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Curriculum Committee Minutes

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**UMM CURRICULUM COMMITTEE
2014-15 MEETING #1 Minutes
September 11, 2014, 10:50 a.m., MFR**

Members Present: Bart Finzel (chair), Donna Chollett, Carol Cook, Stephen Crabtree, Janet Ericksen, Pieranna Garavaso, Sara Haugen, Peh Ng, Ricky Rojas, Gwen Rudney, and Emily Sunderman

Members Absent: Sarah Ashkar, Dan Demetriou, Clare Dingley, Pilar Eble, Maryanna Kroska, and Sonja Swanson

Visitors: Nancy Helsper, Kellie Meehlhause, and Jeri Squier

In these minutes: Introductions and discussion of the committee's charge and process, recap of 2013-14 academic year; Topics for academic year 2014-15; EDP timeline and Sustainability Leadership Program funding; and Online Task Force update.

Announcements

Finzel welcomed the members of the committee, asked members to introduce themselves, and shared the committee's charge as defined by the campus bylaws. The committee's mandate is broad, and it is incumbent on this body to identify areas of concern and work as a group to address those areas and bring proposals forward to Campus Assembly. Because this is a catalog year, the committee will meet weekly during fall semester.

Recap of 2013-14 Curriculum Committee Accomplishments

Finzel stated 2013-14 was a fairly light year for the committee, which met about once a month. While it was not a catalog year, we did attempt to move forward with a number of curricular and program changes that would take effect with the 2015-17 catalog period. There was some confusion that resulted in the new LAAS minor being submitted to the Regents for approval for a fall 2014 effective term. All other changes approved will be in effect with the 2015-17 catalog. Much will be done in off-catalog years in order to ease the burden of the committee a bit during the catalog years. Last year, at the request of the Assessment of Student Learning Committee, this committee endorsed a recommendation that programs use the language of the student learning outcomes (SLOs) in the program portion of the catalog. Finzel is hoping to see some additional work in this area this year. The Educational Development Program (EDP) awarded funds for curricular development last year. The committee also heard oral reports from four academic programs: English, Latin American Area Studies, Biology, and Philosophy. In addition, the Coordinator of Online Learning met with the committee to discuss the Online Learning program in preparation for the formation of an Online Learning Task Force. Rudney noted that one other accomplishment in 2013-14 was changing the college writing requirement to Writing for the Liberal Arts (WLA).

Topics for Academic Year 2014-15

Finzel stated that most of fall semester will be dominated by course and program changes for the 2015-17 catalog. EDP requests will be considered by a subcommittee of the Curriculum Committee this fall. The Online Learning Task Force will begin its work this year, and he is hopeful that the committee will see some proposals during spring semester relating to advancing

efforts to have writing across the curriculum. A film studies minor may appear on the agenda in the spring.

Educational Development Program (EDP)

Finzel reported we had several different priorities for EDP funding last year. EDP is our primary curriculum development program, where faculty apply for grants to work on new courses or substantial revisions to existing courses. Last year, the priorities were hybrid courses, courses in interdisciplinary majors, interdisciplinary honors courses that were team taught, and courses that address a significant need in the curriculum and/or involve a significant number of students. Priorities for this year's awards will be considered at the meeting next week.

In addition, we have received substantial funding from the Margaret A. Cargill Foundation for a Sustainability Leadership Program on our campus. One aspect of the grant is that it will fund curricular development in the amount of \$9,000 in the summer 2015 for courses which include some sustainability and/or leadership components. Finzel has proposed to the coordinator of the Sustainability Leadership Program that the funding for this course development be rolled into our EDP request by adding sustainability/leadership to the list of priorities. Proposals that come forward with those themes will be funded by this grant. EDP typically gives grants in the amount of \$3,000 for curricular development. The Sustainability/Leadership grant will provide \$3,000 for new course development and \$1,500 for expanding leadership or sustainability content in existing courses. In addition to this year's funding from the grant, an additional \$18,000 will be provided for summer 2016.

The timeline will include proposal deadline of Monday, November 17. An EDP review committee of the Curriculum Committee will generate a recommendation report that will be due to Darla on November 24. The review committee will present their report at the December 4 meeting of the Curriculum Committee. The deadline dates will ensure that faculty will know that they have received funding prior to course schedule planning.

MOTION (Rudney/Ng) to approve the EDP timeline.

The motion passed unanimously.

Online Learning Task Force (for information)

Finzel stated that the Online Learning Task Force membership consists of:

- Nancy Carpenter, Division of Science and Mathematics(Task Force chair)
- Stephen Carey, Division of the Humanities
- Gwen Rudney, Division of Education, and Curriculum Committee representative
- Tom Johnson, Division of the Social Sciences
- Pam Gades, Instruction and Media Technologies
- Kellie Meehlhause, Rodney A. Briggs Library
- Alex Stangel, student representative
- Chlene Anderson, Coordinator of Online Learning (will provide information and research support)

The Task Force will meet monthly and will look at one aspect of OnLine Learning each month.

The Task Force is charged with addressing the following five questions:

1. Should the existing online program be changed to better align it with our desired education outcomes? If so, why?
2. How can the expertise of the faculty and staff with experience concerning best practices in online education be better utilized to enhance traditional classroom instruction?
3. Are there untapped opportunities to enhance curricular offerings or other educational practices and programming (certificate programs?) at UMM by using online or hybrid courses?
4. Are there significant facilities implications for expanding online and/or hybrid curriculum?
5. What will be the training needs for faculty and staff to fully realize the potential of online course delivery systems?

Finzel stated that he would also have in mind whether it makes sense to have a May term online physical presence on campus with online instruction continued over the summer. That would be considered a hybrid course. The discussions of the Task Force will provide the basis for a report that will be presented to the Curriculum Committee either late this spring or early next fall. The charge does not include an intent to offer fully online curriculum.

UMM has received funding from the Teagle Foundation through the Council of Public Liberal Arts Colleges (COPLAC), to expand the range of curricular offerings and explore the educational value of sharing online and hybrid courses in the area of Native American Studies. The intent is for courses developed through this program to be shared by a variety of COPLAC campuses. UMM will offer a couple of fully online courses during summer 2016, and we expect to host students from around the country in a program regarding the American Indian Boarding School.

The Curriculum Committee's will meet next week. The agenda will primarily consist of the EDP grant priorities, and the formation of the EDP review committee, which typically has been composed of a division chair, a student, and a third member.

Submitted by Darla Peterson