

Curriculum Committee

March 18, 2011 – Student Senate Room (HUB 119)

MINUTES

Present: Bonnie L. Bechard, Christian Bisson, Christina Bradbury (non-voting new faculty observer), Mary E. Campbell (consultant, non-voting), Elizabeth A. Cox, Catherine Fisher (student, voting), Karolyn Kinane, Joyce C. Larson (left at 3 pm), Wendy J. Palmquist (Chair), Lisa D. Spradley, Anil Waghe, David Zehr (substitute for the Provost, voting) [10 voting members]

Absent: Devin L. Bell (student, voting)

Excused: Julie Bernier

Note: *Unless otherwise indicated, all curricular changes noted below will become effective with the 2012-2013 edition of the Academic Catalog.* Recorded in the order in which the agenda item was discussed.

Wendy Palmquist called the meeting to order at 2:30 pm.

I. The minutes of the February 18th meeting were *approved as presented*.

II. New Business

A. Music, Theatre, and Dance:

1. BS Music Education: change requirements. *Approved 10-0-0-1, pending action by the Council of Teacher Education.*

B. Education:

1. ED 4430 Secondary Student Teaching: drop course; 2005-06 was the last Catalog to require it for Mathematics Education
2. ED 4440 Kindergarten Through Grade 12 Student Teaching: drop course; 2004-05 was the last Catalog to require it for Art Education, Health Education, and Music Education
3. ED 4460 Student Teaching K-12: Elementary Component: drop course; 2004-05 was the last Catalog to require it for Art Education, Health Education, and Music Education
4. ED 4470 Student Teaching K-12: Secondary Component: drop course; 2004-05 was the last Catalog to require it for Art Education, Health Education, and Music Education

The Chairs of the Art, Health and Human Performance, Mathematics, and Music, Theatre, and Dance Departments, the Assistant Chair of the Education Department, and the Director of Teacher Certification support the discontinuance of these courses. *Approved 10-0-0-1.*

C. Discussion Session:

1. Items from list provided by Karolyn Kinane: Items from Curriculum Committee Discussion meetings November 2009-March 2010

General Education: What can Curriculum Committee do to require more General Education courses be offered? Can we wait list students for General Education courses, or at least keep some record of how many people would like to take a closed General Education course? That would give us more accurate data about the demand for these kinds of courses. The data of how many students tried to add a specific course may be skewed because one person could enter the course more than once. We are now offering four to five second half General Education courses through the Frost School. When the First Year Seminar (IS 1111) started Fall 2004, 38 full-time faculty and 13-14 adjunct faculty from 16 departments taught it. Now it is predominantly taught by adjunct faculty and only three departments have full-time faculty participating. Is some of that due to the complexity of our curriculum? David is currently studying our majors. Some BA majors are very large. Criminal Justice and History have become the model of curricular reform. Reduced teaching loads (4-4 to 4-3 or 3-3) are also affecting the number of sections that can be offered for IS 1111. Have the number of faculty grown at the same rate as the number of students? Full-time faculty in the sciences do not have the time to teach General Education; the sections for the majors are full. There are faculty who are still proposing new General Education courses; many proposals come from part-time faculty. It is really frustrating for first year

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students to get General Education courses for the spring semester (their second semester with us). It's a big issue. Students say they could go elsewhere and get the courses they need. Is there anything that the Curriculum Committee can do? We are now getting lots of external pressure that we have to do something. In 2008 our graduation rates were 27% in four years, 47% in five years, and 67% in six years. Students are graduating with \$32,000 debt. These problems tie in together. Semester by semester how many seats have we offered in Directions courses? Conflicting goals: expanding student numbers and reducing faculty workload. Sometimes the cap of a course starts low and we raise it as we progress through New Student Orientation. In 2003 NEASC told us we have too many majors and our majors have too many credits. External accreditation? They don't tell us specific courses. Is that really a barrier or not? Teacher Certification does have standards and we have to meet those standards, e.g., the State, NCATE. Communication. Advising. The Provost asked Wendy if the Curriculum Committee should/could make departments change their requirements or should the Provost do so. The world tends to be more complex, so the majors reflect that. David said he will share his research on the size of majors comparing ours with like programs at our comparator institutions. Do we want the Curriculum Committee to write to the Provost to make departments do this? Departments use outside consultant recommendations to add versus deleting requirements. Employers are looking for liberally educated people with skills in writing, oral communication, and the ability to work in groups. Who decides how many Directions? The faculty approved the current General Education requirements, which include two courses for each of four Directions, which remain separate from any requirement for a major; four connections which may double count with a major's requirements; three connections that are required by the major. Departments may request a waiver of one Direction; approved waivers must be resubmitted every four years, just as General Education courses are resubmitted for renewal of their Gen Ed status. General Education is a broadly educated person. People expect college graduates to have some breadth of knowledge. Could Gen Ed be differential? That would be a nightmare. There are NEASC guidelines for General Education. Students don't understand the Directions courses. Do they understand how they relate to their general education? Students don't read syllabi. There is information in the syllabus of a Gen Ed course that helps the student relate to how/what the course will do for their general education. Students have hated every general education program. Perhaps there could be a Frost workshop on general education pedagogy. We have tried that in the past but no one came; will try again. Can we look at those Directions that are most in demand so we can offer more seats in those Directions? IS 1111 starts with one cap; we raise it for each New Student Orientation session until it gets to the real cap. Because of this, students stopped complaining in their course evaluations. How many seats in Directions are we offering? Some department don't offer many Directions. Caps are another issue. Sometimes upper-level courses have low enrollment and therefore, they may be closed. Juniors and Seniors taking Directions—have some Directions open solely for first year students? Perhaps an electronic block if students have taken two CTDI so they can't take another CTDI; can open once everyone has registered. Reduction of teaching load? How is that decided? Is it consistent? Are there guidelines? How are we all doing it? Is there any enforcement to that? There are 3-3 and 4-3 teaching loads. Departments make sure the major is covered so IS 1111 and Directions fall by the wayside. Every department should be teaching IS 1111. If the Provost or some body said we would do this, then we can do that. Departments have told their faculty that they can't teach IS 1111 and/or Directions. We need to do a better job of communicating with students about General Education; we need to improve the Gen Ed website. Restate to Provost: job description; Provost charge departments to xxx; reduction in faculty workload; each department needs to teach IS 1111. Faculty Week; websites; faculty workshops. No incentive to meet goal of 15 credits of free electives. People are withdrawing from governance. Are we becoming more distant from common core? Department service counts (some departments say). Losing our core sense of community. Could go that way with three colleges. Will this hurt students' major/minor in different colleges? Promises have been made that going into colleges will not hurt students. Publish book versus serving as Faculty speaker. Discipline and common core. Department and common community. New faculty have to tend to their discipline; some are also doctoral students. New faculty trying to establish themselves and senior faculty been there, done that. Dean's role?

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Advising: Can or should we implement University-wide advising evaluations, treated similarly to course evaluations? The Academic Affairs Committee has been looking at this. There is a charge from the Student Senate that they wanted advising to be evaluated and be included in promotion/tenure decisions.

Scheduling: Can departments/faculty schedule courses for whenever they wish? Difficulties with students crafting their schedules and using classroom space. Is anyone enforcing the rules on scheduling? There are few people here on Fridays because there are so few classes being scheduled on Fridays. Most COBA does not meet on Fridays. After 2:30 pm, it is okay to not following the time grid of the schedule. COBA is offering multiple sections of required courses; it is no longer based on the faculty's preferences. The schedule should be enforced across the board. It is hard to find help on Fridays.

Determine first year attrition: have we done this study? Need more seats; need money for more sections/teachers. The Enrollment Management Advisory group looks at what brings students here and what keeps them here. There is a growing lack of faculty submitting six week grades. This semester 3000 grades were submitted out of a total of 8000. Absences on an exam day. Try to help students who may be falling through the cracks. Some students are not ready to come here from high school. Some should go to a two-year school first. High school is more focused on student testing (due to No Child Left Behind requirements) and they are not getting help with study skills. Faculty have mentioned this semester seeing low scores on exams. Students have to deal with many problems. Writing skills are also declining. Some faculty say we need to talk about our teaching. Advisors should talk to students to find out why they don't talk or go to class when it's exam day. The Counseling Center is overwhelmed. David offered to provide retention numbers. Are they leaving because they can't find seats? We don't do exit interviews, except for financial aid, and we can't know anything

Degrees: 40 credits programs for BA and 60 credit programs for BS. Which programs are non conforming?

Bagley Center/GEO office: Clarifying role of this office in administering and evaluating study abroad as well as internship opportunities.

Majors: Joyce distributed two large reports of five years of data. Are departments/programs serving majors, General Ed, other populations? The committee needed more time to review this data. Are the majors serving enough students to warrant a major? Is that the only criteria we'd use for keeping a major?

Academic Plan and Curriculum Committee Role. Will academic plan influence resource allotment or curriculum? NASC asks us to simplify. Central to mission. Who decides? NEASC asks us to assess. What can the Curriculum Committee do? Relationship between curriculum and budget. We can bring forward initiatives, raise questions. What programs are central to the mission? Can Curriculum Committee do anything about curriculum support? Who is authoring the academic plan and for what reason? What is a regional comprehensive university? What does it mean in terms of the curriculum? What are the demographics of North Country? Are we serving that population? What is the definition of that region? County? Town? How many are in the North Country that are eligible for college? Where are the people coming from who make the request for a major?

Academic Plan: We have curriculum guidelines published. Perhaps rework that. Where does a department want to be in five years? What do you need? How do departments mesh with the University? The first draft of Department plans are in; Daniel Moore and Scott Mantie are meeting with departments. Daniel, Scott, George Tuttle and David Zehr are looking at the process this summer to develop overarching plans. Report back to Chairs, University, Curriculum Committee, etc. for discussion in Fall 2010. Dan wrote draft of institution academic plan. Provost asked for Academic Plan

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to be written. Program Reviews are supposed to come to the Curriculum Committee. Also Department Plans. Departments not clear under College. Academic Plan is like the strategic plan created by a committee, not voted on, Provost accepts. So the Curriculum Committee has no active role in the Academic Plan? David will ask that the Curriculum Committee will get a copy.

Lab fee information from Provost Bernier. The Board of Trustees said no more course fees. Is that still true? Are these fees kept in a separate fund so they are given to the department or do they go into the general fund? Adventure Education has two accounts where the course fees are kept. a. Increase tuition and not charge course fee; b. Differentiate tuition; c. Course fees. Inconsistent in departments and department to department. Have fees if have perishable supplies. No direction on course fee. Continue Course Fee with the Provost.

2. Time to degree
3. BA vs. BS
4. Size of degree programs
5. Certificate programs vs. minors
We don't have rules on this. It will appear on another agenda.
6. Length of course descriptions
The Committee asked Mary to suggest a reasonable length for course descriptions. Is there consistency of content with course syllabi?
7. Other?

Due to Spring Break, the HUB was closing at 4:30 pm today. As a result, there was no time for the Reports to be given.

III. Reports

- A. SAPC. No report.
- B. General Education Committee.
- C. Council on Teacher Education.
- D. Steering Committee.

The meeting adjourned at 4:25 pm.

The Curriculum Committee meets on the third Friday of the month from 2:30 until 5:00 pm in the Student Senate room (HUB 119). Proposals need to reach the Chair 10 days prior to the meeting. Their next meeting is Friday, **April 15th**.

Respectfully submitted,

Mary E. Campbell, Scribe
Director of Curriculum Support

These minutes were approved April 18, 2011.