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Curriculum minutes 03/21/2016

Curriculum Committee

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UMM CURRICULUM COMMITTEE
2015-16 MEETING #10 Minutes
March 21, 2016, 2:15 p.m., MFR

Members Present: Bart Finzel (chair), Pieranna Garavaso, Arne Kildegaard, Peh Ng, Gwen Rudney, Tracey Anderson, Mary Elizabeth Bezanson, Stephen Crabtree, Jennifer Deane, Madison Hughes, Christi Perkinson, Lauren Velde, Kerri Barnstuble, and Judy Korn

Members Absent: Sarah Ashkar, Kellie Meehlhause, and Emily Sunderman

Visitors: Nancy Helsper and Jeri Squier

In these minutes: Curriculum Changes in the Humanities, the Social Sciences, and Interdisciplinary Studies; and a Preliminary Discussion of a Major/Minor in Medieval Studies

Announcements

Finzel announced that the Foreign Language Gen Ed proposal will come back to the committee at the April 4 meeting, incorporating the committee's concerns and suggestions voiced at the last meeting.

Approval of Minutes of March 7, 2016 Meeting

MOTION (Garavaso/Anderson) to approve the March 7, 2016 minutes as amended. Minutes were approved by unanimous voice vote.

Curriculum Changes – Humanities Division

CMR 3434 – Communication, Nature, and Belonging (4 cr, HUM) – *New*
ENGL 4027 – Research Seminar: Dickens and Criticism (4 cr) – *Reactivate*
French Multiple Course Revisions (Fren 2012, and 3607)
MUS 2401 – Piano from Bach to Jazz (2 cr, FA) – *New*
Music Multiple Course Revisions (Mus 3351, 3352, and 3353)
SPAN 3690 – Mexican Cultural Production (4 cr, HUM) – *New*

Communication, Media, and Rhetoric (CMR)

Garavaso explained that CMR 3434 is a new course proposed by a new faculty member whose expertise is in communication and identity. The course will be offered in rotation.

English

Engl 4027 was taught in the past and was deactivated because it didn't occur in every catalog cycle. A faculty member is willing to teach it regularly enough to be reactivated.

French

Two French courses are submitted with revisions. Fren 2012 has a revised course title (from “French for Professionals” to “Business French”). It has also been reduced from 4 credits to 1 credit, with the description changed to reflect the reduced content. The Gen Ed has been dropped because Expanding Perspective courses must have more than 1 credit. It will be taught the second half of the semester on Mondays and Wednesdays. Ng asked if there is a pedagogical reason to reduce Fren 2012 to 1 credit. If it were a 2-credit course, it could be of interest to students who are looking for a good 2 credit course for Gen Ed. Garavaso explained that a second 1-credit course having to do with medicine is being planned and they are hoping students will take both courses and then have 2 credits total. They intend to try it at 1 credit, and if it doesn’t work out, they will consider increasing it to 2 credits.

The second French course, 3607, includes a changed description and an increase in the credits (from 2 to 4). The course will require more work at a higher level. Bezanson suggested that the term “LGBTQAA*” be changed to “LGBTQAA2S” in the course description, to reflect the more contemporary language students are using. Garavaso explained that the asterisk replaces other letters and symbolizes that more is included. Hughes noted that one reason to include “2S” is because we have a relatively large Native American population. “2S” refers to “two spirit,” an American Indian term. Perkinson added that it’s important to make sure the description of the course is accurate. The consensus was that the description reflects what is being offered in this particular course.

Music

Garavaso explained that Mus 2401 is a new piano course that will cover a broad survey of piano music from Bach to Jazz. It is meant to attract students outside the major. Finzel added that it fulfills a current need for an FA Gen Ed that is not in the visual arts. The three courses with revisions, Mus 3351, 3352, and 3353, are the result of reactivating two courses (3351 and 3352) and deactivating the one that replaced them a couple of years ago (3353). The faculty who preferred the combined courses have left UMM.

Spanish

Span 3690 is a new course proposed by a new tenure-track faculty member. This upper level course is in his area of expertise. Perkinson asked if the course would be taught in Spanish or English. A 3xxx-level course would normally be taught in Spanish. Garavaso answered that it will be taught in English, but it is important that students have taken some Spanish because translations will be looked at.

MOTION (Kildegaard/Rudney) to approve the Humanities course changes. Motion was approved by unanimous voice vote (11-0-0).

Curriculum Changes – Social Sciences Division

ANTH 3705 – The Archaeology of Death and Burial (4 cr) – *New*
ECON 3122 – Public Economics II (2 cr, SS) – *Revised*
ECON 3131 – Comparative Economic Systems I (2 cr, IP) – *Revised*
ECON 3132 – Comparative Economic Systems II (2 cr) – *New*
ECON 4112 – Mathematical Economics II (2 cr) – *Revised*
ECON 4141 – Empirics of Economic Growth (2 cr) – *Revised*
HIST 1112 – Introduction to African History to 1880 (4 cr, HIST) – *New*
HIST 1818 – Environmental History of Latin America (2 cr, IC) - *New*
HIST 2312 – History of South Africa to 1976 (4 cr, HIST) - *New*
HIST 3212 – The French Revolution (4 cr, HIST) - *New*
HIST 3214 – History of Childhood (4 cr, HIST) - *New*
HIST 3403 – American Indian Education: History and Representation (4 cr, HDIV) – *New*
Same as: AMIN 3403
MGMT 3141 – Business Law: The Legal Environment of Business (2 cr) - *Revised*
MGMT 3142 – Business Law: Sales Law, Commercial Paper, and Forms of Business (2 cr) – *Revised*
PSY 1807 – Drugged Society: Humanity’s Long-term Relationship with Mind-altering Substances (2 cr, IC) - *Revised*
PSY 4770 – Empirical Investigations in Psychology I (2 cr) - *Revised*
PSY 4772 – Empirical Investigations in Psychology II (2 cr) - *New*

Anthropology

Kildegaard explained that Anth 3705 is a result of program changes in anthropology. Anthropology now has 3 areas that are emphasized: cultural anthropology, biological anthropology, and archaeology. This course strengthens the electives in the biological and archaeology areas. Bezanson asked if the three areas are tracks. Kildegaard answered that they are not tracks, but the major will try to deliver coverage in each of these areas.

Economics

Kildegaard explained that Econ 3122 is changing and simplifying the prerequisite to prevent people from trying to slide in the 2nd half of the sequence without taking the first course. Econ 3131 was a 2-credit course in comparative economic systems, offered periodically. It’s being changed to “Comparative Economic Systems I.” A new 2-credit course, Econ 3132, completes the 2-course sequence. Bezanson asked why 3131 wasn’t just changed to a 4-credit course. Kildegaard answered this enables faculty to teach the two-course sequence some years and just the first course other years.

Econ 4112 has a changed prerequisite. Again, students should not take the second half (4112) without having taken the first half (4111) of the 2-course sequence. Econ 4141 has changed prerequisites to be in line with what’s necessary to manage the material. Some language in the course description has also been changed.

History

Kildegaard stated that Hist 1112 and 2312 should be pulled from the agenda. The two courses were provisionally approved by the division chairs but have not yet been considered by the division.

Hist 1818 is a new IC course that has provisional approval. Hist 3212 is a new important course in the European history curriculum. Bezanson asked if it will be offered in rotation. Deane answered that it will be offered on a somewhat regular basis. It will draw students and is consistent with the European history curriculum. Hist 3214 is a developing subfield in European world history.

Hist 3403 – American Indian Education: History and Representation, is a double-listed course with AmIn 3403. This course follows upon AmIn 2212, a course sponsored by the Council of Public Liberal Arts Colleges (COPLAC). Finzel pointed out that the reference to COPLAC in the description of this course is misleading. This is not a part of that cluster of courses. This course is offered in the fall. COPLAC students come in May for the COPLAC-sponsored course (AmIn 2212). Squier will clarify the rationale for the course before it goes to the Campus Assembly.

Management

Kildegaard noted that Mgmt 3141 and 3142 are coming forward with revisions. They were previously named “Business Law I” and “Business Law II,” but the professor who currently teaches the course has pointed out that the material is not essentially sequential. In addition to removing the “I” and “II,” the description has been updated to describe what is covered.

Psychology

Psy 1807 was originally an IS course but will now have a disciplinary listing.

Psy 4770 was sent back to the discipline last fall. The intent is to provide an off-ramp for students who need to leave mid-sequence, so instead of one 4-credit course, Psy 4770 will be a 2-credit course, and Psy 4772 will be a new 2-credit course that follows. 4770 will be a research planning class, and 4772 will be the research execution class. The courses are meant to be taken in sequence, while allowing the off-ramp previously mentioned. To enroll, the student needs instructor consent. Students are expected to take both in sequence. In the normal sequence, a K grade at holiday break would be given, and after spring term, the K would be replaced with the same grade for both classes. Finzel asked if students who graduate early will have a problem with not taking the second course. Kildegaard answered that it’s not a required course. There are other options to a senior seminar.

MOTION (Anderson/Garavaso) to approve the Social Science course changes (excluding Hist 1112 and 2312, which were pulled, and including clarification on Hist 3403 that Squier will do before it goes to campus assembly). Motion was approved by unanimous voice vote (11-0-0).

Curriculum Changes – Interdisciplinary

AMIN 2212 – Indian Residential Schools: Their History and Legacy (2 cr, E/CR) – *New*
AMIN 3403 – American Indian Education: History and Representation (4 cr, HDIV) – *New*
Same as: HIST 3403

Finzel noted that AmIn 2212 is an exciting new course supported by a Teagle Foundation grant and offered through COPLAC. It is a hybrid online course offered in the summer. Students must take 1 of 2 online courses in order to come to campus to take the field school course. Bezanson asked if we will still be able to require it online. Finzel stated that he was happy to clarify whether prerequisites include Teagle courses going forward. It will be offered next year but it's not certain that there is an ongoing commitment beyond that. It was decided that this course be sent back to the discipline to ask if it will continue to require online courses as prerequisites.

MOTION (Anderson/Garavaso) to approve the AmIn 3403 course, (with the rationale clarified). Motion was approved by unanimous voice vote (11-0-0).

Proposal for a Major/Minor in Medieval Studies

Garavaso stated that we are fortunate to have five medievalists among our faculty. When at a medieval conference, a colleague asked why UMM doesn't have a major in Medieval Studies when we have the faculty to staff it. This suggestion, combined with an open invitation on the part of the dean and Curriculum Committee for proposals for programs and new ideas, has brought about the proposal that is on today's agenda. The proposal is resource neutral. There is a list of courses already being taught that would make up the majority of the program. They were asked why they don't offer an area of concentration, collect the data showing that there is a demand for the course, and then propose a minor, followed by a major. The division decided that they should not deny students a major when the courses exist and there would be no hiring involved. The majority of courses are taught regularly. Formalizing the major won't create an enormous demand. It will more likely become a double-major for students already taking the courses for another major.

Ng asked if the proposal is for a major or a minor, because the slash between them is not how they appear in the catalog. Garavaso answered that they are proposing a major and a minor. Finzel noted that this proposal would appear to be for the major. Deane stated that this major would be primarily a Humanities-based program. The one required course in the Social Sciences (Hist 2103 – Medieval Europe), is taught by her, but not every year. That may or may not be important in the long run. There is enough flexibility but there are divisional implications. Finzel added that the proposed major may not require additional resources, but it rigidifies the curriculum and also rigidifies hiring. If Deane were to leave, would history then be committed to having this course taught?

Garavaso stated that the same issue was brought up when GWSS was proposed. In the beginning we had a much smaller number of courses, so there was a serious concern about not being able to offer enough courses. That was 20 years ago, and now we offer an incredible number of courses in GWSS. Finzel noted that the difference between GWSS and the proposed major in Medieval Studies is that GWSS has one required course. The proposed major has five separate required courses. If there is a departure of any of the five key people, the discipline would be obligated to hire in those exact areas. Deane suggested that instead of five required courses, they might instead offer one introductory course and then offer a set of electives or choice of electives from a list that interests them.

Bezanson stated that they are hoping to increase enrollment in Latin. That would be a concern that locks us in a way we might not want to be locked. Kildegaard noted that in the environmental studies major there have been times when requirements have to be waived or alternative routes suggested to make the major work. The unwritten rule that makes it work is that faculty agree to make it work. There are very good people involved in this proposed major that gives him confidence it will work.

Garavaso stated that another objection she heard about the major came from a philosophy professor who questioned why this major in medieval studies has no core course in medieval philosophy, thought, or religion. The proposers did research comparing the proposal to existing programs at other liberal arts institutions. They found that only religious liberal arts institutions offered such a course. Morris may be able to offer it someday, but right now we have no one to teach it. Anderson questioned whether new programs are ever resource neutral. Garavaso answered that there are hidden service demands. There would need to be a coordinator and a steering committee, but as loose a structure as possible to accommodate the other work of the faculty.

Barnstable stated that the program appears weaker without a research methodology course. What ties the courses together? Deane noted that when students come to her and say that they want to do a medieval studies area of concentration, she always asks them why they don't look into literature, art history, and history, and learn a methodology. It's unclear what the methodology would be in this proposed major. What would the capstone be? She could see it working really well as a minor.

Finzel asked if there is any more information potential students should have about the proposed major. Perkinson noted that if the new FL proposal is approved, medieval studies majors could fulfill the language requirement within their major and the demand for Latin would increase.

Rudney stated that as an interdisciplinary major, what is the distinctiveness about this one compared to a French, art history, or other major? Garavaso answered that the difference

between medieval studies and art history is that this major offers courses from so many disciplines.

Squier stated that there seem to be a lot of hidden prerequisites. Students would have to go through a whole language in German to get to the 3xxx level. Velde noted that one of the seminar projects of English majors takes 4 prerequisites to get there. Anderson recalled that the environmental science major turned out to be a lot more work than was advertised. One example is the minimum number of courses that can overlap with an existing major. There are ways to force diversity. There is a real problem with common methodology or coherence and distinctiveness. Finzel stated that he was more concerned about the lack of a methodology class than about common methodology. Could one method course from any of several disciplines be required? A minor would work well, coupled with an English, art history, French, or history major, because it would be built into the major program. Ng stated that if it starts as a minor, and there is a lot of buy-in, it would be easy to then expand it to a major.

Kildegaard stated that the program contains purely European literature and culture. Why not Islamic or ancient as well? Is it classical and medieval studies? Several courses go before medieval. Deane answered that the structure of the major is a feature of existing courses. We don't have ancient history or classical languages programs, so if we were designing the courses specifically for medieval studies, the courses would look quite different.

The committee agreed that the proposal should go back to the proposers to address the following:

1. Consider a fully-articulated minor first, postponing a major proposal until later
2. If a major is being proposed at this time, the committee would like to see a four-year plan, including a list of classes with the prerequisites mapped out
3. Include some kind of coherent and distinctive methodology course

Ng stated that it is also important to keep in mind that the following six criteria are used by the Board of Regents when evaluating a new program:

1. Congruence with the mission and priorities of the University, the college, and the department, and interrelatedness with other University programs,
2. Need and demand for the program,
3. Comparative advantage over similar programs offered elsewhere,
4. Efficiency, effectiveness, and use of resources in support of the program,
5. Program quality and assessment, and
6. Appropriate review and approval mechanisms followed during program development.

Submitted by Darla Peterson