

# Curriculum Committee

## Discussion

March 12, 2010 – HUB Student Senate Room

## MINUTES

Present: Bonnie L. Bechard (2:35 pm), Julie N. Bernier (2:40 pm; left at 3:50 pm), Christian Bisson, Mary E. Campbell (non-voting), Shannon Clark, Elizabeth A. Cox (Chair), Robert G. Egbert, Jr., Karolyn Kinane, Joyce C. Larson, Joshua Smith (left at 3:35 pm), Anil Waghe

Absent: Francis M. Williams

Excused: Lindsay E. Harrington, Lisa D. Spradley,

### Exhibits:

- Outside Reviewer's Report, English Department, February 26, 2007
- Program Evaluation, Department of Health and Human Performance; Report of External Reviewer, June 2007
- Links to Academic Plans; Bonnie Bechard
- Some Ideas About an Academic Plan/Curriculum Plan; Robert Egbert

The Chair called the meeting to order at 2:34 pm. She welcomed the new student representatives, Shannon Clark and Joshua Smith.

Approval of December 11, 2009 meeting minutes. Approved as distributed.

### **I. Old Business:**

#### 1. Reports from our December meeting discussion

- a. Academic Plan (Bonnie, Christian). NEASC told us to have an academic plan. What is an academic plan? What is included? Bonnie looked at some (see her report); some were strategic plans that included an academic plan; others were academic plans. Ohio State has a scorecard, how they are doing on their goals. University of Alberta, discovery learning. Christian could not find a definition of "academic plan" on the NEASC web site. Academic strategic plan applied to academic plan includes goals and strategies. Either operational or visionary plan. Case Western University has steps to be taken/justify when creating a new program.

Our strategic plan is visionary. We need to create an operational plan to carry out the strategic plan. It is a process. How we want to use that will evolve over time. We'll get better at it as we do it, e.g., work on/improve advising; how we recruit students.

We have curriculum guidelines published. Perhaps rework that. Where does a department want to be in five years? What do you need? How do departments mesh with the University? The first draft of Department plans are in; Daniel Moore and Scott Mantie are meeting with departments. Daniel, Scott, George Tuttle and David Zehr are looking at the process this summer to develop overarching plans. Report back to Chairs, University, Curriculum Committee, etc. for discussion in the fall. Need to have faculty involved. Plans are coming from academic departments/faculty. Challenge is to get people to participate. Hope plans from departments will be operational. Our current strategic plan came from the 2005 plans from each department. Need to include academic support areas, e.g., PASS, Undergraduate Studies.

Department academic plans can lead to list of activities; can survey. Bob's lists (data; values) are helpful for departments to look at. Information on how to do academic plan has to be distributed to departments. Problem is getting people to participate. Have to emphasize the incentive. Important for the Provost to know department's plan, where they are going, what

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they need; helps Provost to advocate. Need data to back it up. We can show the Trustees where we are going.

How specific is the academic plan? By department; by college; by the University. It will include all department plans. Barbara saw from various institutions, themes across the University. Student involvement in the process.

We like to teach for our own interests. May not be what is best for the area. We need some criteria/direction. The faculty are experts but don't know the wider picture. Happens both ways; top down. What are the needs for the state? Have to do research/have data before proposing. SAPC guidelines for a new program: needs assessment; projected enrollment; business plan, budget.

- b. *Languages and Linguistics*. Beth contacted Barbara Lopez-Mayhew regarding the questions raised by the Committee (see December 11<sup>th</sup> minutes). Bagley Center, how it functions, relationship with academic departments: Barbara has close contact with Bagley for faculty-led trips. Bagley is the instructor for internships. Department Handbook: no; they use Bagley risk management and forms; Department does need to create a Handbook. She did not have number for study abroad. TESOL is growing; need to recruit more minors. Department does teach General Education courses. Since Winterim 2003 14 students in her disciplines have studied away.

## II. New Business:

### 1. Program reviews of English and HHP

- a. *English*. How do you schedule the courses? We've developed equity in different ways. How do you decide the topic that will be offered? How will students know what the author will be in the rotating topic at the 4000 level? We group 4000 level courses into four categories and offer two courses in each category. Focus on different approaches versus text. Prepare students to teach and to take the GRE. Freedom of choice. Core requirements. Concern of number of required at the advanced level. Has that changed? When you do alumni surveys, do you use that for future planning? Do they ask for changes? Is there student response to radical changes in your program? What kind of outcomes assessment do you use? Portfolio style. Developed four goals for each literature courses; attached the course evaluations. Skills and content: connect or disconnect. Is the content so important? Skills is outcome that students feel most important to them. Number of adjuncts: yes, still high. High percentage of adjuncts who teach EN 1200 Composition. Solidify expectations of what should be taught in EN 1200. Is Elliot doing as coordinator of Composition? Has student writing gotten better? Depends on the students. Depends on the criteria you're using. Student's attitude/disposition toward writing. Some instructors do what University faculty think they want for composition. Recommend developing a regular position, half-time versus so many adjuncts. The Department has not raised this with the Provost. Elliot is 50% teaching and 50% Composition coordinator.
- b. *Health and Human Performance*. Encouraged by better relationship between HHP and Athletics.

Adventure Education mandatory course fees. We collect annually \$40,000-43,000 from students with course fees. We have asked the University for four vans; cost less than renting vans. \$900/van/month. We use four vans for 2-3 months. Example: \$250 course fee for one course. How did Meteorology get their van? Donations? Grants? Athletics rents vans; students don't have to pay a course fee. Some institutions have differential tuition for different majors. Adventure Education is capped at 60 majors.

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We look at resources when reviewing all these reports. Heavy advising loads in HHP. Has that been addressed? Major are only advised by HHP faculty.

2. Lab fee information from Provost Bernier. The Board of Trustees said no more course fees. Is that still true? Are these fees kept in a separate fund so they are given to the department or do they go into the general fund? Adventure Education has two accounts where the courses fees are kept.
  - a. Increase tuition and not charge course fee
  - b. Differentiate tuition
  - c. Course fees

Are we opening the flood gates for other department that have expendables/perishables? Are we going to be equitable with everyone else? It's not 'green' to throw away theatre/set items. Fire department requires fire proof sets/costumes. Business students don't like paying the fee to take an assessment test (in BU 4220). Bring to the faculty the subject of course fees?

The fall 2010 schedule of classes is going to print next week. New course fees that have not yet been discussed by the Curriculum Committee are included. Concerned about the fee or because we haven't been asked? Beth will talk to Julie. Wish it would be more transparent; should publish the amount of the fee.

The Chair declared the meeting adjourned at 4:45 pm. The Curriculum Committee has agreed to meet the second Friday of the month, from 2:30 to 5 pm, for the purpose of discussing the curriculum. All regular business will be conducted on the third Friday of the month. The next Discussion meeting will be **April 9<sup>th</sup>**.

Respectfully submitted,

Mary E. Campbell, Scribe  
Director of Curriculum Support