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Curriculum Committee Minutes

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10-30-2014

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**UMM CURRICULUM COMMITTEE  
2014-15 MEETING #7 Minutes  
October 30, 2014, 10:50 a.m., MFR**

*Members Present:* Bart Finzel (chair), Sarah Ashkar, Donna Chollett, Stephen Crabtree, Dan Demetriou, Janet Ericksen, Pieranna Garavaso, Sara Haugen, Peh Ng, Ricky Rojas, Gwen Rudney, Emily Sunderman, and Sonja Swanson

*Members Absent:* Carol Cook, Pilar Eble, Maryanna Kroska

*Visitors:* Nancy Helsper, Judy Korn, Kellie Meehlhause, and Jeri Squier

*In these minutes: Program changes and catalog course change clean-up in the Division of the Social Sciences; Program changes in the Division of Science and Mathematics*

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**Announcements**

Finzel announced that the November 20 meeting appears to be open so some program discussion that is carried over from this and the next meeting could be on the agenda of that meeting and still make it to the December 2 Campus Assembly meeting.

Secondly, the Scholastic Committee has asked for a volunteer from the Curriculum Committee to serve on a subcommittee discussion on international student progress and whether or not something might be done for language requirements for international students. The outcome might involve changes to the curriculum, so it makes sense to have a representative from this committee involved. Eble is a member of the committee but will be involved in another capacity. Roland Guyotte, chair of the Scholastic Committee would like a group of only 3-4 people to generate ideas for further discussion. Ng volunteered to serve on the subcommittee.

**Approval of Minutes – October 16, 2014**

MOTION (Chollett/Garavaso) to approve the October 16, 2014 minutes. Minutes were approved by unanimous voice vote.

**Division of the Social Sciences Catalog Program Changes and Course Clean-up**

**Anthropology (Anth)**

Ericksen stated that anthropology starts with clean-up of courses that are being deactivated due to staffing changes. The program changes are fairly minor. The only significant change is that the Anth 2101 has been changed to a 5-credit course which has resulted in an increase in credits from 36 to 37 credits. Anth 1813 was added to increase IC offerings.

**Sociology (Soc)**

One additional 3xxx-level elective course has been added. The major count remains the same. An IC course was added and Gen Eds have been removed from three courses.

## **Economics (Econ)**

The economics program changes are straightforward, with one new course tied to staffing changes and the removal of thirteen Gen Eds.

## **Management (Mgmt)**

Management also has few changes to the program as the result of deactivated courses that are no longer taught, and the regular approval of a provisionally approved course.

## **History (Hist)**

History has added a course that has had provisional approval for two years. It was first taught provisionally by a pre-doctoral fellow who was hired into a temporary position and would like to teach it again. Ng asked if it would be ongoing, and Ericksen replied that if the instructor stays at UMM, it will continue to be taught, and if not, it will be deactivated, but our process requires regular approval to do so. Other changes are in response to student desire to have more 2xxx-level courses. History has been heavily weighted with 3xxx-level courses. Rudney stated that she was curious about adding ten courses. Can ten more courses really be offered? Ericksen answered that they perhaps should have removed more 3xxx- and 4xxx-level courses, but what they are really doing is expanding 2xxx-level offerings. The discipline will wait to see which ones fill and will then remove the corresponding 3xxx-level courses. There are now really more than they will teach in the next two years. Finzel added that history has two likely tenure-track positions going forward so it makes sense to hang onto courses until they know whether individuals will teach them. Ericksen stated that the same is true for anthropology; more courses are sitting in the catalog than can be taught during the next catalog cycle, but they are waiting to see how it plays out.

## **Psychology (Psy)**

There are no overall changes in the program. Most of the changes take place at the upper level. Psychology is offering two courses that they believe will fulfill what is required in Education.

## **Gender, Women, and Sexuality Studies (GWSS)**

Because of the interdisciplinary nature of the program, with staff entirely from outside the discipline, faculty are required to balance teaching courses in GWSS with their home discipline teaching commitments. This poses a challenge while the goals and objectives of the major remain the same.

## **Social Science Major**

The social science major is a combination of all of the minors in the social sciences. It has a large credit range because it is dependent upon and reflects the changes in all of the other programs.

**MOTION** (Ng/Crabtree) to approve the social sciences program and course changes that have been discussed.

The motion passed unanimously (11-0-0).

## **Political Science (Pol)**

[The political science program was inadvertently omitted from the agenda materials and will be considered at the next meeting.]

## **Liberal Arts for the Human Services (LAHS)**

Finzel explained that changes to the LAHS program are being considered separately from the other programs because three elements are involved: a course change, a program name change, and a third fairly significant change to the major that includes four sub-plans within a newly named program.

Ericksen stated that the Form A includes a letter to the Curriculum Committee from Associate Professor of Psychology Heather Peters, explaining the proposed changes. The process was started some time ago, at the request of the Dean and the Social Sciences Division Chair, to look at the program and see what is in need of improvement. Related majors in similar programs at peer institutions (Morris 14 and COPLAC institutions) were reviewed. A discussion of the results then began in the division. Finzel stated for the record that the statement in the fourth paragraph of the proposal memo: "During Fall 2013, the Dean, Bart Finzel, and the Social Sciences Division Chair asked Dr. Peters to work on implementing the proposal. The Dean suggested decreasing the number of sub-plans" is not accurate. He did not know about the proposal at the time. He did know that there was some discussion about potential tracks in LAHS, but he was not aware of the name change nor that there were eight sub-plans.

Ericksen stated that there was an original purpose for naming it LAHS, tying it to the liberal arts. The decision to change the name now has to do with comparability. There is no other program that has a similarly titled major. Peters had looked at 22 different institutions and none had a name like ours. Finzel asked what other names were found. Ericksen noted that she found majors with the following titles: human development, human services, and social work. Many of the names of the sub-plans proposed are the same as full majors at other institutions. For instance, Macalester has a social justice major. Morris doesn't have the ability to offer social work as a vocational major, but the proposed revisions would better prepare students to go into social work programs if they wanted to. Garavaso asked if the other schools have a high number of credits required in the major. Ericksen answered that she had not looked at the credits. Ashkar asked what areas our LAHS majors go into after graduating. Ericksen answered that, as far as she knows, graduates go into jobs in various levels of social work that don't require social work certification.

Ng stated that the peer groups like Morris 14 were defined differently than our current peer groups. The new group was defined by three large factors: graduation rate, incoming scores, and the amount of money spent. When we compare institutions, it is good to look at old and new cohorts. The old cohorts looked at curriculum, which the new cohorts do not do. She cautioned that people should be mindful when making comparisons because the attributes may be very different.

Ericksen stated that what is central to the revision of the program is a new introductory course, HMSV 2001, and four new sub-plans. She was initially concerned that the new course will have sufficient staffing to ensure that it is regularly taught and is not taught only by temporary faculty. There are, however, a sufficient number of faculty members willing to teach the course on a rotating basis. Four sub-plans came about as a result of keeping with our mission and looking to appeal to students. Garavaso asked if the only objection to the change is that they are taking away the name "liberal arts" and that it looks more vocational than it did. Perhaps, Ericksen answered, because it would have a criminal justice major track, which might seem more vocational. Five

different faculty members will teach six of the required classes. Ng asked if there were arguments against the change at the division or curriculum committee level. Finzel stated that one challenge of having a program with multiple tracks means that you are committed to a certain curriculum. You have to do it regularly, and when people are on sabbatical, you have to replace that specific curriculum. It rigidifies the curriculum. Ng asked if the discipline is committed to the multiple tracks. Ericksen answered that, like GWSS, the major doesn't have dedicated faculty. It involves sociology, anthropology, political science, and psychology faculty. Korn asked how the need to make the change was determined. Was there a demand for it? Ericksen answered that the process to make a change began before she was division chair, as far back as 2001. Chollett added that, as an adviser, she has seen a huge demand for LAHS. A lot of hard work has gone into the restructuring of the major, and it will serve the student population well. Ericksen noted that the social justice sub-plan is likely to be especially attractive to UMM students. Finzel asked if the sub-plans are rich enough to merit the titles given. Not knowing what a criminal justice program looks like, will a couple of classes in law that we offer be enough? Ericksen answered that Dr. Peters had looked at how to have robust enough major to mimic criminal justice majors on other campuses.

Finzel asked why accounting is in a sub-plan, e.g., why does criminal justice require 8 credits of accounting? Chollett noted that we might be looking at criminal justice too narrowly. Crabtree stated that the first required course in criminal justice is forensics. Rudney asked how many sub-plans are in the LAHS major. Ericksen answered that LAHS was just a major without sub-plans. Ashkar asked if students have done areas of concentration in criminal justice. Finzel answered that students have tacked on self-designed majors within that structure. Korn asked if sociology and psychology majors commonly double-major in LAHS. Finzel answered that it is quite common.

Finzel asked if the timeline for approvals will work for this catalog. Helsper stated that the catalog will be printed the end of February and the online catalog should go active by March 1 for students to register for fall semester. Squier noted that students can easily complete an LAHS major in progress because the courses are the same—just rearranged. Rudney noted that as she looks at the sub-plans they are a pretty logical list of courses. Her only concern is how much overlap is too much overlap. Some of the sub-plans look exactly like a psychology major. Why not create a sub-plan in the existing psychology major? Ericksen answered that students with psychology majors are prepared to go on to graduate school with an emphasis in research and developmental psychology, while students in Human Services would go on to graduate school in social work. Ashkar asked if the new LAHS would still require an internship. Ericksen answered that it would, but it would relate to the chosen sub-plan.

**MOTION** (Ng/Rudney) to table the three proposals related to LAHS (new course approval, name change, and creation of sub-plans) until questions can be answered by Dr. Peters at a later meeting. The motion passed unanimously (11-0-0).

### **Division of Science and Mathematics Catalog Program Changes**

#### **Biology (Biol)**

Ng stated that the change in biology is an increase of two credits as a result of chemistry increasing Chem 1101 and 1102 by one credit each. The Gen Ed was also removed from one course.

#### **Chemistry (Chem)**

Ng stated that chemistry increased Chem 1101 and 1102 by one credit each, reflecting the work that students put into the course. Also, Chem 2312 has been deactivated. Rudney stated that the Form A states that there are no financial or staffing implications of this proposal for other disciplines. It should clearly state that the decision to increase the credits in Chem 1101 and 1102 does have an impact on the biology program. The form doesn't ask whether there are program implications. Ng stated that the form was filled out correctly. There are no financial or staffing implications to the biology program. Rudney stated that in the summary of the intent of the proposed changes section, biology has noted that the changes in chemistry are the reason for the increase in credits in the biology major. The chemistry Form A does not mention biology. Finzel agreed that the paperwork is inadequate for the task of showing how changes affect other programs. Ng answered that science and math voted on the PCAS changes. Ericksen asked Ng if she had asked the biology discipline to consider making a reduction somewhere in the program to offset the increase in credits. Ng answered that she had asked the disciplines affected by the increase in general chemistry credits and they said they would need some time to consider it. Garavaso noted that three programs (biology, geology, and environmental science) are affected because of the basic requirement of general chemistry. Ericksen asked if biology should be pulled out of the vote on the division's program changes so they will have more time to respond to the 60-credit question. Ng answered that it is complicated because we would be asking biology to redesign some courses.

### **Computer Science (CSci)**

Ng stated that computer science changed its core requirements due to the replacement of a 5-credit course with one 3-credit course and one 2-credit course. It added CSci 2701 as a math elective in computer science because it is cross-listed as Stat 2701. The 46xx elective category was renamed to reflect the emphasis on processes in computing.

### **Environmental Science (ESci)**

Ng stated that environmental science was affected by the same 2-credit increase in the general chemistry courses.

### **Geology (Geol)**

Ng stated that geology is also affected by the 2-credit increase in the general chemistry courses.

### **Mathematics (Math)**

Ng stated that the biggest change in mathematics is the addition of a 2xxx-level course that will be offered in rotation with another 2xxx-level course, and the elimination of six credits of Gen Ed at the 3xxx-level.

### **Physics (Phys)**

Ng stated that there were no changes made to the physics discipline.

### **Statistics (Stat)**

Ng stated that there were no changes made to the statistics discipline.

**MOTION** (Ng/Ashkar) to approve the science and mathematics program changes that have been discussed.

## **DISCUSSION**

Ericksen stated that if the division changes are approved, then the committee is approving a major that requires 69 credits. If that is the case, then is there any point in discussing the requirement cap? Ng stated that we cannot wait for the discussion to take place. Rudney agreed that the vote should move forward. Ng noted that the committee has already approved a major at 67 credits. Finzel replied that the 67-credit major was approved without discussion. Chollett stated our disciplines are unique, with requirements ranging from 30 to 69 credits. What does that say about our program? There needs to be some policy set. It's nonsensical that the range is that broad. Garavaso stated that it is too late to go back, but it is clear that a discussion is needed. We need a task force to look into it. Ng stated that the task force should also look into transparency in the curriculum. We don't want to put biology at 60 credits by taking away statistics, but require a prerequisite of statistics. Requirements should be stated, not hidden. Ericksen agreed that there is a need for a task force to look at credits and transparency, but if biology is passed in the meantime, it needs to be absolutely clear that we are not setting a precedent. This precedent will be cited the next time a program requires 69 credits. Helsper noted that the precedent has already been set by environmental science.

Finzel reminded the committee that there is a motion on the floor to approve the program changes in science and mathematics as presented. The motion passed with one opposing vote (10-1-0).

**MOTION** (Rudney/Chollett) to form a task force to examine the range of the minimum credits required for all UMM majors, to review the transparency of requirements in majors, and to make recommendations to the Curriculum Committee before planning begins for the next catalog cycle. The motion passed unanimously (11-0-0).

Submitted by Darla Peterson