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4-4-2016

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Recommended Citation

Curriculum Committee, "Curriculum minutes 04/04/2016" (2016). *Curriculum Committee Minutes*. 68. <https://digitalcommons.morris.umn.edu/curriculum/68>

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UMM CURRICULUM COMMITTEE
2015-16 MEETING #11 Minutes
April 4, 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, Kerri Barnstuble, and Judy Korn

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

Visitors: Jeri Squier, Stacey Aronson, and Tammy Berberi

In these minutes: Curriculum Changes in Education and Interdisciplinary Studies; and Continued Discussion of the Foreign Language (FL) Gen Ed Requirement: World Languages, Literatures, and Cultures (WLLC)

Announcements

Finzel announced that this is the last meeting when the committee can address material that will be on the final meeting of the Campus Assembly agenda this spring. Any further work of the committee will go to the assembly at the first meeting in the fall.

Approval of Minutes of March 21, 2016 Meeting

MOTION (Bezanson/Kildegaard) to approve the March 21, 2016 minutes as presented. Minutes were approved by unanimous voice vote.

Curriculum Revisions – Education

- ELED 4204 – Directed Global Student Teaching at the Primary and Intermediate Level (S-N grading)
(12 cr, IP)
- ELED 4205 – Directed Global Student Teaching at the Primary and Intermediate Level (A-F grading)
(1-16 cr)
- SEED 4204 – Directed Global Student Teaching at the Middle and Secondary Level (S-N grading)
(12 cr, IP)
- SEED 4205 – Directed Global Student Teaching in the Middle and Secondary Level (A-F grading)
(1-16 cr)

Rudney explained that “Global” was added to the course names, and the grading was also included in the titles. This is an important clarification. Two of the courses are graded S/N because that’s how our student teaching is graded. However, some of the students come from other schools where student teaching requires an A/F grade. Those students will take the course that is graded A/F. Anderson asked why graded courses don’t have a Gen Ed. Rudney answered that it would be irrelevant when the courses are only taken from students from other institutions. Anderson asked if the reason the credit numbers differ is because different institutions require

varying student teaching credits. Some students who enroll may need 8 weeks or 15 weeks. Bezanson asked how we accommodate the difference in length. Rudney replied that there's a chart they use, and it depends on how many weeks and who is involved. Anderson asked if it's not the state that sets the number of credits. Rudney answered that the State of Minnesota requires 12 weeks of student teaching. For other institutions, what they require and the number of credits they offer are two different things.

MOTION (Bezanson/Anderson) to approve the Education course changes. Motion was approved by unanimous voice vote (10-0-0).

Curriculum Change – Interdisciplinary

AMIN 2212 – Indian Residential Schools: Their History and Legacy (2 cr, E/CR) – *New*

Finzel noted that AMIN 2212 has returned to the committee with the prerequisite information removed. The original prerequisite was only for this May. For the purposes of the catalog, reference to the prerequisite is being stricken from the description. Bezanson asked if the COPLAC course will remain. Finzel replied that Teagle is funding the online courses for another year.

MOTION (Bezanson/Garavaso) to approve the course AMIN 2212. Motion was approved by unanimous voice vote (10-0-0).

Continued Discussion of Proposed Revision to the Foreign Language (FL) Gen Ed Requirement: World Languages, Literatures, and Cultures (WLLC)

Finzel stated that professors Tammy Berberi (French) and Stacey Aronson (Spanish) have returned to continue the discussion of their proposal and to describe any revisions they have made since the discussion at the committee's March 7 meeting.

Berberi stated that the proposal has been updated to specify the number of credits (rather than courses) required to meet the WLLC requirement. Faculty in World Languages also surveyed transfer allowances in the languages as related to AP, IB, and CLEP among in-state competitors, including the UMTC College of Liberal Arts, Concordia College, Gustavus Adolphus, Macalester, and St. Olaf. They found that transfer allowances vary widely from one program and college to another, but overall, UMM is far more generous than those of other schools. They found that the Twin Cities College of Liberal Arts is very stringent. They serve 13,600 students and require 4 semesters. They do not accept AP, IB, or CLEP. They give elective credits for the AP lit exam. Macalester allows generous transfer credits but accepts no placement score below

a 4 or 5. The number of students who achieve high scores on the AP, IB, and CLEP exams average 10 students a year at UMM. Morris would like to accept elective credits for those students who have achieved remarkable results on their examinations.

Berberi stated that language faculty look hard at who tests out, and who should continue, and found that about 15% of the students who test into 1002 (second semester of the current requirement) will have to take 2 semesters instead of just taking 1002 and saying they're done their first year. The proposed change affects 30% of the students.

Korn shared the following concerns and observations about the proposal:

- “Currently, the FL requirement is the only component of UMM’s Gen Ed requirements for which high school coursework can be considered a college-level requirement.” This includes exceptional students who, under the current placement, can retake the placement exam in a proctored setting. We accept AP and IB through the Minnesota Transfer Curriculum (MTC). Also, last year AP and IB curriculum was reviewed by the language faculty and we now award more credits for those students in Spanish, German, and French.
- “Roughly a quarter of UMM graduates can claim exemption from college level study of a world language, although many of those students choose to continue to study language.” About 15% of graduates in the last five years demonstrated proficiency at the one-year level and were exempt from language courses at Morris. In the past three years 303 students completed a proctored exam in Spanish, French, German, and Chinese in the Morris Test Center. Of the 303 students, 106 students’ scores satisfied exemptions. Of the 106 students who scored exemptions, 66 students enrolled in language courses even though they were exempt.
- Korn stated that some students will take 1001 and 1002, and some will have to take upper division courses. We already have records to show that a good portion of the students will continue to take the 1000-level course to satisfy the Gen Ed. Will this change really impact very many students? For some advanced students, the proposed change will result in an upper division requirement if placed into 2002 or a 3000-level course. The committee has talked about putting an upper division course in the Gen Eds. This proposal will require a student to take an upper division course if they test out of 2002.
- On an international perspective, what’s going to happen to IP if we move forward with this proposal? The committee has not completed its discussion on the global village section of the Gen Eds. Language courses with the IP designation often fulfill one of these categories. Under the proposed requirement, would language IP courses satisfy WLLC?
- If a new language general education requirement was approved by campus assembly, the Scholastic Committee would have to determine if an exemption would be appropriate. It would not continue the current exemption that was implemented based on the current general education requirement: one year of college-level study. That committee would have to look at the new Gen Ed to determine if an exemption would be appropriate.

- International students must earn TEOFL and ETLS scores that reflect a readiness to study at a U.S. institution, and it was determined that those scores would reflect one year of college-level study of English. Given the proposed Gen Ed, it could be argued that international students should also be required to fulfill the requirement of 8 credits of WLLC beyond the placement exam. In this case, the world language would be English. How are we going to accommodate students who studied Chinese, Italian, or ASL 1002 before transferring to Morris? Would they be able to petition for an exemption based on institutional responsibility because there is no course to satisfy the requirement?
- If most of our students are going to take 1001 and 1002, how much analysis of literature study in that language can we expect the student to have?
- Although this decision should not be driven by a software program, the Twin Cities APAS expert said that this type of sliding scale requirement will require a cumbersome process with manual updates and review.

Berberi thanked Korn for the new data about current proctoring and stated that 30% of the students will be impacted by the change: 15% who have to take 1002 and 2001, and 15% who are exempt.

Regarding the point about international students, Berberi responded that what international students do to earn a college degree is done at a level of competence far beyond what students who test out of a language are at. There is not much comparison. A good point was made about Chinese, ASL, and Italian. In the past five years, zero students have come in with prior experience in any of those languages who wanted to take 1002. All of the instructors who teach in the 1000-level sequence for those languages are delighted when students want to continue beyond the 1000-level courses via a directed study. Also, in language study, it's completely valid to scaffold students in the same level with different material.

As to the comment that 1001 and 1002 students will be studying no literature, Berberi responded that they do a little in 1002. The cognitive gains are immense. Language supports emotional intelligence and deliberative skills that would impact a lot of academic areas.

Garavaso thanked Korn for the thoughtful and important points the committee needs to think about. It is important to realize that to make the statement that our students are global citizens, and not to require more knowledge of a language, is ridiculous.

Bezanson asked if it is possible that a high school student may come to Morris having tested beyond what we offer. For example, a student coming in with 11 years of Spanish in high school. Berberi answered that after the second year at Morris, the content is not just language skills. Once they hit the third level, they are taught civilization and literature. They almost certainly would never have heard of the authors or the topics that are covered at that level. Aronson added

that such students, also known as heritage speakers, would often have oral skills but not written and reading skills at the college level. If they want to continue, we would put them at an advanced level that is very sophisticated.

Bezanson asked what this might do to high school enrollment if students can no longer exempt out by doing well in a high school language class. Will students in high school pull back from language and take something else to help them place higher in another area? Berberi answered that students choose to continue beyond the first year level. A lot of students in Minnesota just don't have access to a foreign language in high school. She added that she would hope this change can be framed as an opportunity rather than an obligation. Deane stated that framing the proposed change in those terms is a wonderful idea. Students are much more likely to find out information about study abroad if they are studying a language. Study abroad is a very valuable tool to encourage language study. Aronson added that most study abroad programs require two years of language. Hughes shared that her high school required two years of language, but he was advised to take four years of language.

Bezanson asked if there might be an even larger demand made on American Sign Language. Aronson answered that if students want to take ASL or Spanish or French, they do their best to accommodate students. If they can't be accommodated, then the students have to make another choice. Bezanson replied that students with learning disabilities may not have another choice that would work for them. This is a class they believe is the best class for them, but they have to wait until they are a senior to get in. Perkinson asked if it is possible for them to work with language faculty to get a secured spot. Berberi answered that this happens already with students with documented learning disabilities.

Ng stated that we have been trying to revamp the Gen Ed program, especially with a focus on the global village area. Global village and the language requirement are both equally important. The committee needs to continue its discussion of the larger global village requirement before we can act on the language requirement. Garavaso added that the proposed language change might have a repercussion on the IP, which affects areas other than the FL requirement. Ng stated that to approve this before the broader discussion would be dangerous. Anderson added that she was not prepared to vote on the proposal without a broader discussion of global village.

Kildegard stated that a flowchart showing how the various students start and move through the requirement would be helpful, especially for Campus Assembly. He also asked if there was any concern about gaming the system (intentionally testing down to repeat a course and gain an advantage in other classes). Berberi answered that some students have tested in 2001 and then enrolled in 1001, but the reason may be that what was offered may not have fit their schedule. Finzel noted that one student had proposed that an incentive be put in our curriculum to do advanced study that was wrapped in global village. That would encourage students to test at a

higher level. Korn added that one current incentive is that the higher level courses satisfy the IP Gen Ed.

Rudney stated that she believes in the importance of the proposal. She especially liked the statement about language being seen as an opportunity rather than an obligation. However, the benefits that the opportunity provides could also be said about music, physical activity, and other areas. She asked if there could be a middle ground and require 4 credits past the student's proficiency instead of 8 credits. Berberi answered that she didn't think one semester is enough. What can be accomplished in one semester is far less than what you can accomplish in a year. St. Mary's of Maryland requires one semester of college at 1002 or above. That's not enough. She added that the proposal is feasible and resource-neutral.

Anderson asked if the Twin Cities College of Liberal Arts offers Science majors. If not, that's not an appropriate comparison group to our student body where some of the largest majors are in the sciences. [Note: CLA offers BA degrees in astrophysics; biology, society, & environment; chemistry; computer science; earth sciences; geographic information science; mathematics; physics; physiology; and statistics.]

Submitted by Darla Peterson