

Plymouth State University Curriculum Committee
November 15, 2019 – 2:30pm, HUB 119

Meeting Minutes
DRAFT

Present

Voting Members: Scott Coykendall (Chair), Liz Ahl, Pat Cantor, Dave Mackey, Roxana Wright, Justin Wright, Peter Parker, Clarissa Uttley -eight voting members present.

Non-Voting Members: Harrison Johnson [Associate Registrar, non-voting], Sarah Robertson [Senior Associate Registrar, non-voting], Robin Dorff [Provost/V.P. Academic Affairs-Observer, non-voting], Jeremy Heidenreich (Faculty Observer, non-voting)-late arrival

Excused: Kyle Burke [Voting member], Dawn Monahan [Faculty Observer, non-voting]

Presenter of Proposals: Marcel Lebrun, Pam Childs, Katie Gaebel, Leslie Blackney, Matthew Zawodniak, Cynthia Waltman, Christopher Stoddard

Scribe: Kelli Kemery

Scott Coykendall, Chair, called the meeting to order at **2:30 pm.**

- I. Approval of the Minutes from October 18 (see Curriculum Committee, November Folder).
APPROVED 8-0-0-1
- II. **Electronic Business (11/3-11/8)**
 - a. **ELLC**
 - Approve new course EP 7404 Quantitative Methods for Professionals
HELD FOR NOV. 15 MEETING
 - b. **English**
 - To allow EN4030: Advanced Poetry workshop to be repeatable (once) for credit
Approved 8-0-1-0
 - To delete EN4040 Mysticism and Contemplation
Approved 8-0-1-0
 - c. **HHP**
 - Approve a blanket agreement for BS in Exercise and Sport Physiology
Approved 8-0-1-0
 - Approve a blanket agreement for students majoring in Public Health
Approved 8-0-1-0
 - d. **CESP**
 - Approve new course: SY6000 Cognition and Learning: From Theory to Practice
Approved 8-0-1-0

e. Psychology

- Delete the Psychology and Law BS option.

Approved 8-0-1-0

f. Online Instructional Design

- Delete the M.Ed. in Online Instructional Design.

Approved 7-0-1-1

- To replace ID5040 with CE5040 in the Online Instructional Design certificate and within the M.Ed. Curriculum program.

Approved 7-0-1-1

g. Early Childhood Education

- Delete the BS in Early Childhood Education (including three options: Early Care and Education, Teacher Certification PreK-Grade 3, and Contract).

Approved 7-0-1-1

- Change the prerequisite for ER 4600 : Special Topics in Early Childhood

Approved 7-0-1-1

DRAFT

New Business:

Unless a **CIM ID** is provided, **[all files can be found here.](#)**

a. ELLC (Marcel Lebrun)

- i. To approve new course EP 7404 Quantitative Methods for Professionals [see files in the Google drive with the prefix “03_”] **Approved 7-1-0-1-contingent upon Provost approval of resources.****

Discussion: Clarification requested relative to the content differences between this course and the undergraduate statistics course MA 2300. Additional concerns focused on the cross listing of courses. Marcel provided clarification on the proposed course content and advised that emails to the Math Department did not return questions. Justin, on behalf of the Math department noted more “concerns” vs “questions” with the course proposal and what appears to be similar content between the undergraduate statistics course and this proposal. Looking for a distinction between the two. Marcel advised that the purpose is to have doctoral students look at quantitative methodology as a general topic not statistics specifically. Marcel provided an historical summary. Two years ago, a “need based” course entitled Introduction to Qualitative Studies was created for doctoral students. Currently many students are skipping from Masters to the EdD track and not entering the doctoral program with CAGS as previously seen. The intent of the proposed course is to provide a refresher to students and an informed understanding of quantitative methodology prior to entering the program while also providing a way to mitigate the amount of remedial work completed by professors. For many students, the last class in research was research design and they lack foundational knowledge in research methodology. Goal is to have more students engaging in quantitative research vs prior trends, which have suggested more qualitative research because that was the comfort level of most students. Further noted per Marcel, most doctoral students are “non-traditional” and any course that is not 7000 level or above is not acceptable per program policy. The average age and generational differences among doctoral students has provided barriers to conducting more qualitative research. Course proposal is not a statistic course. It is an elective course for students offered as a refresher.

Roxanna asked if the identification of the problem of practice is central to the course and suggested that it might be what differentiates this course from the undergraduate course in question. Marcel confirmed that upon entering the program students have identified a key problem of practice, stakeholders, as well as what kind of transformational change they want to make through their research. Justin suggested that the concerns center more with the syllabus in its current iteration and the lack of content detail, which would help provide the needed distinction to understand the differences between the proposed course and the undergraduate course. Marcel advised that the syllabus is a draft to start the conversation and that an instructor has not been identified yet. Once an instructor has been identified, that individual would add creative detail(s) to the syllabus. Marcel expressed interest in including mathematics

faculty input as well as instruction as part of future efforts to develop and facilitate the course.

Roxanna further suggested that the title of the course might not be capturing the full course intent as identified in the proposal. Based on the proposal, it seems to incorporate more literature review, scholarly critique & problem identification than the title suggests. To what extent are these items central to the course? Marcel further confirmed it is not remedial statistics. Instead, it is a way for potential EdD students to understand what quantitative methodology really is, how to use it so they are more informed as they start their program. The program has gone from an 8-year block to a 3-year block, students are diving right into defining their problem of practice, conducting their critical inquiry research, and then they move directly to the IRB proposal. Students are struggling with methodology at present even though there are five research classes as part of the program. Rationale is a means by which research methodology can be frontloaded into the program. Justin requested a more thorough list of learning objectives to help provide the necessary distinction. In addition and relative to concerns with the effective use of resources

Liz asked Marcel to summarize the main concerns with not cross listing the course. Marcel advised that concerns center around the undergraduate courses speaking to the needs of doctoral students or potential doctoral students. The intention is not to make these students math wizards but more to help them understand how some of the concepts used in quantitative methods have a math understanding. Content vs Context. Fear base with qualitative vs quantitative is a huge component per Marcel. The average age of doctoral students is approximately 47, late 40s's-early 50's career professionals who are looking to advance their professional careers.

Harrison suggested due to age and generational challenges, fear, program model differences, etc. that can often provide barriers to engaging in quantitative research there is a need for a 'non-traditional' route to completing a PhD which might be resolved through this course proposal.

Question of appropriate approvals in place to date. There is a challenge with the form, which currently identifies that there will be no additional resources needed. However, per Marcel, faculty overload would be required. Scott will confirm with Ann M since the expectation for resources=overload. Faculty hire TBD. Noted per Marcel, 7000 level course will yield higher tuition costs. Enrollment will help determine resources needed.

b. CESP (Cynthia Waltman)

- i.** To add a co-requisite to CO 5650 Critical Issues in the Schools [see files in the Google drive with the prefix "14_"] [**Packaged i, ii, iii, iv, v, vi, vii**]: **Approved 8-0-0-1**
- ii.** To remove program requirement to take ED5060 Theories of Learning and Cognitive Development [see files in the Google drive with the prefix "15_"]

[Packaged i, ii, iii, iv, v, vi, vii]: Approved 8-0-0-1

- iii. To change prerequisite to admittance to the School Psychology Program and may be taken concurrently with SY 6010 [see files in the Google drive with the prefix “16_”]

[Packaged i, ii, iii, iv, v, vi, vii]: Approved 8-0-0-1

- iv. To change prerequisite to SY 6400 & SY 6500 and admittance to the School Psychology Program [see files in the Google drive with the prefix “17_”]

[Packaged i, ii, iii, iv, v, vi, vii]: Approved 8-0-0-1

- v. To change prerequisite to SY 6010, SY 6400, and admittance to the School Psychology program [see files in the Google drive with the prefix “18_”]

[Packaged i, ii, iii, iv, v, vi, vii]: Approved 8-0-0-1

- vi. To change prerequisites to SY 6300, SY 6400, SY 6500 [see files in the Google drive with the prefix “19_”] **[Packaged i, ii, iii, iv, v, vi, vii]: Approved 8-0-0-1**

- vii. To add prerequisite: Completion of all required courses and permission of School Psychology Program Coordinator [see files in the Google drive with the prefix “20_”] **[Packaged i, ii, iii, iv, v, vi, vii]: Approved 8-0-0-1**

Discussion: Prerequisite/Co-requisite discussion-packaged. **Note, all forms amended by Scott. (#’s 14, 16, 17, 18, 19 & 20)

c. **Mathematics (Matthew Zawodniak)**

- i. To change the name of “Mathematics Education, 5-8 or 7-12 Certification Only” to “Post-Baccalaureate Certification, Middle Level Mathematics” and “Post-Baccalaureate Certification, Secondary Level Mathematics” [see files in the Google drive with the prefix “04_”] **[Packaged i, ii, iii, iv, v]: Approved 8-0-0-1**

- ii. To delete the BS Mathematics options of Middle School Teacher Certification (5-8) and Secondary Teacher Certification (7-12) [see files in the Google drive with the prefix “05_”] **[Packaged i, ii, iii, iv, v]: Approved 8-0-0-1**

- iii. To delete four courses that were created to be crosslistings of the graduate program [see files in the Google drive with the prefix “06_”]

Packaged i, ii, iii, iv, v]: Approved 8-0-0-1

- iv. To approve a new course, MA 4110 Topics in Math Education [see files in the Google drive with the prefix “07_”] **[Packaged i, ii, iii, iv, v]: Approved 8-0-0-1**

- v. To change the names requirements of the two “non-certification” options [see files in the Google drive with the prefix “08_”]

[Packaged i, ii, iii, iv, v]: Approved 8-0-0-1

- vi. **ADDED: To remove the prerequisites from MA 3460, CIM record 3098**
Approved 8-0-0-1

Discussion: Matt provided further clarification on item i. Goal is to take similar graduate certification programs that never led to a master’s degree and change the name to Post Baccalaureate Certifications. Change is for Fall 2020. The Math Ed. Grad program is no longer accepting applicants. The undergraduate certification program has not been sustainable for a variety of reasons. Goal is to have an undergraduate math education program that would require application to the Post Baccalaureate program in order to

receive certification. It is not uncommon to lead to a Post Bacc. Program that gives certification per Matt. Practical and non-practical reasons. Practical=it is a little easier than the math degree. If you want to be a math teacher, you do not need the higher-level math classes. NH is a critical shortage area so you could complete a math degree, uncertified and still teach as long as you passed the Praxis exam. Statutory requirements apply relative to certification.

d. Art

- i. To change the name of AR 3900 [see CIM files with the file number **358**]
[Packaged i, ii, iii, iv]: **Approved 8-0-0-1**
****Motion changed to: To change the name, credits, grade mode, etc. of AR 3900**
- ii. To change the name of AR 4020 [see CIM files with the file number **365**]
[Packaged i, ii, iii, iv]: **Approved 8-0-0-1**
****Amended per Scott to include vote**
- iii. To change the name of AR 4025 [see CIM files with the file number **366**]
[Packaged i, ii, iii, iv]: **Approved 8-0-0-1**
****Amended per Scott to include vote**
- iv. To modify the BFA in Art: Studio Art: Integrated Practice, Drawing, Painting, Printmaking Option [see CIM files with the file number **5**]
[Packaged i, ii, iii, iv]: **Approved 8-0-0-1**

e. Biology

- i. To include the BS in Cell and Molecular Biology as one of the four “Biology majors” so that students in this major can sign up for “Restricted to Biology Major” courses without requesting overrides [see CIM files with the file number **20**]
[Packaged i, ii, iii, iv]: **Approved 8-0-0-1 contingent upon the resubmission of individual curriculum changes to change the course restrictions for each course affected. **Note: vote approved the restriction change for the following courses: BI 4970, 4800, 4780, 4770, 4760, 3025, 1120, 1110.**
- ii. To change the course description of BI 4770 Animal Physiology [see files in the Google drive with the prefix “10_”]
[Packaged i, ii, iii, iv]: **Approved 8-0-0-1**
- iii. To change the course description of BI 4780 Neurobiology [see files in the Google drive with the prefix “11_”]
[Packaged i, ii, iii, iv]: **Approved 8-0-0-1**
- iv. To change the course description of BIDI 1400 Plagues and Peoples [see files in the Google drive with the prefix “12_”]
[Packaged i, ii, iii, iv]: **Approved 8-0-0-1**

Discussion: Harrison explained section e.i. and noted that they are concentrations. Sarah noted there is confusion as to which biology courses. Changes are needed for clarification on course restrictions to enter into the CIM workflow. **Note: Biology will need to submit changes to course restrictions for each course through CIM. Vote will cover and Scott will modify after the changes appear within the CIM workflow.

f. Early Childhood Education

- i. To change the prerequisite for RL 3500 : Reading, Writing, and Language Arts in the Primary Grades [see CIM files with the file number **4423**]
Approved 8-0-0-1

g. Women’s Studies

- i. To revise the Women's Studies minor to require 6 credits of 3000/4000 level courses [see CIM files with the file number **127**]
Approved 8-0-0-1
****Noted: CIM workflow process did not allow the input of this proposal without filling in a “required” field indicating that another program would be effected by the proposal.**

h. Health & Human Performance (Pam Childs)

- i. To approve SM as the discipline code for Sports Management courses offered though the HHP Academic Unit [see files in the Google drive with the prefix “01_”]
[Packaged i, ii]: Approved 8-0-0-1
- ii. To change several courses with a CC discipline code to the SM discipline code [see files in the Google drive with the prefix “02_”]
[Packaged i, ii]: Approved 8-0-0-1

i. Business **Held for December online meeting****

- i. To eliminate the requirement for students in the BS Management program to take PS-2010 Introduction to General Psychology [see files in the Google drive with the prefix “09_”]
****Note: There is no mechanism for waiving a requirement within a program. CC requested to change the form to clarify the waiver vs substitution question discussed. Language is not clear.**

IV. Discussion:

- a. Here are the new/revised programs that we *know* are planning to come this year:
 - ~~i. TIDE: Done~~
 - ~~ii. Math Ed: Done~~
 - ~~iii. Art Ed: anticipated~~
 - ~~iv. Art History: withdrawn~~
 - ~~v. Art BFA in Studio Art, Integrated...Done~~
 - ~~vi. School Psychology: unsure~~
 - ~~vii. Psychology: unknown to date~~
 - ~~viii. Meteorology: anticipated~~
 - ~~ix. Early Childhood Education: Done~~
 - ~~x. Nursing: unsure but anticipated~~
 - ~~xi. BU (discipline codes...core will come in Spring for 2021): anticipated~~
 - ~~xii. Environmental Planning: not able to make changes~~
 - ~~xiii. Geography: not able to make changes~~
 - ~~xiv. Exercise Science: anticipated~~
- b. (Leslie Blakney & Katie Gaebel, Career Development Office) Discussion of the role the Career Development Office will be taking on in the short and long term around internships and discuss credit options for internships.

****Discussion: Broad contextual summary of the role of the Career Development Office relative to internships. New department responsibility as of the beginning of the Fall 2019 semester. Role of the office is still developing. Key stakeholders are**

students and employers. Campus discussions have been launched with a focus on shared trends, what to do next with internships, what has worked well to date, barriers & challenges to date, institutional priorities, what role should this office be playing with internships, etc... The purpose in coming to the Curriculum Committee is to share & address feedback received and trends seen relative to gaps and inconsistencies from a curricular and credit standpoint and as well to propose to the Curriculum Committee how this office would like to move forward around internships experiences around campus. The office has also been working with employers and building relationships. See the attached draft, “For Credit Model Internship SOP” which is an attempt to define and operationalize what as an institution, we define internships as and what NACE (National Association of Colleges and Employers) suggests as “best practices”. The information on the attachment also attempts to outline everyone’s role and how students, faculty & staff and campus administration should approach internships. A landscape analysis of PSU internships has been conducted by the Career Development office. Results revealed a desire for guidelines and policies & procedures in place to help streamline and coordinate efforts around internships. There has been an absence of these things and as a result, folks have been making their own based on informed practices within their discipline. Time to standardize across campus so efforts & processes are consistent among students, employers, faculty & staff, etc..

Critical next steps and priority efforts reside with the credit-bearing piece of internships. Credit vs zero credit options. Internship credits can often be a financial barrier and obstacle for experiential learning opportunities. What can PSU offer relative to internships to minimize financial barriers for students? See also backside of attachment-“Recommendations and considerations-draft”. Department of Labor policies need to be a consideration when outlining guidelines with internships. Efforts would also be focused on the pre-screening process, which to date, has been inconsistent. In addition, there are different requirements for different amounts of credit hours, which is presenting inequity concerns. There are students who have also received credit for internships that do not correspond directly to their field of study. All of these topics of concern are incredibly complex.

The next step would be to put together an implementation plan team for spring semester. Proposal suggests that this team would meet 3-4 times with a core focus on diving more deeply into the credit alignment/misalignment that is being seen across campus and help develop a centralized process to streamline the internship process. The office recognizes that there are structures in place within certain disciplines that work smoothly. It is understood that internships can be tied to accreditation so the goal is not to be a “disrupter” but to help provide clear guidance to students and employers on the internship process at PSU. The Career Development Office would like representation from the Curriculum Committee.

Committee feedback included discussion surrounding academic transcript visibility with zero credit internships. The committee asked if statistics existed that identified how many internships were offered as pass vs credit. A study with Institutional Effectiveness identified 343 undergraduate students participating in internships for a total of 1,833 credits. It is noted, PSU is the school of record for all CIS internships abroad and all internships are graded. Also noted was the need for Academic

Affairs Committee representation along with CC representation. The committee discussed international internships through GEO as well as the corresponding visa issues and legal considerations that can arise. Lastly, the committee discussed concerns pertaining to whether or not PSU has a standard MOU/MOA with host sites for internships that departments could utilize, paid vs unpaid internships and the Department of Labor workman's compensation requirements, minimum wage standards, reduced tuition for zero credit internships and the transcript validation of the student's experience, summer internships and financial aid, etc..

Committee representatives expressed concern relative to the faculty commitment overseeing internships. The Career Development office identified 47 credit hours per student per internship as the average faculty resource needed. This includes policy as well as academic tasks.

*****Goals of the Internship Implementation Team:**

- **To define and operationalize internships at Plymouth State, including what qualifies for credit vs not for credit.**
- **To examine and make recommendations for streamlining internship processes (intake process, employer vetting, and legal considerations)**
- **To outline a vision for PSU internships, with the goal to implement recommendations beginning in Fall 2020.**

Recommendations for team members welcomed. More to come from the Career Development Office.

- c. **INCAP implementation plan [see file in the Google drive with the prefix "21_"]**

Note: this file will be available Monday afternoon, November 11.

****Discussion: Re: questions within the document submitted by Cathie Leblanc**

- **Equivalents & Substitutes: Sarah provided clarification. From a Banner perspective, relative to equivalent courses you do not want students to take something twice. Substitutes are thought of more in degree completion terms. Cross-listed courses. Separate CRNs can be confusing to students.**
- **Prerequisites: During the transition, are we keeping prerequisites? Does the integrative piece disappear after 2 years? Are old courses re-numbered, do they disappear? Scott will send an inquiry to Cathie Leblanc requesting clarification.**
- **Registrar & Course Re-numbering. How are the new courses automatically created so as not to burden faculty with having to submit additional paperwork? Per Sarah, workflow process may be streamlined but it is still to be determined. Process is still under review. Per Scott, starting next fall, all INCO courses will also have INCAP attributes. Challenges arise with changing designations between the two. Transition is so that all INCAP courses can be identified. Is there a way to do that without changing course numbers? One solution is to treat it as a "special topics" and the title changes to reflect the title of the old course. Per Sarah, wildcards can be used for attributes. However, at present, multiple challenges exist with this topic.**

Per Robin, unclear as to whether or not formalization is needed. Question to the Registrar relative to transcripts. May be ok to say from XX date to YY date, this is how we are going to address the issue as part of the transition. Do we know how many students would be affected? Likely and at the very least freshman, sophomore plus transfer students.

- **RE: IS 4221 & BU 4220, linked courses. If one course is deleted, does it automatically delete the other? Answer=no, per Registrar's office. Nothing is automatic about deleting. What happens with a Gen Ed status when a program does not address a request for a sunset course? If the program lets a course with a Gen Ed designation lapse, does the Gen Ed committee vote to delete the course and replace the number? Answer=the course is not deleted; it gets a new number because it no longer carries the Gen Ed designation. Gen Ed committee advises that the course was not brought forward for sunset or deletion so it gets a new number. This scenario does not happen a lot.**
- **RE: Cluster designations and prefixes for cluster codes. Does the committee still believe that cluster course codes should be created? How does the committee feel about the four character designations? Scott is not a fan of "CL" first. This works for designating clusters from everything else but not within each other. Other suggestions included:**
 - **ATX**
 - **Banner Finance codes already in existence for cluster programs. Not attached however to courses. 2-3 digits.**

Need to have codes that are recognizable to students. The Banner Finance codes that are in existence are not necessarily the answer but it might be easier not to re-invent the wheel. Per Robin, these codes are easy to review and could easily be changed if that was the direction that was decided. The committee also discussed whether there is any difference between an interdisciplinary course and a cluster interdisciplinary course. What does "branding" mean as part of that code & cluster designation?

Scott will share details of the conversation with Cathie. Unclear as to what is the easiest way to transition. More discussion to follow.

- d. January Schedule: *Assuming we have the volume of proposals we are still expecting, I propose that we treat January as any other month during the AY for purposes of scheduling CC business:*
 - **January 6-10 Online Voting**
 - **January 17 Full meeting**
- e. Other: **Reminder: online voting in December and January**

V. Old Business

- a. Review [Curriculum Committee Guide](#)
No new information

VI. Reports

- a. Steering Committee

Scott shared that there was a meeting to discuss the new “Summit Program”. A task force needs to be created to set down the rules for a working group. Scott is hoping that Academic Affairs will take the lead and ask the Steering Committee to form a task force. Scott suggested that a member of the Curriculum Committee consider being a part of that task force.

Also noted, the Faculty Committee voted to dissolve the Grad Council. There are no formal rules about having graduate faculty on the Curriculum Committee. Historically, if something passed through the Curriculum Committee that impacted graduate faculty, it would be caught at Steering Committee. Now that they will not be on the Steering Committee, does the Curriculum Committee need to consider formalizing the role of having graduate faculty on the committee? How is graduate faculty defined? Might be handy to have a consistent member of the committee who is familiar with issues that correspond to graduate programs. Per the Registrar’s office, historically it has been challenging to find specific faculty to represent because of the diversity within graduate programs.

VII. Adjourn. 5:03 pm

*Next meeting: **January 17, 2020 12:00 pm***