Curriculum Committee

October 21, 2016 – Student Senate Room (HUB 119)

M I N U T E S

<u>Present:</u> Mary E. Campbell (consultant, non-voting), Patricia A. Cantor, Scott R. Coykendall, David A. Mackey (Chair Pro Tem), Kimberly A. Ritchie, Hilary K. Swank, Laura M. Tilghman (new faculty observer, non-voting), Cynthia W. Vascak, Roxana Wright [seven voting members]
<u>Excused:</u> Stacey L. Curdie, Maria A. Sanders
<u>Vacant:</u> three student members, voting; President's Commission on Diversity, non-voting
<u>Cluster Guides:</u> Laura G. Dykstra, Katharine N. Harrington, Amy M. Villamagna
<u>Presenter of Proposals:</u> Barbara Lopez-Mayhew

Note: *Unless otherwise indicated, all curricular changes noted below will become effective with the* ***2017-2018*** *edition of the Undergraduate Academic* ***Catalog****.* Recorded in the order in which the agenda item was discussed.

David Mackey called the meeting to order at 2:30 pm.

I.   The September 16, 2016 minutes were *approved as written*.

II. Electronic Business
a.   <u>Early Childhood Studies:</u>
    i.   New Course: ER 2500 Play and Learning in Early Childhood (4 credits). Focuses on the essential importance of play for young children's learning and development. Introduces key theories about the nature and purposes of play. Examines the developmental progression of play from birth through age 8, characteristics of play, and types of play. Explores environments, materials, and interactions that promote children's play. Considers threats to play and ways in which early childhood educators can be effective advocates for play. Students have opportunities to explore and play with materials in class as well as to observe and promote children's play in early childhood settings. Falls. *Approved 6-0-0-3.*
    ii. ~ER 2000 Introduction to the Early Childhood Profession (WRCO): delete course
        ~ER 2500 Play and Learning in Early Childhood: add as a major requirement to BS Early Childhood Studies (all options). *Approved 6-0-0-3.*

b.   <u>Computer Science and Technology:</u>
    i.   ~Blanket Agreement: For BS Computer Science majors who transfer to PSU in or after Fall 2016, and for PSU students who were enrolled prior to Fall 2016 and choose to declare the 20016-2017 Catalog, MA 3200 Discrete Mathematics substitutes for MA 2250 Mathematics for Computer Scientists.

       ~Blanket Agreement: For BS Information Technology majors who transfer to PSU in or after Fall 2016, and for PSU students who were enrolled prior to Fall 2016 and choose to declare the 2016-2017 Catalog, that either MA 2200 Finite Mathematics or MA 3200 Discrete Mathematics substitutes for MA 2250 Mathematics for Computer Scientists.
    Approved 7-0-0-2.

c.   <u>Atmospheric Science and Chemistry:</u>
    i.   CH 2000 Introduction to General Chemistry: change level to 1000; change title to Problem Solving in General Chemistry I.
    ii. New course: CH 1340 Problem Solving in General Chemistry II (1 credit). A companion course to be taken concurrently with CH 2340. Intended for students with limited experience in chemistry. Covers the fundamental principles and theories presented in General Chemistry II, with an emphasis on solving the common problems seen in solutions chemistry, thermodynamics,

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kinetics, chemical equilibrium, acid-base chemistry, electrochemistry, and nuclear chemistry. Corequisite(s): CH 2340.
Withdrawn.

III. Unfinished Business
a. None.

IV. New Business
a. Languages and Linguistics:
   i. New Course Proposal: SP 1xxx Spanish Language and Culture I (3 credits)
   ii. New Course Proposal: SP 1xxx Spanish Language and Culture II (3 credits)
   iii. New Course Proposal: SP 2xxx Spanish Language and Culture III (3 credits)
   iv. New Course Proposal: SP 4xxx Spanish Language and Culture IV (3 credits)
   Withdrawn.
   v. New Course Proposal: SP 4xxx Literature of Spain (3 credits).
   vi. New Course Proposal: SP 4xxx Latin American Literature (3 credits)
   Withdrawn.
   vii. SP 1015 Fundamentals of Spanish I: delete course
   viii. SP 1025 Fundamentals of Spanish II: delete course
   ix. SP 2030 Intermediate Spanish I: delete course
   x. SP 2040 Intermediate Spanish II: delete course
   Withdrawn.
   xi. SP 4200 Survey of the Literary Masterpieces of Spain I: delete course
   xii. SP 4210 Survey of the Literary Masterpieces of Spain II: delete course
   xiii. SP 4400 Survey of the Literary Masterpieces of Spanish America I: delete course
   xiv. SP 4450 Survey of the Literary Masterpieces of Spanish America II: delete course
   Approved pending approval of SP 4xxx Literature of Spain and SP 4xxx Latin American Literature, 7-0-0-2.
   xv. BA Spanish: change requirements of the major. *Withdrawn.*
   The discussion regarding these proposals included
   - the suggestion that the new SP 1xxx and 2xxx course be proposed as a change in course titles;
   - concern that the new SP 4xxx courses were proposed to be offered on a three year cycle; try to offer them every other year;
   - should we have a grace period for new courses to build up their enrollments versus being cancelled due to low enrollment;
   - not always possible to do an Individual Enrollment for a course
   - Languages and Linguistics faculty have met with Admissions regarding recruiting students for their French and Spanish majors and with the advisors for undecided students.

V. Discussion
a. Conversation with Cluster Guides.
   Questions submitted by the Cluster Guides to begin the conversation:

1) What kinds of curricular changes should programs be looking to make in order to better adapt to a cluster orientation (i.e. four credits, open labs, high impact learning, weaving themes across courses, etc.)?

2) If programs want to develop interdisciplinary work (certificate programs, for example, that cross disciplines), how can this be facilitated (if they're using existing resources)?

3) Will the curriculum committee be taking into account the role of clusters when it entertains proposals for new courses/course revisions?

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4) Where to "house" interdisciplinary minors? Is there a way to change the rule about students not being able to take a major and minor in the same "discipline" if the subject matter is different?

5) How to coordinate courses to overlap open labs?

6) Should there be a "cluster" option for a course offering in addition to the program-specific options (i.e. is it/should it be possible to develop courses in the cluster, or only in the major)?

7) If we're talking about courses/labs ranging everywhere from 1-6 credits, how will that look in terms of scheduling?

8) How to accommodate team teaching in terms of faculty workloads?

9) Who to sign off on experimental courses (it used to be David Zehr)?

10) Tiering out the 4-credit model

11) Can directions courses count toward minors/certificates? (There have been mixed results with these attempts in the past [ex: CJDI 1020 can count toward a pre-law minor, but not a CJ minor].)

12) What is the preferable route for instructors looking to engage students in Open Lab projects for credit (if the course is not already in the 4 credit model)? Independent Study for 1 credit?

13) What is the preferable route for instructors to propose and experiment with cluster -themed courses and have them count towards existing programs of study?

President's vision and the reality of applying it: what cluster means, curriculum development; how will clusters affect the curriculum

Communication issues: dialogue in both directions; could be brought to the Curriculum Committee; try to remove barriers to what people understand what a cluster is; clarity on existing rules; use the experimental route?

Has anyone come to the Curriculum Committee about a Cluster curriculum?

What replaces departments? Who has the responsibility for core courses when a major has two or more options and may be in different Clusters?

Some programs are interdisciplinary in design.

Would the Registrar create a discipline for clusters? If we want to create a course for cluster inclusion, is it a new discipline for being under in a Cluster?

Open lab project credit versus cluster theme course: how do you determine the number of credits to be earned? How does it fit into a student's program? Are these new credits to be substituted in a student's major for a requirement of the major?

Linking classes? Range of credits? Extended terms? Impact on student's program of study?

Currently Amy has eight students working on a project and receiving credit as an Independent Study

Faculty are not sure what they can or cannot do. Don't want to make a policy outside of the Curriculum Committee. Don't want to duplicate work.

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There is a new position, not yet filled, to facilitate communication.

How do we move forward? Who has the power to create a committee?

One way to get started is to create discipline code(s) for Cluster courses.
Suggested Cluster discipline codes: CL; IC; PSU

Committees can have subcommittees. A Task Force can be created.
Curriculum and integrity have to be continued for the accredited programs.
Current Councils: Interdisciplinary Studies; Latin American Studies; Neuroscience; Peace and Social Justice Studies; Pre-Law; Sustainability; Women's Studies; oversee a major and minors

We do not know what the administrative structure will be.

Monthly Cluster newsletter. Want to build technology to support Clusters.

Experimental courses: the Deans approve. Be careful because they could erode the faculty's oversight of the curriculum

Cross-listed courses: how are faculty hours calculated?

The Cluster Guides could tell the Curriculum Committee the needs based on their proposals.
Curriculum Committee would be advised and then could act.

Teaching load: how does Cluster work affect one's teaching load?

Are we going to require a specific number of credits in a program?

Who oversees each Cluster course? Depends on whatever the administrative structure will be. Who votes on/signs New Course Proposals form for a Cluster course?

How would courses be applied to a program? Who approves?
Ask General Education if any Cluster courses can be INCO.

Steering Committee has a Task Force working on Faculty by-laws, basically cleaning up the by-laws due to the changes that have happened thus far versus changing by-laws. The Steering Committee could create a Task Force to design/suggest an administrative structure for Clusters. Terri Dautcher, Marcia Blaine, and Tracy Claybaugh are working on restructuring financial affairs and administrative structures.

The Curriculum Committee invites the Cluster Guides to come to their November 18th meeting. Both the Committee and the Guides should prepare questions and identity what people need, e.g., structure.

b. Curriculum Committee role for cluster development and anticipated four credit transition.
When the Faculty voted on four credits, what was the language? See April 6, 2016 minutes from Faculty Governance webpage:

MOTION: *The 4-Credit Task Force recommends that the faculty endorse a plan allowing interested programs to transition to a 4 credit curriculum with the following limitations/caveats/action items:*
• 4 credit courses will meet for at least 200 minutes per week.
• By "program," the Task Force means discipline-specific courses only, not General Education or First Year Experience courses.
• Directions and First Year Experience classes in General Education must remain at their current credit levels unless and until all of gen ed/FYE migrates to 4 credits. When and if these courses become standardized at 4

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credits, the overall number of credits dedicated to General Education should not be increased or decreased. That is, students currently take 33-36 credits of Directions and First Year Experience classes. If the General Education program transitions to 4 credit classes, no fewer than 33 and no more than 36 credits can be required in Directions and First Year Experience.
• The Provost or responsible party must develop a time block schedule for classes that is flexible enough to handle 1, 2, 3, and 4 credit classes. The time block schedule must also be flexible enough such that instructors can determine the optimal number of class meetings per week for the content and activities of each individual class.

Programs wishing to remain in their current credit format may do so.

A more detailed report of the 4-Credit Task Force was attached to the agenda prior to the meeting. (See Attachment 2)

Rationale:
The 4- Credit Task Force has done a significant amount of work investigating the pros and cons of moving to a four credit curriculum. We have found that there is no persuasive data to suggest that a 4 credit model is inherently "better" than a 3 credit model nor is there persuasive data to suggest that a 3 credit model is inherently "better". Instead, we believe the decision for whether a program is based on primarily 3 credit courses, 4 credit courses, or some combination of the two (with some 1 and 2 credit courses thrown in) depends on the pedagogy and goals of the program.

In the time since we began our work, the focus of the University has shifted to the idea of clusters in which students are engaged in significant applied experiences as part of their education. Many of these applied experiences would benefit from longer time blocks than we typically have available to us. These experiences are also probably more easily offered in 4 credit blocks rather than 3.

We recognize that programs will engage with clusters in a wide variety of ways and on potentially different timelines. In addition, there are many kinds of change currently occurring at the University. Therefore, we feel that it is unwise at this time to mandate that all programs move to a 4 credit curriculum. On the other hand, some programs will benefit from a more rapid move to a 4 credit curriculum but our current infrastructure makes creating and offering 4 credit courses difficult.

Therefore, we recommend that the University allow programs to move more easily to a 4 credit curriculum by changing the course time schedule to officially accommodate such classes. Programs would then be free to choose the right mix of course credit assignments to meet their goals.

Extensive discussion took place addressing the pros and cons of moving to a 4-credit, 200 minute model curriculum, including revisiting the report from 2008. Some concerns expressed included:

Why not make it mandatory that all programs move to a 4-credit model rather than allowing for some departments to maintain their current credit format? This decision greatly impacts the already understaffed Registrar's and Undergraduate Advising offices;
o There may be many questions about the logistics: What will the block schedule look like? When will the plan be put in place? What is the overall timeline within which to accomplish this transfer?
o General implications for General Education – will it be left out of the conversion?
o Work load, equity and credit banking need to be addressed.
o How will this change affect online classes or alternate meeting times? Will the time limit of the 4-credit model apply to these courses?

Provost Bernier's report contained the following caveats below:
1. That Academic Deans prepare a time block schedule and timeline for implementation for review prior to the September meeting of the faculty.
2. By October 15, 2016, departments identify programs that they intend to move to a 4-credit curriculum.
3. With the information above, an analysis will be completed by Academic Affairs to determine the feasibility of implementing the new time blocks and a report provided to the faculty at the December 2016 meeting.
4. The Gen Ed Committee (or a task force assigned) will review and make recommendations for revision to the Gen Ed program based on a 4-credit model and in support of the Strategic Clusters and report to the faculty by (TBD).

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5. Assuming a positive outcome on #3 above, program changes will occur Spring 2017 and Fall 2017. The transition to 4-credits will begin Fall 2018 with programs transitioning over and the new time block schedule implemented Fall 2018.

Provost Bernier encouraged faculty to start identifying which program programs they intend to move to a 4-credit curriculum, and although some programs have 4-credit courses now, it is not possible for all programs to shift without a new time block schedule.

With respect to General Education, the General Ed Committee will be looking at the General Ed Task Force report next week and after review, will make recommendations and send out a report of their findings.

Cathie reported that with respect to online courses/alternate meeting times, the 4-credit change would mean additional expectations in online classes equivalent to the additional credit.

There was consensus among the group that this is the time to implement innovative curricular change as the University moves forward with the establishment of Strategic Clusters and transforms PSU in a new direction where student recruitment and retention will be enhanced by providing hands-on learning and open labs.
The motion of the 4-Credit Task Force was approved.

The new model for the schedule of classes can accommodate 4, 3, 2, and 1 credit courses. Average class size would be 25. Includes graduate and undergraduate courses. 8 am-10 pm; ten minutes between classes. This is a work-in-progress, using a Lego system: Monday and Tuesday for classes; Thursday and Friday for classes; Wednesdays would be used for open labs, cluster courses, meetings. Fall 2017 is the earliest implementation date; probably full implementation for Fall 2018. Classes must start at the beginning of the time block.

Courses that service other programs?

Four credit program can be handled by the current schedule and then they would move into the new schedule Fall 2018.

Range of credits for a program? What would be the range of credits if the program uses four credit courses?

What are the number (minimum) of credits required by a major, required for General Education, required for electives?

- PSU major: at least one quarter of the total degree requirements; a minimum of 50% of credits required in the major must be at the 3000/4000 level

- PSU option: at least 12 credits; should constitute no more than half of the major requirements; options are either required or elective

- PSU minor: at least 15 credits, including a minimum of six credits at the 3000/4000 level; students may not major and minor in the same discipline; students with a minor must complete six credits of upper-level courses outside the major discipline, these credits could be taken as part of the minor; for a second or subsequent minor, at least nine credits must be different from the major or the first minor

Do we know what programs want to go to four credits? We could poll the departments: what curricular changes are they considering? What curricular questions are holding them back?

Define everything needed in the major and then how can those requirements be restructured to continue the content. Departments could share models.

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Ask the Council of Chairs to identify the
- programs that are planned to be dropped;
- programs that plan to adopt four credit courses.

Music is discussing the consolidation of options.
Theatre is discussing the consolidation of options.
French is discussing changes to the major.
Spanish is discussing changes to the major.
Chemistry is discussing the elimination of an option and of the Physics minor.

If the faculty control the curriculum and if the faculty want to submit to the Curriculum Committee a proposal that has not be approved by an administrator, can the faculty come forward to the Curriculum Committee without an administrator's signature? If there is a disagreement, can the proposal come to the Curriculum Committee? The Committee could hear a faculty member without a written proposal. They could be on the Committee's agenda as a discussion item. It's more philosophical. The Curriculum Committee would be the court of appeals. The lack of approval of the proposal does not prevent them from bringing it here. The Deans can say 'no' and the person can still bring it here.

c. <u>Review bylaws pertaining to Curriculum Committee.</u>
   A copy of the Curriculum Committee Composition, Function, and Relationship with other committees was distributed. Proposals for changes will be discussed at the November 18th meeting.

VI. Reports
a. <u>Systems Academic (formerly SAPC).</u> No report.

b. <u>General Education Committee.</u> The General Education Committee met September 12th and 26th. Wendy Palmquist was elected Chair. Sunset renewals continue to be on hold while the Committee works on other topics. Departments may submit a course for sunset renewal and the Committee will act upon the submission. Dean Mears reported:
   - President Birx wants the First Year Seminar (FYS) and General Education to align with Clusters in a phased approach; the goal is to implement a newly revised FYS in Fall 2017 and a new Gen Ed program for Fall 2018 (incoming students only)
   - There is money to provide resources to help with the development of a new Gen Ed; do we want a professional facilitator to aid in the process?
   - With all of the changes the catalog deadline **may** be extended in the spring 2017.
   - An interim report on Gen Ed assessment/effectiveness is due in January to NEASC.
   - Align terminology to make the most sense; the hope is to streamline data using a data management system

The Committee noted that it is important to get students involved in these discussion. Clusters need to include core values and identified outcomes; are the recently determined outcomes the 'right' ones? How do we incorporate and establish procedures for assessment of outcomes at the beginning of course/curriculum development?

First Year Experience Working Group has been formed by Mark Fischler. Members include Cluster Guides and Gen Ed Committee members Michelle Fistek, Holly Oliver, and Wendy Palmquist. President Birx is proposing a challenge/problem solving approach to FYS (as opposed to the question format we now have) to bring in relevance and real world experience. The President is proposing a certificate process whereby students take a certain set of courses in one particular area of expertise. He is also suggesting a themed approach to a new Gen Ed.

A Gen Ed/Cluster Process working Group has been formed.

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c. <u>Council of Educator Preparation.</u> Met September 19th and October 17th. The Center for School Partnerships and Educator Preparation will include Educational Leadership Learning and Curriculum, Educator Preparation, Math Impact Center, Writing Project. The primary responsibilities are clinical experiences, professional development, scholarship, and assessment and accreditation. It will work across programs and clusters and with school partnerships. The USNH office will put out to bid an academic data management system; it will start at Plymouth with Educator Preparation; then Physical Therapy, Nursing, Social Work and perhaps COBA and General Education will be added to it. Currently we have no place to store/access data. The CAEP site visit will be November 12-13, 2017; our report is due March 17, 2017. The Council also discussed if there should be common GPA requirements for educator preparation programs. Currently the GPA to enter the undergraduate Internship ranges from 2.50 (math and science) to 3.00 (Early Childhood Studies and Elementary Education).

d. <u>Steering Committee.</u>   A Faculty Bylaws Task Force has been created and is working with the Steering Committee.

The meeting adjourned at 5:20 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, **November 18, 2016** at **2:30 pm.**

Respectfully submitted,

Mary E. Campbell, Scribe
Director of Curriculum Support

http://www.plymouth.edu/committee/faculty/faculty-committees-and-appointed-groups/curriculum/forms-and-documents/ links to the Curriculum Committee **Forms** and the following documents:

- New Program Approval Process from the Provost's Office
- PSU Syllabus Checklist

A new syllabus should accompany a Curriculum Change proposal when the level of a course is changing upward (e.g., 1000 to 2000, 2000 level to 3000, 3000 level to 4000).
Approved December 20, 2013, 5-0-3-3.

These minutes were approved as written November 18, 2016.