

# Curriculum Committee

April 21, 2017 – Rounds 103

## 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), 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 Guide: Laura G. Dykstra

Guests: Annmarie Conlon, Corey Hoyt, Cathie LeBlanc, Gail Mears

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 March 17, 2017 minutes were *accepted as written*.

### II. Electronic Business

a. None.

### III. Unfinished Business

a. None.

### IV. New Business

a. Early Childhood Studies:

- i. For Early Childhood Studies majors following pre-2017-2018 Catalogs, ER 3210 Assessment in Early Childhood serves as a replacement for ER 3200 Assessment in Early Childhood.  
*Approved 8-0-0-1.*

### V. Discussion

a. Clusters and Curriculum (Guest: Laura Dykstra)

- i. Discuss April 18<sup>th</sup> Forum
- ii. Do we need/want a retreat? If yes, when?
- iii. We likely need to do a significant amount of work during the summer to meet our goals. Can we be compensated for such work?
- iv. Establish next steps, timeline and action items

Positive feedback on the April 18<sup>th</sup> Forum.

*Toolkit:* list of shared outcomes; courses should promote understanding; need to define “skill”.  
Toolkit courses prepare students for projects.

*Applied Lab:* definition; examples: clinical, practicum, applied learning; trouble shoot and problem solve

Students have to be motivated to take some courses, e.g., Cluster courses. Students do what they have to do, e.g., major, Gen Ed.

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*Service learning:* need an identifier on it. Not clearly defined. Sustaining projects. Campus Compact. Student leadership. What are the outcomes of any service learning?

*Travel courses:* Have core outcomes for travel courses; key components; funding. Find structure for travel courses; travel courses are not pedagogical.

*Assistantship programs:* undergraduate student assists a graduate student or a research team. Assistantship versus practicum. Graduate programs have assistantships. Internal audience or external audience. What level—graduate or undergraduate. Credit or not? Artifacts that would be product. Self-assessment. Is Assistantship different from or the same as practicum. Do we have too many versus not enough?

*Research courses.*

*Capstone:* General Education requires an Integration Connection (INCO). Could have a cluster capstone. Capstones weave through the curriculum. Faculty mentor students in capstone courses. Identify what really is the capstone. Capstone discipline versus capstone cluster. How to get it, e.g., one credit lab attached to discipline capstone. How to work with course load, schedules.

*Projects:* defining what project really is. Different from other categories? If so, how? Could be: have a partner; deliverable; final products; scope of activities; how to meet client's needs; applied. Time to do a project? Overall outcomes and specific outcomes.

Skills outcomes  
Cluster outcomes

How do we let people try out ideas? Studio/lab/performance?

What are departments not allowing us to do that clusters would allow? Why can't we do these things in departments? Why can't we do these things and still have departments? How we collaborate and connect with each other? Clusters are not a department.

Most *Special Topics* courses are upper-level (3000/4000). Need some at the lower-level (1000/2000). Should there be core expectations for Topics? Most Topics course are discipline based.

Put *attribute* on courses versus using a prefix. Two departments could contribute to one attribute. Attribute is attached to a course. Develop courses that have same attribute

- Assign an attribute and then say it is a toolkit or an applied learning class; allows for flexibility and student choice; attributes assigned by outcomes.
- If department shows that they have a course that does the attribute, give the attribute and would not have to make new courses; examples, HHP, teacher certification programs. Build on foundations we already have; also design new courses we haven't done yet. Have embedded projects into existing courses.

IC could be an overarching *prefix*, crossing programs. Must start as a first experimental offering. Need to collect data on experimental offerings.

IC could be used for experimental courses. Each would come to the Curriculum Committee  
How do students know how they count?  
Who is the audience?  
How does IC fit into their program?  
IC becomes IS?

*Curriculum impact.* Create opportunities. Could work with departments or not.

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Other experiences you are doing that should be covered.

Marketing Clusters to new students. Try to build cohesion. Create cluster identity. Build campus culture for each cluster.

*Tagging courses.* could search on tag. Doesn't take it out of the discipline. Categories of tags. Code for tags. Classes could have multiple tags. Identify what tag means; describe each tag, e.g., skills tags, experience tags. Tags help students search. Tagging to help students to find courses easily.

Students don't know how to find electives.

Forum about course development?

Summer to get work done. Deans will work with you for compensation. Retreat or extend work over the summer. Guides will not exist. Some Clusters are transitioning to a leadership team model. Some departments are changing from chair to leadership team.

Look at your calendars and decide in May about retreat and/or work during the summer. Use Google doc to respond with dates for retreat.

Clusters did not start as academic; they started as administrative.

b. General Education Outcomes (Guides: members of General Education Working Group)

i. Proposed Gen Ed Outcomes (outcomes and report sent with agenda).

Recently had a retreat with a goal of creating a small set of outcomes for General Education. Also talked about outcomes for entire programs. Reflected on current General Education program. Tried to create groupings and then link them. "Habits of mind" are outcomes. Rubrics for assessment are value rubrics. Pulled pieces of rubrics into work that they did. Made these outcomes for the University versus just General Education. From the AACU conference, progression of competence: capstone; milestone; bench mark. May be IS 1111 and INCO, but have not yet decided.

We are under a deadline with NEASC; we said we will create learning outcomes. We need to submit an interim report to NEASC Fall 2018. We must show progress on assessment.

What is the difference between General Education and University? If we adopt for the University, this is the language we use to talk to students. Would each Cluster have outcomes? The guests are informing but not doing.

c. Experimental Course Procedure changes

i. Document at this link:

[https://docs.google.com/document/d/17zpUn\\_6ui8NO8wis6ori8hgTR9g9qcJHTkG-LSuTBM/edit?usp=sharing](https://docs.google.com/document/d/17zpUn_6ui8NO8wis6ori8hgTR9g9qcJHTkG-LSuTBM/edit?usp=sharing)

Experimental Course Procedure: *approved 7-0-0-2*. It will be reported to the Faculty at the May 3<sup>rd</sup> meeting.

d. Bylaw changes

i. Document at this link:

[https://docs.google.com/document/d/17k5X\\_VCZa6iMRSrXhAoQL9b9ogZYG7INTJ8dYHrDKsk/edit#](https://docs.google.com/document/d/17k5X_VCZa6iMRSrXhAoQL9b9ogZYG7INTJ8dYHrDKsk/edit#)

Deleted restriction of the number of chairs; changed number of faculty from 7 to 9; changed number of students with votes from 3 to 1. Edits were reviewed. Bylaw changes:

*Approved 6-0-1-2.*

e. Certificates

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- i. Postpone to May or September meeting (recommended).
- f. Double-counting Directions for General Education and minors
  - i. Postpone to May or September meeting (recommended)

### VI. Reports

- a. *General Education Committee* – met March 27<sup>th</sup> and April 10<sup>th</sup>. Approved General Education attributes for two courses. Had a conversation with Dean Mears and Dean Vascak about a “Director” (?) of General Education and the value of sending teams of faculty to AACU conferences. Decided to have a retreat on April 7<sup>th</sup> for the Gen Ed Working Group to focus on assessment: examine/define program outcomes/goals; think about Gen Ed Outcomes v. University Outcomes that Gen Ed would embrace; consider forming an External Advisory Board; re-examine the Task Force report. Agreed that it is important to keep working on Gen Ed structure: align with clusters; INCO as originally intended; pathways to themed Gen Ed; 3 v. 4 credits with the overall number of credits required remaining the same; aligning with a new Gen Ed philosophy. The Deans are committed to hiring a person to oversee Gen Ed. The FYS Working Group is on hold for now as FYS Fellows begin their work. The Gen Ed Working Group shared the results of their retreat. The Committee decided to recommend a task force be formed to continue the work of the Gen Ed working Group and to address issues brought forward in the Gen Ed Task Force review. Priorities for this task force include four credit model for Gen Ed (phase one); aligning Gen Ed with strategic cluster focus (phase two)
- b. *Council of Educator Preparation* – met April 17<sup>th</sup>. CAEP will do their site visit November 12th-14<sup>th</sup>. The NH DOE will visit the advanced programs Spring 2018. President Birx will attend their May 22nd retreat. Commissioner Edelblut will attend the June 6th IHE meeting. Brian Walker has been appointed Coordinator of Clinical Experiences and School Partnerships. The search for a Director of Educator Preparation is continuing.
- c. *Steering Committee*

The meeting adjourned at 5:30 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 19, 2017 at 2:30 pm in the Student Senate Room (HUB 119). The time may change due to Convocation occurring that day at 4 pm.**

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.*

## Curriculum Committee

*These minutes were approved as presented on May 19, 2017.*