<p style="text-align:center">Plymouth State University Curriculum Committee
April 17, 2020 – 2:30-4:30 pm, in the ZOOMOSPHERE</p>

Meeting Minutes

Present

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

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

Presenter of Proposals: Deborah Brownstein, Amanda Whitworth, Ashley Norman

Scribe: Kelli Kemery

Liz ahl, Chair, called the meeting to order at ***2:31pm.***

- **Approval of the March 20 (Zoom meeting) minutes (if available): *APPROVED***
  *** Approved minutes should be sent to Academic Affairs for posting.**
- **New Business**

  a. **English**
     i.
     ii. To increase the credits assigned to EN 5316: Teaching Writing: Practice from one credit to three credits (new course EN 5317)
         To increase the credits assigned to EN 5556 : Teaching Literature: Practice from one credit to three credits

         (Megan Birch worked with Harrison to edit/resubmit this part of the package of proposals so it more clearly communicates what is needed – this is all set from the Registrar's perspective! ***Approved 9-0-0-0***

         ****Discussion: Leftover from previous discussion, largely a clerical matter.***

  b. **Educational Leadership**

         To add prerequisite of "instructor permission" to AD 5800: Practicum in Educational Leadership: The Principalship
         Held for further discussion-rolled back.
          **** Discussion: Why 3-6 credits if hours are specified in course*
description? Historically and largely determined by student level of experience. Students with

more experience take 3 credits, 6 credits if otherwise. Does 300 hours=3 credits, 600 hours=6 credits?   Maximum of 10 enrolled so how will this work with repeatability of the course. Questions will be shared with author of proposal.   Need to address 60 -word limit.

      c. **Music, Theatre & Dance** *(Amanda Whitworth)*

New Course Proposal -- DNDI 2251: Hip-Hop Culture and Performance (because it allowed its Gen Ed status to sunset but they want to keep offering the course as they re-tool it) ***Held for further discussion until September 2020 meeting***

***Discussion: New course proposal with no GenEd designation. Should be DN 2251. Needs clerical correction & proposal to obsolete. Two descriptions, clarification needed on which is accurate. Same course? Course has not been offered in a long time. Needs to go to GenEd for review.

      d. **HHE/Public Health**

Revised Course Description for PBH 3000: Epidemiology and Biostatistics for Public Health ***Held for further discussion, more work needed.***

***Discussion: Clerical error- Effective term needs to be Fall 2021. Liz will change. PBH3010 also noted with same description in a different queue. One needs QRCO designation added. Clarification needed.

      e. **Business** *(Deborah Brownstein)*

Curriculum Change – proposed new discipline codes in advance of major program changes (proposal package coming in fall) ***Approved 9-0-0-0***

***Discussion: Sports Management already approved & existing Economics, they will be obsoleted per Deb. Transition from 3 to 4 credit first, then obsoletions and proposals to delete will be submitted. None will be directions courses. Rather than having individual program designations for all business internships, BU will be kept for internships and special topics. If directions, then BUDI will be used. Benefit to students overall. Linked to accreditation also relative to better program delivery, design & assessment.

      f. **Art Education** *(Ashley Norman)* **Held for further discussion-more work needed.**

1. AE1000: Obsolete Course
2. AE3100: Add co-requisite (AE3105) and change course description
3. AE4950: Add AE4980: Seminar in Art Education as co-requisite
4. AE4960: Add AE4980: Seminar in Art Education as co-requisite
5. AE4970: Add AE4980: Seminar in Art Education as co-requisite

***Discussion: Registrar advised co-requisite is a new course and therefore needs a new course proposal. New course also needs to be part of the approval package. Whole set of proposals does not seem ready yet. Fall 2021 catalog so time is available to work out loose ends. Previous conversations with Provost's office identified intention/efforts to revise the Art Education major. Discussed lack of clarity in the justification relative to impacts/changes so talked about the major and appropriate changes thereto. Pieces are in various states of approval (CEP, etc.), some changes are accreditation bearing

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so needs additional work & approvals to be completed. Consensus is that, as long as you show these are in the pipeline, accreditors will be ok. Needs CEP action. Why are there 3 separate internship courses? Reason=with a K-12 certification, internships are in elementary level and one in high school Most students take as 12 credits but set up for a student who needs to spread the internships. Allows flexibility. Staffing feasibility and enrollment concerns were discussed. Need to spell out PPPDS in AE 3100 in course description however it exceeds 60 word limit unless abbreviated. If students know it, it's ok to abbreviate per the committee. Additional concerns by the committee have included lowering credits within the program down to 120 and adding electives. Ashley would benefit from process mentoring from the Curriculum Committee per Provost.

IV.   **Discussion**:

   a. From an email from Ann McClellan:

   So, Criminal Justice is working with OAA, grants, and an off-campus partner,
   Cybint, to talk about partnering on cyber security classes, certificates, bootcamps, etc. Cybint is offering PSU a grant to help develop and build up capacity in such a program. They have a platform and simulations that students would use to be trained on cyber security practices, protocols, and other measures, preparing them for several high demand entry level positions across the region and nation. The target audiences in include non-matriculated students who may be working professionals in banking, business, intelligence, police, government, all kinds of industries. They may just do a bootcamp or they may enroll in a certificate program. They are also talking about curricular offerings for our own enrolled UG and grad students who could get a certificate or minor through Cybint in Cybersecurity.

   We didn't know what the process might be for rolling this out for non-matriculated students first and what the role of CC might be. What processes and timelines would need to be followed since this wouldn't be a PSU 'degree program' (yet)?

   I also had a question about the possibility of doing some initial experimental offerings of this next year while we pursue the CC policies and procedures. If we did an experimental class or two, could we later student request these to count for a certificate it was approved by CC next year? Thinking out loud here.

   Any advice on the non-matriculated partnership procedures is appreciated! Thanks,

   *** Discussion: Cybint is a company that develops protocols and materials for cyber security. They have faculty and create scenario based and experiential learning which is delivered virtually in the cloud. Which allows people from different areas to learn about different levels of cyber security approaches. For anyone interested in things like banking, criminal justice, intelligence, white collar crime, homeland security, law. Different levels of experience and approach. They have reached out to PSU and made an offer to develop an educational program/curriculum to deliver a different type of education in cyber security. For example, boot camp courses, curriculum for under grad, graduate or working professionals. Educational materials are managed cloud based by Cybint, PSU faculty will participate and facilitate. The software package will be provided by Cybint. Cybint is negotiating an agreement with PSU that includes Cybint enrolling students & offering scholarship money to match. Question is about procedure, process within Curriculum Committee. Closest was Christian Bisson with AMC teaching a course on our behalf which included an MOU and PSU syllabus. Criminal Justice has been piloting the Fact Drive software classroom/lab package kit with Cybint.

   Many questions and many pathways with this educational model. For example, with bootcamp style delivery would this mean offering the class to those outside of PSU, for example Meredith Village Savings Bank? UNH does offer similar curricular boot camp, workshop

style classes to others outside of the university enrolled students. Different type of educational model offered to professionals. Cybint has a partnership only, they would not offer or facilitate the curriculum. With this different kind of educational model or experience, what does it look like and what are the policies and procedures as identified through the Curriculum Committee? If not credit bearing, is it the responsibility of the Curriculum Committee? Timeline? What types of credentials are within the purview of the Curriculum Committee? Is it similar to CEU's which count toward professional development? Some institutions offer micro-credentialing/CEU's that could accumulate to the equivalent of a degree or act as a stepping-stone to further education. PSU would not necessarily offer the degree but might partner with another educational institution or multi partners who do. Bootcamps are intensive short-term experiences, for example "coding". PSU currently has no continuing education programs. Historically PSU has viewed a certificate as including multiple courses. This partnership would allow PSU to offer parts of these experiences to students or offer an area of study similar to a minor. With this educational model, people in these industries who may also be interested in becoming better equipped and who can not go back to school, this model will allow them to do so.

Cybint benefits by providing the course materials for the educational experience with the PSU curriculum initially as well as via future updates. The goal is to have PSU self-sustaining in the future much the same as USH is doing now with a similar educational model. Cybint has the materials developed already. Fastest timeline would be Fall 2021 but a transitional roll out could be reviewed. Many areas still to be reviewed with Finance, curricular programs, President's office, etc.. Goal, if implemented, is to have PSU self-sustaining within 2 years to deliver this type of program. UNH put their program in place in less than 9 months.

Additional concerns and discussion include the fact that bootcamps may not need approval from curriculum committee or academic affairs if not credit bearing. Who would issue the certificate? Per the Provost, teaching faculty member could simply print out a certificate identifying completion of the materials for the student enrolled in the boot camp. If multiple certificates convert to a credit, then OAA would get involved. Of note, PSU Admissions has been in conversations regarding micro-credentialing within the next year if this type of learning is approved. Registrar's Office could hold records and billing would be involved. Liability & risk management review would be needed where PSU would be certifying. Needs more review with other universities because it is so different than degree programs. Also, of concern and needing further review are areas such as ethics, financial viability, etc..

Provost would like to have the curriculum committee and others to conduct additional research and consider a step by step process and a curricular pathway to develop this educational model at PSU.   Difficulty resides with trying to develop a pathway between non matriculated students and some kind of official document recognition that exists in the world of higher education. Is there a pathway for the non-traditional students?   This method of educational delivery rides the line between OAA and CC in terms of responsibility. Larger conversation for sure but need to work together to review and develop the pathways and processes. How can we leverage this opportunity? Board of Trustees has also been discussing this type of educational model. Perhaps a focus group consisting of multiple partners from departments across campus? An interdisciplinary group to work together.

Cheating option: Propose experimental courses to build the curriculum & then create blanket agreements for suggestion into the program for the following year? Experimental option could expedite as well as identify negative aspects of this educational model.

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This is an admissions opportunity as well.

Further discussion is required.

b. April session on 4+1 & Postbac programs (from Liz: I completely forgot this until I was putting together this agenda. It is, obviously, cancelled/postponed until the fall.)
Global pandemic cancelled this session. Need to find a way to work on these, perhaps sub committees to keep forward motion. Provost notes value of bringing more people to the committee so some could work on special areas. Create a structural space to learn about these things, create policies, etc. Don't want to lose opportunities.

c. Looking ahead to fall agenda-***Fall semester needs to stay on the radar***
   1. Obsoleting courses (Sarah – thanks for the email on this)
      Need to clean up courses for accreditation. Needs to be focus on annual review.
   2. Electing a new chair-G*ratitude to those who have served on the committee and for those continuing. Liz to forward email identifying new committee leadership.*

VI. **Old Business**
VII.
   a. Review <u>Curriculum Committee Guide</u> *No information*

VIII. **Reports**
IX.
   a. Steering Committee: *No information*

X. **Adjourn.** *4:39pm*

Next meeting: **September 18, 2020**, *God Willing & the Creek Don't Rise*