

**CURRICULUM COMMITTEE****September 3, 2015**

Approved

**Members Present:** Dr. Barb Canfield, Mr. Paul Chapman, Ms. Mary Charleza, Dr. Ellen Fancher-Ruiz, Ms. Barbara Gershman, Ms. Frankie Harris-Lyne, Ms. Mitra Jahangeri, Mr. Frederick Markham, Dr. Ann McGowan, Dr. Mary Moseley, Dr. Burton Peretti, Dr. Sharon Robertson, Mr. Fernando Seminario, Mr. Scott Wood, Dr. Izanne Zorin.

**Members Absent:** Dr. Ron Buchanan, Dr. Sam Hill, Dr. Roger Ramsammy, Ms. Lisa Riggelman-Gross, Dr. Mel Schiavelli, Dr. Alias Smith.

**Guests:** Ms. Julia Brown, Mr. David Epstein, Dr. Joan Erlich, Dr. Charles Evans, Ms. Susan Givens, Ms. Lisa Stelle.

**Welcome and Introductions**

In Dr. Schiavelli's absence, Dr. Robertson welcomed the committee and guests. Committee members and guests introduced themselves.

**Purpose and Membership of the Curriculum Committee**

The committee reviewed the purpose and membership of the Curriculum Committee.

**Log of 2013-14 and 2014-15 Curriculum Committee Actions**

The committee reviewed the logs maintained by Academic Services that outline Curriculum Committee actions and actions taken by other groups following up on Curriculum Committee recommendations.

**Curriculum Procedures**

The committee reviewed the types of information located in the Curriculum Procedures Manual and the Credit for Prior Learning Manual. Dr. Robertson also discussed the format required for course proposals.

**Curriculum Philosophy**

The committee discussed trends in curriculum. The importance of integrating credit and noncredit Workforce offerings was emphasized. The group briefly discussed the use of structured curriculum pathways.

**Minutes of the May 2015 Meeting**

The minutes of the May 5, 2015 meeting were approved as distributed.

**Revisions of Historic Preservation CSC and HIS 181**

With the support of Ms. Lisa Stelle (Dean, LO), Dr. Charles Evans (HIS, LO) proposed revisions to the Historic Preservation career studies certificate and to HIS 181 History and Theory of Historic Preservation. He explained that the changes are intended to increase enrollment and the number of graduates. Most current students are adults, and the faculty would like to attract more traditional-aged students who plan to transfer. The changes have been approved by the History Cluster and the program's advisory committee. Proposed revisions of HIS 181 are supported by the department chair of the University of Mary Washington and by other VCCS colleges offering HIS 181.

Dr. Evans proposed the following revisions to the career studies certificate program.

- Change the name from “Historic Preservation” to “Public History and Historic Preservation” to facilitate transfer to universities that have public history programs. Dr. Evans stated that in Virginia only the University of Mary Washington has an undergraduate historic preservation program, while there are at least 10 public history programs, including one at James Madison University.
- Remove HIS 186 Collections Management and HIS 188 Field Survey Techniques for Archeology as requirements. These courses are not needed for the core of this short curriculum.
- Add one 3-credit elective of interest to the student. Choices include HIS 186 and 188, HIS 281 Introduction to Digital History, HIS 205 Local History, HIS 281 History of Virginia I, and GIS 200 Geographic Information Systems I.
- Replace HIS 199 Supervised Study with HIS 190 Coordinated Internship. Students already are doing internships, not supervised projects.
- Remove ENG 111. Many of the students enrolled in this program are adults who only want to be knowledgeable volunteers. Students who discover they enjoy this field and decide they want to transfer will be advised to be placed in a transfer degree program as well as this certificate.
- Reduce the total number of credits required for graduation from 24 to 18 provides students a solid introduction to the field without going into courses that may not be applicable upon transfer.

In addition, Dr. Evans proposed changing the name of HIS 181 from “History and Theory of Historic Preservation” to “Introduction to Historic Preservation.” He stated that students said they did not initially recognize the current title as that of an introductory course they could take without prerequisites. Faculty at Blue Ridge, Rappahannock, and Virginia Western Community Colleges—the colleges that offer HIS 181—support this change.

It was noted that the history courses required in the career studies certificate can be used to meet “HIS elective” requirements in transfer degrees, but do not meet “General Education elective” or “Social Sciences elective” requirements. However, Dr. Evans stated that he is seeking articulation of the program with some senior institutions and that completion of the program already will help students gain acceptance into a good undergraduate program.

Dr. Canfield asked if completion of the career studies certificate leads to employment. Dr. Evans responded that it does, but at a very low wage.

A guest asked if the program could be expanded to other campuses. Dr. Evans was cautious due to low enrollment, but noted that the courses are available online.

Mr. Markham asked if the faculty had considered adding a course on social media. Dr. Evans stated that the existing courses include content on the use of social media.

The Curriculum Committee approved the revisions to the Historic Preservation career studies certificate and to the title of HIS 181.

### **English Discipline Review Action Plan Second Implementation Report**

Ms. Susan Givens (ENG, MA), who chaired the English Discipline Review, presented the Action Plan Second Implementation Report. She provided a summary of actions taken since the Action Plan was approved. Some actions, such as those related to developmental English redesign, were affected by decisions made at the VCCS level and some could not be completed due to lack of funding. Dr. Robertson, who served as the Reader for the report, said that the second implementation report provides clear evidence that the English faculty continue to address the Recommendations in their action plan. They have completed most Recommended actions and have taken additional actions.

Ms. Givens noted that sometimes what works on one campus does not work on others. Faculty have developed measures to determine readiness for ENG 111/ENF 3. They are different for every campus.

The faculty have piloted the use of an S grade for students in ENF 1 who made progress but not enough to move to ENG 111/ENF 3, allowing them to enroll in ENF 2 (4 credits) instead of re-enrolling in the 8-credit ENF 1. Results of this study have been presented widely [see below].

The faculty have had good discussions on the meaning of “argument” in ENG 111 and 112. Faculty also have discussed adding suggested assessments to course content summaries to improve consistency in the depth and breadth of assessments. As they report, several course content summaries are more than 5 years old and still need to be updated.

Ms. Givens stated that large classes are still an issue.

The faculty have developed SLOs for the discipline and now must develop and administer assessments. It would be helpful to have SLOs for the two programs for which ENG is the core discipline: the English specialization of the Liberal Arts AA and the Professional Writing certificate.

The faculty have discussed the pros and cons of offering ENF online. Faculty examined data on success in ENG 111 comparing different preparation pathways: ENF hybrid, ENF online, ENF in person, ESL hybrid, ESL online and ESL in person. The numbers were very small, but it is disturbing that even for students who took ENF in person, only about 45% were successful.

In addition to addressing their Action Plan items, the English faculty have implemented the VCCS Developmental English Redesign and created a very active committee to guide the process and suggest ways to improve the implementation. In spring 2015, they requested revisions to the moribund Professional Writing certificate; the changes are effective Fall 2015. Also, the faculty proposed and initiated the English specialization of the Liberal Arts AA.

Dr. Robertson stated that the faculty made excellent progress toward completing the Recommendations in their action plan and recommended that the Curriculum Committee accept the Second Implementation Report. The Committee approved her recommendation. No third report is needed, but faculty must present a monitoring report on the English specialization as part of the

agreement to establish it. Other actions related to this action plan should be reported as they occur so that the Curriculum Committee is aware of the many changes occurring in the English discipline.

The committee also agreed that implementation reports should be sent to the academic deans.

### **ENF 1 to ENF 2 Pilot Study**

Ms. Givens described the differences between the old developmental English courses and the new developmental sequence. In the past, developmental courses were in the ENG prefix and were separated into Reading and Writing, with courses in each at two levels of difficulty. Now, the developmental courses are offered under the ENF (English Fundamentals) prefix and integrate reading with writing. There are three courses: ENF 1, which is 8 credits; ENF 2, which is 4 credits, and ENF 3, which is a 1-credit supplement to ENG 111.

Ms. Givens presented a report on the pilot study of a Fall 2014 cohort of ENF 1 students who made significant progress in ENF 1, but not enough to move into ENG 111/ENF 3. The faculty noted that students who received an R (reenroll) grade in ENF 1 typically did not return to take it again. Although VCCS policy states that such students should retake ENF 1, NOVA faculty were given permission to allow a limited number of students to enroll next in ENF 2. Under the pilot, 15 students who would have earned an R grade were instead given the opportunity to enroll in ENF 2. Ten students did so in Spring 2015; the other five students did not return to NOVA. Of the 10, six earned a grade of S (satisfactory), with four going on to enroll in ENG 111/ENF 3 in Fall 2015. The pilot study will be continued.