. Thus, all of NOVA's AAA and AAS degree programs currently require at least 65 credits.
2. Also effective immediately, the VCCS no longer requires that all degree programs of all types include at least 2 credits of Personal Development. One credit is still required, but that is met by the 1-credit SDV requirement which is mandated by VCCS policy. The VCCS general education personal development goal also was revised to say, "An individual engaged in personal development strives for physical **and/or emotional** well-being **and emotional maturity**."