

## Curriculum Committee

March 17, 2017 – Tower Room, Lamson Library

### MINUTES

Present: Mary E. Campbell (consultant, non-voting), Patricia A. Cantor, Scott R. Coykendall, David A. Mackey, Kimberly A. Ritchie, Sarah Robertson (Associate Registrar for Graduate Studies and Degree Auditor, observer), Hilary K. Swank (Chair), Maria A. Sanders, Laura M. Tilghman (new faculty observer, non-voting; arrived 2:45 pm), Cynthia W. Vascak, Roxana Wright [eight voting members]

Excused: Stacey I. Curdie

Vacant: three student members, voting; President's Commission on Diversity, non-voting

Cluster Guides: Laura G. Dykstra, Adam W. Keul

Graduate Faculty: Christina A. Flanders, Gary E. Goodnough, Robin Hausheer

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.

Hilary Swank called the meeting to order at 2:30 pm.

- I. The February 17, 2017 minutes were *accepted as written*.
- II. **Electronic Business Part 1** (with Voting closing on 3/8/17). Absent: Stacey Curdie, Maria Sanders. Present: Patricia Cantor, Scott Coykendall, David Mackey, Kimberly Ritchie, Hilary Swank, Roxana Wright.
  - a. Criminal Justice and Social Science:
    - i. CJ 3080 Juvenile Delinquency: change course description to: An examination of the nature and extent of juvenile crime and victimization, theories explaining juvenile delinquency and victimization, the history of the juvenile justice system, and the contemporary societal responses to delinquency. May be taken as SO 3080. Fall of odd years. Prerequisite(s): delete.  
*Approved 7-0-0-2.*
    - ii. CJ 3090 Criminology: Prerequisite(s): delete.  
SO 3090 Criminology: Prerequisite(s): delete.  
*Approved 7-0-0-2.*
  - b. Early Childhood Education:
    - i. ER 3210 Assessment in Early Childhood: change course description to: Explores the goals, benefits, and uses of assessment in programs serving children birth-age 8. Examines a variety of assessment strategies and their uses in developing goals and curriculum, selecting appropriate teaching strategies, and informing decisions. Emphasis on assessments that are responsible, ethical, and appropriate for diverse children. Promotes the importance of establishing assessment partnerships with families and other professionals. Requires 3 hours of observation in early childhood settings. Falls. *Approved 4-1-1-3.*
    - ii. RL 2500 Language and Literacy Development in Young Children: Change prerequisite(s) to: ER 2300. *Approved 7-0-0-2.*
  - c. Criminal Justice and Social Work:
    - i. Welfare and Justice for Children and Youth: create a Council; create a Certificate.  
*Approved 5-0-0-4.*

Welfare and Justice for Children and Youth Certificate (23-24 credits)

CJ/SO 3080 Juvenile Delinquency (3 credits)

CJ 3600 Restorative Justice Practice with Youth (4 credits)

## Curriculum Committee

CJ 3720 Topics in Criminal Justice (4 credits)

SW 2300 Case Management and Advocacy (3 credits)

SW 3150 Child Maltreatment (3 credits)

Complete two courses from the following: (6-7 credits)

- CM 2910 Human Communication and Conflict
- ED 2350 Child and Youth Health and Development in Context (formerly Human Development: Children, Health, and Learning) (WECO)
- ED 2550 Mentoring and Empowering Youth
- SE 2080 Children and Youth with Disabilities (formerly Children with Disabilities)
- SW 3130 Child Welfare and Family Services
- SW 3490 Diversity and Oppression

d. Social Work:

- i. Change major requirements. *Approved 5-0-0-4.*

e. Music, Theatre and Dance:

- i. New course: MUDI 2xxx Sound Design for Multimedia. *Quorum not reached.*

f. Elementary Education and Youth Development:

- i. SE 2080 Children with Disabilities: change title to: Children and Youth with Disabilities. Change course description to: Provides a foundation for understanding social, family, and educational contexts affecting the lives of children and youth with disabilities. Students explore historical and social factors that have shaped policies and understand the provisions of state and federal legislation relevant to children and youth with disabilities. Students explore: collaboration, disability types, referral process, and frameworks for support. Falls and Springs. Change prerequisite to: restricted to Youth Development and Education, Early Childhood Education, Elementary Education, or Music Education majors. *Approved 7-0-0-2.*
- ii. CD 4050 Leadership and Advocacy for Youth: change title to: Leadership and Advocacy for Children and Youth. Change course description to: Examines the knowledge, skills, and dispositions necessary to work effectively on behalf of children and youth in a variety of settings. Explores the roles of leaders and advocates in these settings. Site specific student work in the field complements classroom learning experiences. Falls. *Approved 7-0-0-2.*
- iii. CD 3300 Creating Positive Learning Environments for Children: change title to: Competencies for Youth Development Professionals. Change course description to: Students gain the knowledge, skills, and dispositions necessary to create positive learning environments in a variety of settings for children and youth. Emphasizes development of a sense of belonging, well-being, acceptance, and safety. Students develop competencies based on national and state standards for youth development professionals. Site specific student work in the field complements classroom learning experiences. Springs. Change prerequisite(s) to: enrollment in Youth Development and Education major or Afterschool Professional Certificate program and (CD 2300 or ED 2350). *Approved 7-0-0-2.*
- iv. ED 2350 Human Development: Children, Health and Learning (WECO): change title to: Child and Youth Health and Development in Context. Change course description to: Explores physical, cognitive, emotional, and social development from birth through young adulthood with emphasis on the impact of health and wellness. Students study the sciences that underpin our understanding of child and youth success and the ways in which scientific findings are applied in family, school, and community contexts. Practical application to formal and informal educational settings is central. Not open to students who have earned credit for CD 2300, CD 2310, or the equivalents. Falls and Springs. *Approved 7-0-0-2.*

### III. Unfinished Business - Business conducted during the 3/17/17 meeting

a. Music, Theatre, and Dance

## Curriculum Committee

1. New course: MUDI 2xxx Sound Design for Multimedia (3 credits). Sound design is a fundamental aspect of nearly every form of digital media, from music production, film, television, web design, to video games. A complete guide to recording, editing, and designing one's own sound effects for multimedia is offered. Falls. (CTDI) *Approved 8-0-0-1.* [CTDI approved 2/27/17 by the General Education Committee.] Course number is MUDI 2000.

### IV. New Business

#### a. Computer Science and Technology:

##### 1. Blanket Agreements

- i. For Computer Science majors following pre-2017-2018 Catalogs, CS 3420 Introduction to Cybersecurity may satisfy a Computer Science Major elective.
- ii. For Information Technology majors following pre-2017-2018 Catalogs, CS 3420 Introduction to Cybersecurity may satisfy an Information Technology Major elective.
- iii. For Computer Science majors following pre-2017-2018 Catalogs, CS 4230 Systems Administration substitutes for CS 4220 Systems Administration.
- iv. For Information Technology majors following pre-2017-2018 Catalogs, CS 4230 Systems Administration substitutes for CS 4220 Systems Administration

*Approved 8-0-0-1.*

#### b. Atmospheric Science and Chemistry:

- i. Physics academic minor: delete. *Approved 8-0-0-1.*

- c. SW 3000 Professional Presentations (1 credit): second experimental offering. The first experimental offering was Spring 2016. The Experimental Course Proposal for the March 17<sup>th</sup> meeting included the report of the first experimental offering and the student evaluations. This proposal will be sent to the Committee for an electronic vote.

### V. Discussion

#### a. Clusters and Curriculum

- i. Report from working group
- ii. Feedback from Committee
- iii. Plan for April 18<sup>th</sup> forum
- iv. Set tasks for Working Group

Needs we have identified and what have we missed

Would you recommend 4-5 course outcomes?

Procedural: who owns, maintains, and staffs these courses? It used to be a department.

Code for Cluster courses in general or one for each Cluster?

Code for Cluster per discipline?

We would not have departments so maybe for each Cluster.

There are complications for each idea.

What people want to do at the Cluster level (e.g., research, projects) versus the course level?

Is one forum enough time?

What is our timeline when we have to make decisions?

What is plan to get input from students? It is helpful to look at it from a different perspective. The Student Senate asked for a student forum on Clusters. The students have access to the Cluster website

Role of advisors? Questions students may have about Clusters.

## Curriculum Committee

Should we have a Curriculum Committee meeting on March 31<sup>st</sup> (5<sup>th</sup> Friday of this month), 1:30-4 pm?

Do a survey after the April 18<sup>th</sup> forum? Here are the ideas we got from the forum. Are there Cluster experiences you want but just do not have the offering?

Chair's agenda (2<sup>nd</sup> Wednesday) or ask Chairs to put it on their department agenda?

Topics: tool kit; open lab (place to do things); project; research; internship; practicum; service

Have to create curriculum that integrates Clusters  
People have to get credit for doing so  
Be fair to workload and receive credit for teaching

April 18<sup>th</sup> forum, 2-3:30 pm

Later date? May 12<sup>th</sup>?

Decide what we want to accomplish.

How do we put procedures and structure in place?

Bigger discussion, what does it mean to do Clusters and curriculum?

Skill courses: outcomes; how we make that happen

Are you systematic about collecting information?

Giving feedback versus giving input

What are the problems that need to be addressed? Will be different per discipline; have different needs.

Cluster Guides did a Survey: anything curriculum related? What curriculum issues were included?  
Looked more at organizational issues.

We could create a survey that did have questions about curriculum

What are the kinds of questions you would want for the survey?

We are not asking for general feedback on April 18<sup>th</sup>.

What are we sending the working group to do before April 18<sup>th</sup>?

Give a set of models and "Other"

Leave it open for them to develop something

"models" – not there yet

One Cluster code or one for each cluster?

Identify skills. Do they make sense or suggest your ideas?

Structure of the April 18<sup>th</sup> forum? Will be about curriculum.

Tired of giving back general feedback

Being in small groups does not allow for large discussion

Have wrap up at the end of the forum. This is what we now plan to do.

Timeline?

Don't overuse Special Topics and experimental courses.

Very specific Tool Kit courses, e.g., SW 2400 Professional Writing for Social Work (1 credit); SW

3xxx Professional Presentations in Social Work (1 credit)

## Curriculum Committee

Tool Kit courses – TK discipline?

TK + department or + Cluster code or + General Cluster code?

TKCM is Tool Kit + department

TKAT is Tool Kit + discipline

TKIC is Tool Kit and (more broad; two departments)

Who governs? Disciplines and departments while we have departments?

When students apply to graduate school, the graduate institution would not understand the codes; they would see the title of a Special Topic

Courses for the major and then cluster courses as electives?

How do you help students to sell themselves?

Have courses listed on the transcript as outcomes?

Two categories of courses: one a Tool Kit and then upper-level

How do Tool Kit courses (1 or 2 credits) fit into a faculty load?

How do we distribute credits over an academic year?

There would be workload issues with Tool Kit courses

Variable credit option?

May fit better in some discipline versus others.

Maintain integrity of experiences.

Faculty need to be more aware of what courses are available.

It's all experimental. Underused or overused

Pressing issues:

- Coding
- Kinds of Cluster experiences
- What are the learning outcomes
- Here's the issues of the codes
- Is there anything we're missing

Then survey and work on learning outcomes

We will tier this; we will start small

End the forum with: this is what we are going to do

How can we help people use current mechanisms, e.g., appropriate way to use experimental courses?

b. Integrating Grad/Undergrad Curriculum Committees

(See agenda of March 1, 2017 Faculty Meeting)

Perspective of grad faculty

Thoughts, concerns, suggestions, questions. Open discussion.

Perhaps wait on by-law changes because of integrating graduate and undergraduate

Concerns from Graduate Faculty

- Accreditation components; some accreditation is granted for graduate programs only
- Some faculty teach in both graduate and undergraduate programs; other are only graduate or only undergraduate. It may be challenging if the faculty member only teaches in one level.

None of us know all the undergraduate programs

Scheduling graduate classes is not ours to do

Terms will now not be different as they were in the past

## Curriculum Committee

Need to be careful of people's time and expertise.  
There is no General Education at the graduate level

Revisions of the doctoral programs: there is not an equivalent process at the undergraduate level  
There are differences in delivery, offering, levels of courses

Representation

Additional workload for Committee by adding graduate

Do nuts and bolts business versus discussions

More electronic voting gives us more time at meeting

Would there be things in the future controlled by clusters?

Automatic processing of Registrar's forms versus Curriculum Committee forms, when things are missing

Rolling deadlines: have specific times for each Cluster to bring proposals

Can't be a voting member in two groups, e.g., both graduate and undergraduate

Some departments decide for both graduate and undergraduate

When departments go away and there are just programs, what happens?

Curriculum policy is different at each level

Curriculum administration is different at each level

Some is administration that doesn't need faculty action/time

Substantive versus simple change; levels of changes

c. Bylaws (connected to item 'b.' Likely integrate two discussions)

- Does possible grad/undergrad integration affect our planned changes?
- Do we vote on changes this meeting or postpone?

d. Experimental Course Procedures changes

(See draft distributed by Scott Coykendall March 15<sup>th</sup>)

One section only if they are doing two consecutive semesters

Could have one person teach the first offering and a different person teach the second offering

Should we make the proposer go to the General Education Committee if they want their experimental course to have General Education status?

Should the Curriculum and General Education Committees be joined?

Forms no longer go to the Dean for 1<sup>st</sup> and 2<sup>nd</sup> offerings; the course does go to the Dean for a permanent offering

The Dean does have to approve if it is to be taught by a Teaching Lecturer

e. Confirm April Meeting Agenda

f. Certificates – Postpone to April 21<sup>st</sup> meeting. Also talk about Gainful Employment; clarification of terms; certification.

g. Double-counting Directions for General Education and minors – Postpone to April 21<sup>st</sup> meeting

### VI. Reports

a. General Education Committee – met February 27<sup>th</sup> and March 13<sup>th</sup>. Approved General Education attributes for many new courses. Continued discussion on By-law changes to the composition of the Committee. New language will be: Principal Academic Affairs Officer/Designee (voting) and Registrar/Designee (non-voting); will be submitted to the Steering Committee. Additional lengthy discussion on whether the Committee would review and decide all Student Requests regarding General Education. They declared an impasse for individual student requests; we are supposed to be a policy making committee with administrative support—do we still have administrative support? Student Senate has asked for a forum to discuss Clusters. The Committee received a brief report of the AACU conference.

b. Council of Educator Preparation – does not meet this month due to Spring Break

## Curriculum Committee

### c. 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, **April 21, 2017 at 2:30 pm** in the **Tower Room of Lamson Library**.

Respectfully submitted,

Mary E. Campbell, Scribe

<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 accepted as written on April 21, 2017.*