

FACULTY MEETING AGENDA

May 2, 2012

3:35 – 5:00 PM, Heritage Commons

- I. Acceptance the draft minutes** of the April 4, 2012 meeting. Minutes are available online on the Faculty Governance blog. You will be required to log in to myPlymouth to view the minutes. The Faculty Governance Blog may be found at <http://www.plymouth.edu/committee/faculty/>

II. Reports

- A. Sara Jayne Steen, President
- B. Julie Bernier, Provost and Vice President for Academic Affairs

III. New Business

- A. **MOTION from the FROST SCHOOL COUNCIL** (Christian Roberson): To update the Frost School Council (Article XI.F.9) in the Faculty Bylaws, to renumber the remaining Article XI.F sections appropriately, to amend Article X as show below, and to amend Section 1.8 of the Faculty Handbook accordingly. The proposed changes for the current Frost School Council and the rationale are included in Appendix A.

Article X of the Faculty Bylaws (Additions in **bold**; deletions ~~struck through~~)

The Principal Policy-Making Committees shall be:

Academic Affairs

Academic Technology and Online Education Committee

Athletic Council *

Council of Teacher Education *

Curriculum

Faculty Welfare

~~Frost School Council~~

General Education

* Not included on the Steering Committee.

- B. **Motion from the COUNCIL of TEACHER EDUCATION** (Irene Cucina): On behalf of the CTE, I move that the revised CTE bylaws be approved. The proposed revisions and reference materials are included in Appendix B.
- C. **MOTION from GENERAL EDUCATION** (Elliott Gruner): To accept the new description for “Writing in the Disciplines Connection” (WRCO) courses found in Appendix C, replacing the description currently found on pages 10-11 of the Gen Ed Handbook.
- D. **Report from General Education** (Jeremiah Duncan & Elliott Gruner): Result from the faculty survey will be presented.

IV. Announcements

V. Adjourn

Appendix A – Frost School Council Proposal & Rationale

Proposed language for updated committee:

Academic Technology and Online Education Committee

a. Composition:

Eight faculty members elected by the faculty for staggered three-year terms and three students (one of whom must be a Frost student and one of whom must be a graduate student) shall be voting members of the committee. Additional voting members shall include the Associate Vice President of Undergraduate Studies, the Associate Vice President for Graduate Studies, the Director of Learning Technologies and Online Education (LTOE), Dean of the Frost School, and the Chief Information Officer. Non-voting members include the Director of Management Information Systems (MIS). The committee elects its own chair who shall be a faculty member.

In addition, the Faculty Speaker shall appoint a faculty member to be a non-voting participant on the committee for a one-year, non-renewable term. This member shall be selected from a pool of faculty with not more than five years of service at PSU.

The Chair of the Academic Technology and Online Education Committee, or his/her designee, shall serve as an ex-officio member of the Planning/Budget Leadership Group (PBLG) and the Executive Steering Committee for Information Systems (ESC-IS). The Chair of the Academic Technology and Online Education Committee serves on the University Steering Committee.

b. Function:

The Academic Technology and Online Education Committee:

- Considers faculty technology needs, requirements, recommendations, and priorities.
- Considers students' perspectives regarding their technology needs and recommendations.
- Designs and implements processes to ensure fair representation, visibility, and consideration of faculty technology needs when technology priorities and investment decisions are made on campus.
- Influences university strategic planning related to academic technology both in the classroom and online.
- Communicates regularly with key stakeholders to assist with activities that support academic technology adoption and integration.
- Works collaboratively with stakeholders to assess technology used in the academic environment and pedagogy related to online instruction.
- Uses assessment information to inform future academic technology investments.

- Recommends policies for faculty approval related to online education and technology-driven changes to pedagogy.
- Advocates for adequate professional development resources for faculty related to use and assessment of technology for teaching and learning, both on campus and through external development opportunities.

The Academic Technology and Online Education Committee shall meet once monthly during the fall and spring terms. Minutes of all meetings will be posted on the campus intranet.

Rationale

During the Spring 2011 semester the Frost School Council (FSC) began a self-review process and started to identify a clear need in the area of academic technology (AT) governance on campus. It became clear to the council that there were questions about where to take AT items for discussion and the council wanted to gather perspectives from a larger audience on perceptions of AT at PSU. As a result FSC arranged to host a session during Faculty Week 2011 to talk about the future of AT on campus.

During the Faculty Week session several concerns were raised by faculty in attendance including: lack of transparency for major AT initiatives on campus, inadequate reporting mechanisms from existing AT-related committees and departments to the faculty at-large, no clear point of contact for faculty interested in presenting ideas for AT, and lack of feedback on proposed initiatives. During the Fall 2011 semester FSC worked to envision how such a committee would function and who should serve on the committee. As the Frost School continues to grow and change, there has been less need for the formal advising structure currently in the faculty governance. At the same time these other important issues need to be addressed. **To that effect, FSC is proposing that the Frost School Council be updated and renamed the Academic Technology and Online Education Committee.**

The Academic Technology and Online Education Committee will include representatives from the faculty, Information Technology Services, Learning Technologies and Online Education, the administration, and the student body. This new committee will improve the reporting structure for AT issues to faculty governance, provide better and more effective communication of AT issues and decisions to the various constituencies on campus, and provide a new forum for faculty to bring AT-related ideas and needs.

The following section is a breakdown of the current Frost School Council function. For each item some summary information on the Council's discussion has been provided.

Current Frost School Council Function

The Frost School Council:

1. serves as the advisory body to the Frost School.

In practice strategic and operational decisions regarding the Frost School have been provided by other sources. The Frost School has worked closely with department chairs and the deans to decide on program and course offerings.

2. reviews the philosophy, goals, general responsibilities and delivery of academic programs offered through the Frost School.

In practice this happens with communication between departments/colleges and the Frost School. Frost programs are offered through existing academic departments which are responsible for academic programs.

3. makes program recommendations that respond to market needs and demographic shifts.

This is a high-level strategic decision for the university, driven by enrollment management and admissions. This is not within the scope of the Council.

4. evaluates the impact of University policies on Frost School programs and students and makes policy and procedural recommendations to the faculty as necessary.

The focus should be on how policies impact students, not just Frost Students. Some policies are purview of existing faculty governance areas. The updated function will look at policies related to academic technology and pedagogy for online education.

5. in conjunction with Office of Teaching and Learning Technologies (OTLT) communicates with appropriate faculty committees and other campus committees, including periodically informing the faculty or making recommendations to the faculty on matters concerning the Frost School.

In practice many matters for the Frost School are handled between the Frost School and academic departments. Others fall under the purview of other areas of faculty governance. The updated function will focus on technology and pedagogy issues related to the Frost School.

6. recommends policies for faculty approval related to online education that are consistent with the mission of the University;

Some aspects of online education fall under the purview of existing faculty committees. Curricular issues belong to Curriculum Committee, general education issues belong to General Education Committee, etc. The updated function will look specifically at technology and pedagogy-related issues for online education.

7. develops or encourages the development of policies which safeguard the interests of both the faculty/staff who are teaching online and the students who might benefit from the offerings generated by online education;

This is covered by the new committee function.

8. works within the University governance structure to oversee the approval process for online courses and programs;

The approval process for courses and programs that will be taught in an online format is no different than the one for face-to-face courses and programs, which go through other established areas of faculty governance.

9. makes recommendations related to online offerings generated on other campuses which are being considered for credit at PSU;

There is an established process for review of potential transfer courses between academic departments and Undergraduate Studies.

10. in conjunction with the Office of Teaching and Learning Technologies (OTLT), advises on the development of training programs related to online education;

This function is covered in the updated committee function.

11. in conjunction with Office of Teaching and Learning Technologies (OTLT), advises on the development of online education related facilities on campus.

This function is covered in the updated committee function.

12. makes recommendations for assessment activities, reviews data, and makes recommendations based on evaluation.

This item does not currently address the scope of the assessment, but the assumption is that it refers to online education. Some aspects of online assessment fall under the function of existing committees (curriculum, gen-ed) but the updated function does include assessment of technology and pedagogy related to online education.

Appendix B

Council of Teacher Education By-Laws

a. Composition:

The Council of Teacher Education consists of **one representative from all programs within the Unit (see Note 1). If a representative is responsible for multiple programs, they will represent those programs with one vote (Appendix A-1).** ~~two representatives from the Education Department, one being coordinator of Early Childhood Studies (or designee) and the other the coordinator of the Childhood Studies program (or designee) (see note 1); one representative from each of the departments that sponsor a secondary education program (see note 2); one representative from each of the departments that sponsor a K-12 certification program (see note 3); one representative from the College of Graduate Studies; one student representative, and the Director of Teacher Education. Non-voting official consultants shall include the Coordinator of Teacher Certification and Clinical Experiences, the Director of Curriculum Support.~~

Representatives from ~~departments~~ **programs within the Unit (Appendix B-1) offering an initial educator preparation certification, other school personnel, or professional development programs for practicing educators** ~~program~~ should be qualified to teach ~~the education content methodology~~ within the discipline and/or should supervise student teachers/~~interns~~. ~~Department~~ Representatives are **selected** by their respective departments/**programs** for three (3) year terms.

The **undergraduate** student representative must be a student in an initial **educator preparation certification** program and not currently involved in student teaching. The **undergraduate** student representative is elected at the beginning of the academic year by the Student Senate for a one (1) **academic** year term. **The graduate student representative should be a student within the Unit (Appendix B-1). The graduate student is recommended by program faculty to the Director of Teacher Education at the beginning of the academic year for a one year term.**

In addition, the Faculty Speaker shall appoint a faculty member to be a non-voting participant on the committee for a one (1) year, non-renewable term. This member shall be selected from a pool of faculty with not more than five (5) years service at PSU. The non-voting faculty member shall be held to the same selection criteria as the voting members.

The Director of Teacher Education shall serve as the Chair of the Council of Teacher Education, as long as the Director of Teacher Education is a faculty member. Should the Director of Teacher Education not be a faculty member, the chair of the council will be elected from among the **voting** faculty members on the council.

The Council of Teacher Education is considered a Principal Policy-Making Committee under Article X of the Faculty Bylaws.

Quorum – A quorum will exist when 50 percent plus one of the voting membership are in attendance.

~~Note 1: As of 3/07 the Education Department sponsors degrees in Childhood Studies and Early Childhood Studies, each with a teacher certification option.~~

~~Note 2: As of 3/07 the following departments sponsor a secondary education program: Atmospheric Science and Chemistry; Biological Sciences; English; Mathematics; and Social Science.~~

~~Note 3: As of 3/07 the following departments sponsor a K-12 certification program: Art; Health and Human Performance; Languages and Linguistics; and Music, Theatre, and Dance.~~

b. Function:

(1) The Council of Teacher Education is responsible for the development, administration, revision, and evaluation of all ~~teacher education policies and programs, including pre-service field experiences.~~ **programs within the Educational Unit (Appendix B-1).** The Council is responsible for the dissemination and periodic assessment of the Conceptual Framework for Teacher Education (see Note 2). **The Graduate Hallmarks are the basis Theoretical Framework of the Advanced Programs and are reviewed by graduate faculty coordinators (see Note 3).** The Council receives input from faculty, ~~initial educator education students~~ **preparation candidates, candidates within the Advanced programs (other school personnel and professional development for practicing teachers),** public school professionals, professional advisory boards, and professional associations. These responsibilities are in accordance with the standards of the National Council for Accreditation of Teacher Education (NCATE) and certification standards for educational personnel in New Hampshire.

(2) The Council of Teacher Education will meet regularly with advisory bodies to discuss issues in the field and will work collaboratively with these bodies to ensure the high quality of **preparation for initial educator education programs, other school personnel, and professional development for practicing teachers.**

(3) Any curriculum change in **undergraduate Initial Educator Education Preparation** programs must be presented to the Council for its approval before being presented to the Undergraduate Curriculum Committee. **Any curriculum change in graduate Initial Educator Preparation, Other School Personnel, and Professional Development for Practicing Educator programs** must be presented to the Council for its approval before being presented to the College of Graduate Studies Curriculum Committee.

(4) Substantive changes must be approved by the Faculty.

(5) The Council of Teacher Education By-Laws will be reviewed yearly (during the spring semester) to insure proper membership representation of all programs within the Unit.

[Amended 12-2-92, 12-7-94, 5-1-02, 12-3-03, 3-2-05, 3/07, 11/09, 4/12]

Note 1: As of 3/11 the Unit consists of 47 programs encompassing the following: 1) initial educator preparation; 2) other school personnel; and 3) professional development for practicing educators.

Note 2: The Conceptual Framework (CHECK) is utilized by undergraduate Initial Educator Preparation Programs.

Note 3: The Graduate Hallmarks (leadership and advocacy, scholarship and action, reflection and innovation, professionalism and service, and global awareness and social responsibility) are the theoretical framework utilized by the Advanced Programs including other school personnel and professional development of educators.

Appendix A-1

List of PSU Programs and Coordinators for Voting Members of the CTE (as of April, 2012)

Votes	PSU Program	Level	Coordinator	Degree
1	Biology	ITP	Mary Ann McGarry	Baccalaureate
	Biology	ITP		Post Baccalaureate
	General Science	ITP		Post Baccalaureate
1	Chemistry	ITP	Kim Duncan	Baccalaureate
1	Computer Technology	ITP	Ethel Gaides	Post Baccalaureate
1	Doctor of Education	ADV	Kathleen Norris	EdD
1	Early Childhood Studies	ITP	Pat Cantor/Mary Earick	Baccalaureate
1	Elementary Education	ITP	Marianne True	Baccalaureate
1	Elementary Education	ITP	Susan Shapiro	Post Baccalaureate
1	English as a Second Language (ESL)	ITP	James Whiting	Baccalaureate
	English as a Second Language (ESL)	ITP		Post Baccalaureate
1	English/Language Arts	ITP	Megan Birch	Baccalaureate
1	English/Language Arts	ITP	Meg Petersen	Post Baccalaureate
	English Education-Teaching Writing	ADV		Master's
1	Health Education	ITP	Lynn Johnson	Baccalaureate
	Health Education	ITP		Post Baccalaureate
1	Mathematics 5-8	ITP	Shawn Hackshaw	Baccalaureate
	Mathematics 7-12	ITP		Baccalaureate
1	Mathematics 5-8	ITP	John Donovan	Post Baccalaureate
	Mathematics 7-12	ITP		Post Baccalaureate
1	Modern Lang: French & Spanish	ITP	Barbara Lopez Mayhew	Post Baccalaureate
1	Music	ITP	Holly Oliver	Baccalaureate
1	Physical Education	ITP	Louise McCormack	Baccalaureate
	Physical Education	ITP		Post Baccalaureate
1	Principal	OSP	Christie Sweeney	Master's
	Principal	OSP		CAGS
	Superintendent	ADV		CAGS
	Curriculum Administrator	OSP		CAGS
	Administration & Curriculum	ADV		CAGS
1	Reading and Writing Teacher	OSP	Edie Patridge	Master's or CAGS
	Reading and Writing Specialist	OSP		Master's or CAGS
1	School Counseling	OSP	Gary Goodnough	Master's
1	School Library/ Media Specialist	OSP	Elaine Allard	Master's
1	School Psychology	OSP	Leo Sandy	Master's or CAGS

1	Social Studies Social Studies	ITP ITP	Mike Kopish	Baccalaureate Post Baccalaureate
1	Special Education Special Education Administrator	ITP OSP	Marcel Lebrun	Master's Master's or CAGS
1	Visual Arts	ITP	Bill Haust	Baccalaureate
1	Visual Arts	ITP	Jason Swift	Post Baccalaureate
1	Adventure Learning	ADV	Jamie Hannon	Master's
1	Instrumental Music Education	ADV	Gary Corcoran	Master's
1	Integrated Arts Arts, Leadership and Learning	ADV	Trish Lindberg	Master's CAGS
1	Middle Level Education Online Teaching and Learning Neurodevelopment Approach	ADV ADV ADV	Cheryl Baker	Master's
1	Director of Teacher Education		Irene Cucina	
1	Undergraduate Student Representative			
1	Graduate Student Representative			
0	Ex officio membership Coord. Teacher Certification & Clinical Experiences Coordinator of Assessment Administrative Assistant Graduate Programming & Assessment Coord. Director of Curriculum Support Graduate Certification Coordinator		Kathy Vestal Deborah Mardin Kelsey Donnelly Judy Ciesielski Mary Campbell James Kuras	

Appendix B-1

Educational Unit Programs (as of April, 2012)

INITIAL TEACHER PREPARATION AND ADVANCED PROFESSIONAL PREPARATION PROGRAMS (CERTIFICATION)						
PSU Program	Level	Coordinator	Degree	Review by	Status	
1 Biology	ITP	Mary Ann McGarry	Baccalaureate	SPA: NSTA (deferred) State	F03 F09	Deferred State aprvd - 8/31/15
2 Biology	ITP	Mary Ann McGarry	Post Baccalaureate	SPA: NSTA (deferred) State	F09	State Conditional til 8/31/2012
3 Chemistry	ITP	Kim Duncan	Baccalaureate	SPA: NSTA (deferred) State	F09	State 2-yr provisional (new prog) - 8/31/2012
4 Computer Technology	ITP	Ethel Gaides	Post- Baccalaureate	SPA: (deferred) State	F09	Deferred State Conditional til 8/31/2012
5 Curriculum Administrator	OSP	Kathleen Norris	CAGS	NO SPA State	F09	No SPA State 2-yr provisional (new prog) - 8/31/2012
6 Early childhood studies	ITP	Pat Cantor/Mary Earick	Baccalaureate	SPA: NAEYC State	S11	NCATE Nationally Recognized (2019) State aprvd 8/31/15
7 Elementary Education	ITP	Marianne True	Baccalaureate	SPA: ACEI State	S11	NCATE Recognized w/conditions (2012) State aprvd 8/31/15
8 Elementary Education	ITP	Susan Shapiro	Post Baccalaureate	SPA – ACEI (not submitted) State	F09	State Conditional til 8/31/2012
9 English as a Second Language (ESL)	ITP	James Whiting	Baccalaureate	SPA: TESOL State	F10	NCATE Recognized w/conditions (2013) State approved 8/31/2015
10 English as a Second Language (ESL) (Post Bac)	ITP	James Whiting	Post Baccalaureate	SPA: TESOL	F10	NCATE Recognized w/conditions (2013) State approved 8/31/2015
11 English/Language Arts	ITP	Megan Birch	Baccalaureate	SPA: NCTE State	S10	Not Recognized – can resubmit full report State aprvd 8/31/15
12 English/Language Arts	ITP	Meg Petersen	Post	SPA: NCTE (deferred)	F09	Deferred

13	General Science	ITP	Mary Ann McGarry	Post-bac	SPA: NSTA (deferred) State	F09	Deferred State Conditional thru 8/31/2012	
14	Health Education	ITP	Lynn Johnson/Louise McCormack	Baccalaureate	SPA: AAHE (no candidates) State	F02	Nationally Recognized 2/1/2012 State aprvd 8/31/15	
15	12	English/Language Arts	ITP	Meg Petersen	Post Baccalaureate	SPA: NCTE (deferred) State	F09	Deferred State Conditional thru 8/31/2012
16	Mathematics 5-8	ITP	Shawn Hackshaw	Baccalaureate	SPA : NCTM State	F10	NCATE Recognized w/conditions (2013) State aprvd 8/31/15	
17	Mathematics 5-8	ITP	John Donovan	Post-Baccalaureate	SPA : NCTM (deferred) State	F09	Deferred State aprvd 8/31/15	
18	Mathematics 7-12	ITP	Shawn Hackshaw	Baccalaureate	SPA : NCTM State	F10	NCATE Recognized w/conditions (2013) State aprvd 8/31/15	
19	Mathematics 7-12	ITP	John Donovan	Post-Baccalaureate	SPA : NCTM (deferred) State	F09	Deferred State aprvd 8/31/15	
20	Modern Lang: French & Spanish	ITP	Barbara Lopez Mayhew	Post-bac	SPA (DEFERRED) State	F09	Deferred State aprvd 8/31/15	
21	Music	ITP	Holly Oliver	Baccalaureate	No SPA State	F09	No SPA State aprvd 8/31/15	
22	Physical Education	ITP	Louise McCormack	Baccalaureate	SPA: NASPE State	F10	Nationally Recognized (2019) State aprvd 8/31/15	
23	Physical Education	ITP	Irene Cucina	Post Baccalaureate	SPA: State	F10	Not Submitted State aprvd 8/31/15 (Conversion only)	
24	Principal	OSP	Christie Sweeney	Master's	SPA: ELCC State	F02	Recognized w/conditions (8/1/2013) State approved 8/31/15	
25	Principal	OSP	Christie Sweeney	CAGS	SPA: ELCC State	F10	Recognized w/conditions (8/1/2013) state aprvd 8/31/15	
26	Reading and Writing Specialist	OSP	Edie Patridge	Master's or CAGS	SPA: IRA State	F10	Recog on probation to 8/1/2012 State aprvd 8/31/15	

27	Reading and Writing Teacher	OSP	Edie Patridge	Master's or CAGS	State	F10	Recog on probation to 8/1/2012 State aprvd 8/31/15
28	School Counseling	OSP	Gary Goodnough	Master's	CACREP State		CACREP Accredited - 2015 State aprvd 8/31/15
29	School Library/ Media Specialist	OSP	Elaine Allard	Master's	SPA:ALA State	F10	Recognized w/conditions 2/1/2013 State approved 8/31/15
30	School Psychology	OSP	Leo Sandy	Master's or CAGS	SPA: NASP State	F10	State aprvd 8/31/15
31	Social Studies	ITP	Pat May	Baccalaureate	SPA:NCSS State	F10	Recognized w/conditions (2012) Sate aprvd 8/31/15
32	Social Studies	ITP	Mike Kopish	Post-bac	SPA:NCSS (Deferred) State	F09	Deferred State aprvd 8/31/2015
33	Special Education	ITP	Marcel Lebrun Ann Berry	Master's	SPA:CEC State	F10	Recognized w/conditions(2013) State aprvd 8/31/15
34	Special Education Administrator	OSP	Marcel Lebrun	Master's or CAGS	SPA: NONE State	F09	None Conditional approval (2012)
35	Superintendent	ADV	Christie Sweeney	CAGS	SPA:ELCC state	F10	Recognized w/conditions (8/1/2013) state aprvd 8/31/15
36	Visual Arts	ITP	Bill Haust	Baccalaureate	NASAD State	F09	Approved - NASAD State aprvd 8/31/15
37	Visual Arts	ITP	Jason Swift	Post-bac	NASAD State	F09	APPROVED- NASAD State aprvd 8/31/15

ADVANCED PROGRAMS- PROFESSIONAL DEVELOPMENT FOR PRACTICING TEACHERS

	Program	LEVEL	Coordinator	Degree	Reviewed by	
1	Administration and Curriculum/Assessment	ADV	Kathleen Norris	CAGS	NEASC	F 13
2	Adventure Learning	ADV	Jamie Hannon	Master's	NEASC	F 13
3	Arts, Leadership and Learning	ADV	Trish Lindberg	CAGS	NEASC	F 13
4	Doctor of Education	ADV	Kathleen Norris	DOCTORATE	NEASC	F 13
5	English Education-Teaching Writing	ADV	Meg Petersen	Master's	NEASC	F 13

6	Instrumental Music Education	ADV	Gary Corcoran	Master's	NEASC	F 13
7	Integrated Arts	ADV	Trish Lindberg	Master's	NEASC	F 13
8	Middle Level Education	ADV	Cheryl Baker	Master's	NEASC	F 13
9	Online Teaching and Learning	ADV	Cheryl Baker	Master's	NEASC	F 13
10	Neurodevelopment Approach	ADV	Cheryl Baker	Master's or CAGS	NEASC	F 13

Appendix C

WRCO REVISION

CURRENT LANGUAGE:

Writing in the Disciplines Connection**

(3 credits within the major)

In order to communicate effectively, students need to learn the conventions of their own discipline or profession. They need to learn how to write like an educator, a social worker, a biologist, an historian, or a literary critic, for example.

Students take a three-credit Writing (WRCO) course within their major that contains significant writing experiences appropriate to the discipline. These experiences should be based on Writing Across the Curriculum activities, for example, free-writing, outlining, writing multiple drafts, responding to feedback and creating a finished product. In addition to extending the process of developing writing skills, WRCO courses also emphasize writing to learn in the discipline.

PROPOSED REVISION:

Writing in the Disciplines Connection (WRCO) (credits within the major)**

Students take a three-credit Writing course (within a major) that contains significant writing experiences appropriate to the discipline. These experiences must include Writing Across the Curriculum activities that facilitate student learning and help students become better writers. At a minimum these activities demonstrate three specific aspects. (1) Students in the course do substantial writing that enhances learning and demonstrates knowledge of the subject or the discipline. Writing should be an integral part of the course and account for a significant part (approximately 50 percent or more) of the final grade. (2) The course demonstrates an approach to writing as a process where students have the opportunity to submit and receive feedback on multiple drafts of major assignments. (3) Students have the opportunity to write for formal and informal, graded and ungraded occasions throughout the course with an emphasis on the use of writing as a mode of learning.

**These Connections are three-credit experiences taken as part of the major and hence add no credits to those required for the major.