

University of Minnesota Morris Digital Well

University of Minnesota Morris Digital Well

Curriculum Committee Minutes

Curriculum Committee

11-16-2016

Curriculum minutes 11/16/2016

Curriculum Committee

Follow this and additional works at: <https://digitalcommons.morris.umn.edu/curriculum>

Recommended Citation

Curriculum Committee, "Curriculum minutes 11/16/2016" (2016). *Curriculum Committee Minutes*. 75. <https://digitalcommons.morris.umn.edu/curriculum/75>

This Minutes is brought to you for free and open access by the Curriculum Committee at University of Minnesota Morris Digital Well. It has been accepted for inclusion in Curriculum Committee Minutes by an authorized administrator of University of Minnesota Morris Digital Well. For more information, please contact skulann@morris.umn.edu.

UMM CURRICULUM COMMITTEE

2016-17 MEETING #7 Minutes

November 16, 2016, 8:00 a.m., Moccasin Flower Room

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

Members Absent: Jennifer Deane, Kellie Meehlhause, Jessica Gardner, Stephanie Ferrian, and Kerri Barnstuble

Visitors: Nancy Helsper and Jeri Squier

In these minutes: Catalog program changes in the Division of the Humanities.

Announcements

Finzel announced that Jennifer Deane won't be able to serve on the Educational Development Program (EDP) review committee. She is tending to a family emergency. Finzel asked for another faculty volunteer to serve in Deane's place. Anderson agreed to serve, so the committee will now consist of Meehlhause, Crabtree, Perkinson, and Anderson. He suggested that Kellie Meehlhause be asked to serve as chair again this year. [She agreed to serve as chair when contacted after the meeting.]

There are no minutes this week. There will be two sets of minutes to approve at the next meeting.

Catalog Program Changes

Division of the Humanities

Art History

Garavaso stated that four new courses were added at the 1xxx and 2xxx level. Two are associated with a new hire in Art History. Two courses are being offered by tenured faculty in areas that expand our current curriculum offerings in accordance with the discipline's programmatic goals. Changes have been made to PCAS to indicate that minors need to have at least one upper-level course. Program Student Learning Outcomes (PSLOs) were added to the program description.

MOTION was made to approve the proposed program changes in Art History. Motion was approved by a vote of (9-0-0).

Studio Art

Garavaso stated that the PSLOs were renamed. Some disciplines are good at making a distinction between Objectives and Student Learning Outcomes (SLOs). Studio Art made an attempt to clarify the distinction. The discipline doesn't have full staffing at present so no changes were made to the program.

MOTION was made to approve the proposed program changes in Studio Art. Motion was approved by a vote of (9-0-0).

Communication, Media, and Rhetoric (CMR)

Bezanson stated that CMR made significant changes in the previous two catalogs and reduced Introduction to Public Speaking (CMR 1052) from 4 to 2 credits, so they could offer the additional sections needed for the programs on campus in which it is recommended or required, and because it is a popular course. After teaching it as a 2-credit course, the instructors agree that it didn't give students enough information on how to give a speech. It will no longer be offered. CMR1042-Public Speaking and Analysis is offered for 4 credits. It's not required for the major, but it is a prereq for a required course in the major. Kildegaard asked if all of the disciplines this change affects have been notified. Garavaso answered that the disciplines in Humanities are aware of it but she didn't know if disciplines outside the division were informed of the change. Finzel noted that since CMR 1052 was not deactivated, it wasn't signaled to the other divisions. Since it's still on the books, he would ask the discipline to consider a transition period and offer 1052 next year. Rudney asked if CMR 1052 had just been renamed CMR 1042. Garavaso explained that CMR 1052 was created as an experiment to offer public speaking that wasn't as substantial as CMR 1042. It failed.

Rudney stated that it was a great service to the campus and she did not see CMR 1052 as a failure. Secondary Education cannot add another two credits. Bezanson replied that CMR 1052 inadequately prepared people to do what they needed to do. The four credit class (CMR 1042) is better for students. Squier asked if 1052 will be deactivated. Bezanson stated that they haven't made that move yet. Ng asked if it states in ECAS that a student can't get credit for taking both courses. Kildegaard stated that transitions and catalogs have long tails. An entering class in management was admitted that will want to have taken 1052. Bezanson noted that was one reason it was moved to 2 credits: to meet the needs of other majors. They then discovered they weren't meeting the needs of anyone. Kildegaard stated that Economics/Management would not have yanked a course without communicating with the division or discipline that would have been affected by that action. This is very inconvenient. He asked that it be communicated to the discipline coordinator. [Kildegaard subsequently learned that in spring 2016, CMR had duly informed the Management discipline coordinator of the planned changes to Public Speaking coursework. He asks that the minutes be updated to reflect this fact, and he apologizes for insinuating otherwise.]

Rudney stated that the discipline coordinators in the education division had been contacted by a CMR faculty member previously. When CMR 1052 was not deactivated, the division erroneously concluded that the change had not been made. Rudney asked if there would truly be no staffing implications. Bezanson answered that the perception was that there were not staffing implications because the same number of courses would be offered, not the same number of sections. It will be difficult to increase the number of sections while she is on sabbatical next year. Garavaso added that there has always been a long wait list for Public Speaking, and the division has been trying to find a way to meet the demand with contract faculty when feasible. The demand for it cannot be met by the three faculty members in CMR. Finzel stated that the discipline will need to work with others on a transition plan.

Finzel asked that a statement be made in the minutes that it is the understanding of the Curriculum Committee that these courses will be treated as equivalent for purposes of majors or minors in other areas.

MOTION was made to approve the proposed program changes in Curriculum, Media, & Rhetoric, with the understanding that CMR 1052 and 1042 will be treated as equivalent for purposes of majors or minors in other disciplines. Motion was approved by a vote of (8-0-1).

English

Garavaso stated that eight new courses were added (three new IC courses, two new 2-credit writing courses open to non-majors, and three new upper-level electives), and one course moved from 3xxx to 2xxx to reach a broader audience. Bezanson asked why the credits in the major ranges from 40 to 52. Squier answered that the additional 12 credits make up the creative writing sub-plan. Korn stated that there is a misunderstanding as to how the sub-plan would work when it was created. Rather than being in addition to the requirements of the English major, students are allowed to use one course in both the major and the sub-plan from upper division courses. Squier added that they didn't want students to complete the sub-plan with all writing courses, so they forced the students to include a literature course. Korn stated that with one course used in both, the sub-plan's credits would bring it to 48, not 52. Ng asked if this was mentioned on the Form A. Bezanson stated that she didn't recall the division talking about the sub-plan. Finzel suggested that the division look at the English program again, including the creative writing sub-plan, and the credits required for the major. The Form A should reflect the change in the sub-plan. An electronic vote could be done by the division. It's a reasonable change, but it should be discussed by the division first.

MOTION was made to table the vote on the English program until the division can discuss the issues addressed. Motion was approved by a vote of (9-0-0).

French

Garavaso stated that there are a lot of changes in the French program. They have changed the PSLOs. The potential number of courses required for the major has been changed because they are accepting 3-credit courses from study abroad programs to satisfy the cluster requirements. Students who satisfy their cluster courses with 3-credit courses transferred from study abroad complete the same minimum number of credits for the major and minor. Whether students need to take 33 or 41 credits has a lot to do with whether they test out of the intermediate sequence.

They have added one new 3xxx-level course to diversity their offerings in the Medieval Studies cluster. They have deactivated a study abroad course that is not being offered. They have added new pre- or co-requisite courses for each of the MEMS, MOS, and FRS clusters to ensure that students will have taken the appropriate composition course prior to taking an upper-level elective course covering that same time period.

Anderson asked why the minor doesn't show the flexibility of required credits that the major has. Perkinson answered that it's possible the person taking a minor won't be doing a study abroad. Korn stated that there is a policy issue she would like to discuss with Garavaso. University policy states that students must complete at least half of upper-division major work (3xxx courses or higher) on campus. The French major is going further and requiring at least half of the total courses for the French major to be taken on campus. U of M policy says that students must take at least three upper division credits in the minor. Under the rule that French has, students might be required to take more than three upper division courses. That may be a challenge for students. We can establish a requirement that's higher than the policy, but it has to be stated clearly here at the Curriculum Committee and at Campus Assembly, and our Chief Academic officer has to give approval. Finzel asked for a motion to table the French program changes to allow for this issue to be raised with the French discipline. It can be brought back at the next meeting for a vote. Ng asked what the French discipline's intent was in requiring more than the University of Minnesota policy requires. Bezanson asked if this requirement is in any other of the languages other than French.

MOTION was made to table the vote on the French program until the discipline can discuss the issues addressed. Motion was approved by a vote of (9-0-0).

German Studies

Garavaso stated that there were no changes made to the German Studies major or minor programs, although PSLOs were added.

MOTION was made to approve the addition of Program Student Learning Outcomes in the German Studies program. Motion was approved by a vote of (9-0-0).

Medieval Studies – New Major and Minor

Garavaso stated that the origin of the newly proposed Medieval Studies major and minor programs was the fact that when she became division chair she heard the dean and chancellor say we need new programs that will excite students and attract students from outside. She had proposed a Film Studies major, but the faculty were not supportive of that. Medieval Studies was, however, supported because it came from the faculty. We have the serendipity of having five medievalists across our small campus who decided to put together this program. Four of them are tenured. We have a medievalist in English, Art History, History, and German Studies. If any of those disciplines lost their medievalist, it is highly likely they would hire a medievalist to replace them.

There has been growing student interest in Areas of Concentration and Areas of Emphasis (self-designed majors and minors) in Medieval Studies. Faculty are trying to connect with other areas. Having a major allows us to make connections to those students that are already taking a course

in one of those areas. They have created a truly interdisciplinary major, with assessment, and a capstone. To answer a concern heard earlier about overlapping with the areas represented, the same could be said for biology and chemistry, or anthropology and sociology.

Ng noted a concern about resources. The key thing to keep in mind is that there is much more to resources than faculty lines. The administrative part is an issue. There is a steering committee that requires 3 faculty with a bunch of duties. Even though you're not asking for new hires, there's no such thing as zero impact. Her second concern is how this program attracts more students. She would like to see the data. Finzel stated that the interest is growing every day on campus, and the proposal has spoken to the growing interest in Medieval Studies around the country.

Kildegaard stated that, with tremendous respect for the people involved in the program, he would have to vote against it because he cannot see building a major around an untenured faculty member, in a field (Latin) in which the campus has no historical commitment. He'd be happy to reconsider the major once the faculty member in question is awarded tenure. Bezanson asked if the person were to leave, would French hire again French and Latin. Garavaso answered that the search for that position was for French and Latin. Kildegaard stated that it was his understanding that we got Latin somewhat opportunistically, because low enrollments in French made it impossible to justify a third full-time faculty member there. Garavaso answered that they chose Latin because that was the one that seemed promising.

Rudney stated that in the narrative the word "Objectives" is used when it should probably say "Program Learning Outcomes." Helsper added that the Assessment of Student Learning Committee just talked about headings for "Objectives" and "PSLOs" being labeled incorrectly. If they are listed as SLOs and are not assessable, they probably are not SLOs. Rudney agreed and said that in her world, they talk a lot about Learning Outcomes. They involve an active verb and are measurable. We should make that distinction. If we are looking at what the program will do, it's an objective. SLOs are what the student will be able to do.

MOTION was made to approve the minor in Medieval Studies.
Motion was approved by a vote of (6-0-3).

MOTION was made to approve the major in Medieval Studies.
Motion was approved by a vote of (6-1-2).

Time has run out. The remaining programs in the Division of the Humanities (Music, Spanish, Philosophy and Theatre) will be addressed at the next meeting.