

Curriculum Committee

April 20, 2012 – Student Senate Room (HUB 119)

MINUTES

Present: Bonnie L. Bechard, Julie N. Bernier (arrived at 2:41 pm), Christian Bisson, Mary E. Campbell (consultant, non-voting), George T. Gilmore, Barbara D. Lopez-Mayhew (left at 3:55 pm), Holly E. Oliver, Wendy J. Palmquist (Chair), Cameron J. Souza (student, voting), Hilary Swank (new faculty observer, non-voting) [eight voting members]

Absent: Christopher Missert (student, voting)

Excused: Tessa A. Dyer (student, voting), Robert G. Egbert, Jr., Karolyn Kinane

Presenter of Proposal: Roger Marshall

Documents distributed to the Committee:

- Certificates vs. Minors; information from UNH Manchester website (Bonnie Bechard)
- Certificates vs. Minors: words used consistently by other institutions to describe each (Hilary Swank)
- Academic Integrity Policy for Syllabi (draft statement by David Zehr)
- PSU Course Syllabus Requirements, Draft for Discussion at Curriculum Committee (Julie Bernier)

Note: *Unless otherwise indicated, all curricular changes noted below will become effective with the 2013-2014 edition of the Academic Catalog.* Recorded in the order in which the agenda item was discussed.

Wendy Palmquist called the meeting to order at 2:37 pm.

I. The minutes of the March 16, 2012 meeting were *approved as distributed 7-0-0-5.*

II. New Business

A. Neuroscience Council:

1. Neuroscience Minor: change requirements and reduce total credits required to 18. *Approved 7-0-0-5.*

B. Peace and Social Justice Council:

1. Peace and Social Justice Minor: change requirements. *Approved 7-0-0-5.*

C. Computer Science and Technology:

1. Blanket Agreement: For BS Computer Science, BS Information Technology and computer science minors following pre-2012-13 Catalogs, CS 2381 Data Structures and Intermediate Programming substitutes for CS 2380 Client/Server Programming and CS 3221 Algorithms Analysis substitutes for CS 3220 Data Structures and Algorithm Analysis. *Approved 7-0-0-5.*

III. Reports

A. SAPC. Has not met since our last meeting.

B. General Education Committee. Met April 9th. Discussed the Chair's proposed revision of the description of the Writing Connection (WRCO) and approved it; this needs to be submitted to the Faculty. Discussed the results of the faculty survey and how to present them to the Faculty. They will continue to discuss Direct Assessment at their April 23rd meeting.

C. Council on Teacher Education. Met April 16th. Discussed and approved changes to their by-laws, which will be submitted to the Faculty. They will have a retreat on May 21st.

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- D. Steering Committee. They want feedback on the Frost School Council proposal to change to the Academic Technology and Online Education Committee, which will still be a primary policy-making committee. The composition will be eight faculty, elected by the faculty, three students (at least one Frost student and one graduate student) and several administrators; the chair will be a faculty member. The Frost School manages online courses. The Curriculum Committee forms include a section on Technology resources. It was decided to continue to have that section but to not require a signature. The Dean signs the forms and that is the level that should decide financial aspects. We should change ITS on our forms to ITS/LTOE.

IV. Discussion:

- A. Certificates. Any policy that is created and approved will be included in the Catalog in the Academic Programs chapter, following the rules about Academic Minors, preceding the academic department chapters.

Hillary and Bonnie reported on their research and presented suggestions for what a certificate should be. Certificates can be earned without being in a degree program. Minors require being in a degree program. Minors can also be a specialized list of courses. Some registrars list certificates on the institutions' transcripts.

What can certificates do that minors cannot?

The TESOL minor has to be connected to a major that awards teacher certification because the TESOL minor will award TESOL certification. The TESOL certificate is open to anyone and does not award TESOL certification.

The French, German and Spanish minors include some skills, which is okay for a minor because the minor includes other knowledge.

The overall thrust of a certificate is an explicit skill.

There are no rules now for how many courses a student has to take for a certificate. Should we be open in the number of credits for a certificate? Should a certificate require a practical test at the end? There could be a range of 1-6 courses.

A minor is not defined but rules are given in our Catalog. We should define a minor.

Change discipline codes so majors could be a minor.

Description of a certificate:

- Tends to be practical and applied in nature
- Do not have to be a matriculated student
- Anyone eligible to enroll in PSU classes may take a certificate
- UNHM language: UNH Manchester's credit certificate programs are designed for individuals who want to enhance their credentials for a new position or to take the first step toward a college degree. The programs also meet the needs of working professionals with post-secondary degrees who need to expand their knowledge or update their skills. Each program provides a concentrated learning experience in a specific subject area designed for students with varied educational backgrounds and experience.

Bonnie and Hillary agreed to wordsmith.

We need to (a) define a certificate and give rules for it and (b) define a minor.

People can get a certificate in their major as long as it is skills – added area of depth.

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Geography major can do GIS certificate. Take out the sentence in the Catalog that says the GIS certificate is only for continuing education students. No vote was taken at the March 16th meeting. *Approved 8-0-0-4.*

B. Syllabi.

Academic Integrity Policy for syllabi: David Zehr sent a draft: This course provides rich and varied opportunities for the exchange of ideas and information. As members of a learning community we must value and protect the integrity of each person's contributions to those exchanges. Therefore, it is essential that everyone be familiar with the consequences of breaching academic integrity through intentional acts of cheating, plagiarism, data fabrication, lying, or any other behavior that compromises the ethics of learning. When violations of academic integrity do occur, they will be pursued through the process outlined in the official university Academic Integrity Policy (a link to the catalog policy). It is assumed you will always approach your academic work with integrity, but please take some time to familiarize yourself with the policy, and know that those found guilty of violating it face the possibility of failing a course, suspension from, or even expulsion from the University.

The Academic Affairs Committee approved new language that will appear in the 2012 Catalog: Unintentional violations are often associated with plagiarism. Examples of unintentional violations include, but are not limited to: paraphrasing, citing, or quoting poorly or incorrectly.

Barbara sent comments about David's draft. Concern was expressed about the use of the word "intentional". Cheating is intentional.

Julie suggested replacing the last two sentence of David's draft with: Students are expected to be familiar with the academic integrity policy and to approach academic work with integrity. Students found guilty of violation the policy may face course failure, suspension or expulsion from the University.

There could be a link in the syllabus to the Undergraduate Studies Office web page (<http://www.plymouth.edu/undergraduate/academic-policies/>) for students to access the Academic Integrity policy, which applies to all students.

Need to include the ADA statement approved by the faculty.

If the course satisfies a General Education Direction and/or Connection, that statement must also be included on the syllabus.

Standards for Fair Grading (page 42 of 2011-12 Catalog, first two sentences): To achieve fair and equitable grading, instructors shall inform students, in writing, e.g., via a syllabus, of the course objectives and the means by which student mastery of those objectives will be determined. Instructors are expected to share this information with students during the first class meeting and to provide this information, in writing, no later than the second class meeting.

The content of course syllabi is a priority.

We will require the new syllabi template to be used for all new courses.

We will finish our work at our May meeting; make faculty aware this summer; go to the September faculty meeting. If the Curriculum Committee approves the syllabi template in May, we will post it this summer ("PSU Course Syllabus").

Bonnie offered to do a syllabi workshop on Faculty week.

Faculty could have as a goal on their faculty work plan to revise their syllabi.

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The meeting adjourned at 4:00 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, **May 18, 2012**. Due to Convocation starting at 4 pm that day, the Committee will begin their meeting at **2 pm**.

Respectfully submitted,

Mary E. Campbell, Scribe
Director of Curriculum Support

These minutes were approved as distributed on May 18, 2012.