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Curriculum minutes 09/25/2015

Curriculum Committee

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UMM CURRICULUM COMMITTEE
2015-16 MEETING #2 Minutes
September 25, 2015, 3:30 p.m., MFR

Members Present: Bart Finzel (chair), Arne Kildegaard, Pieranna Garavaso, Peh Ng, Gwen Rudney, Tracey Anderson, Mary Elizabeth Bezanson, Stephen Crabtree, Kellie Meehlhause, Christi Perkinson, Emily Sunderman, Lauren Velde, Sarah Ashkar, Kerri Barnstuble, and Judy Korn

Members Absent: Jennifer Deane and Madison Hughes

Visitors: Nancy Helsper and Jeri Squier

In these minutes: Approval of provisionally approved Humanities courses; EDP priorities and review committee; and Discussion of S/N Revision Proposal from Scholastic Committee.

Announcements

Finzel identified four times when faculty might be free next semester and asked everyone to hold those times on their spring semester calendars. In November, after students have registered, we will see if any of the held times are still available for a meeting time. Times to hold are: Mondays, 2:15-3:15; Thursdays, 10:00-11:00, and 11:45-12:45; and Fridays, 1:00-2:00.

Approval of Minutes of September 18, 2015 Meeting

MOTION (Bezanson/Kildegaard) to approve the September 18, 2015 minutes. Minutes were approved by unanimous voice vote.

Humanities Course Approvals

HUM 1006 – From the Caesars to the Saints: Walking Ancient Rome (4 cr, HIST)
HUM 1801 – Talking About Love, War, Gods, and Politics with Greeks and Romans (2 cr, IC)
PHIL 1803 – How to Think About Weird Things (4 cr, IC)
SPAN 1802 – U.S. Latin@ Literature Culture (4 cr, IC)

Garavaso explained that Hum 1006 was a provisionally approved course that was taught last summer and was very successful. The intention is to offer it every other year. Hum 1801 was originally taught as a provisionally approved Honors course that was deactivated. It will now be offered as an IC course. Span 1802 and Phil 1803 were provisionally approved and are now being brought forward for regular approval. Phil 1803 is also changing from 2 to 4 credits.

MOTION (Bezanson/Garavaso) to approve the Humanities courses.
The motion passed unanimously (12-0-0).

Educational Development Program (EDP)

Finzel stated that at the committee's last meeting the EDP proposal due date was set for November 2, 2015. Now the priorities need to be set and the EDP review committee named. Last year the list of six priorities was fairly large:

- 1) Courses that meet the Human Diversity (HDiv) General Education Requirement.
- 2) Program revision or 1xxx level courses taught by multiple faculty in programs that are in need of significant renewal (note that funding can be split among teams of 2-3 people).
- 3) Courses in majors with new faculty.
- 4) Courses that incorporate instruction in discipline specific writing.
- 5) Courses that generate artifacts to assist assessment of the following Student Learning Outcomes (SLOs): written communication, critical thinking and problem solving, and quantitative literacy.
- 6) New or revised courses that explicitly include a sustainability and/or a leadership component.

Because of significant funding from the Margaret A. Cargill Foundation (MAC), there is \$12,000 to disburse for course development that fits the 6th category. Finzel would like to entertain more explicit guidelines going forward this year. Anderson asked if the MAC funding was handled separately. Finzel explained that in terms of funding it is separate, but the call for proposals will include it as one of the priority categories. When the full MAC resources were not used last year, a call for sustainability/leadership in an international context was put out by the International Programs Committee and MAC funds were used to cover those awards. That may occur again this year.

Anderson asked that priority #2 be changed from "1xxx level courses" to "introductory level courses."

Three categories were suggested, by combining some:

- 1) Courses enhancing our general education course offerings or generating artifacts to assist assessment of our Student Learning Outcomes (SLOs), particularly:
 - Human Diversity (HDiv) general education requirement
 - Written communication SLO
 - Critical thinking and problem solving SLO
 - Quantitative literacy SLO
- 2) Discipline-specific curriculum improvement:
 - Program revision or introductory level courses taught by multiple faculty in programs that are in need of significant renewal (note that funding can be split among teams of 2-3 people).
 - Courses in majors with new faculty
 - Courses that incorporate instruction in discipline-specific writing

- 3) New or revised courses that explicitly include a sustainability and/or a leadership component. Topics of particular interest include, but are not limited to:
- Management of non-profits
 - Cross-cultural communication
 - Social entrepreneurship
 - Systems thinking
 - Environmental education or rhetoric
 - Wellness
 - The relationship between culture and sustainability
 - Courses that include a place-based component

Volunteers for the review committee include: Kellie Meehlhause (chair), Jennifer Deane, Pieranna Garavaso, and Lauren Velde. Kildegaard will confirm with Deane that she will serve on the review committee. She was named late to the Curriculum Committee and her teaching schedule conflicts with the meeting times. He believes she will be willing to serve on the review committee even though she will not be able to be at the meeting to report on the recommendations. Clement Loo, Coordinator of Sustainability Leaders for the Future, will need to be included in the discussion of proposals that relate to sustainability leadership. Proposals will be made available to the Curriculum Committee on Google Drive.

S/N Policy Revision Proposal from the Scholastic Committee

The proposal is to change the S/N upper limit from 25% of total credits to 20 credits.

Finzel noted that he and the division chairs of the Humanities and Education have been invited to discuss the proposed policy with the Scholastic Committee. He is bringing the proposal to the Curriculum Committee only to ask members to help them understand concerns the disciplines might have if the change takes place. His concern is that, currently, 25% of the 120 credits needed to complete the degree allows 30 credits of S/N. The proposal not only changes from a percentage to a specific number of credits, but it also lowers the number of credits a student can take.

Korn stated that when the proposed revision was first introduced last summer, she was sent a list of 99 Morris students with over 20 credits of S/N. One student went over 30 credits, which is 25%. Over the last three years, Morris had only two problems with S/N and neither was associated with the number of credits allowed. The problem is that APAS doesn't talk to the registration system to record the course as an S/N. It doesn't appear in APAS until the grade has been submitted, then it kicks it out of the major. The proposal is an attempt to avoid that. Ng asked why the number was set at 20 instead of 30. Korn answered that peer research was done with Big 10 colleges. Finzel added that there is an implicit argument in the proposal that we want to be in the middle of peers and not at the top.

Garavaso stated that she talked with music and theatre arts faculty who told her the change would affect a lot of music students. An example is that music majors must take 7 semesters of the half-credit MUS 1000 - Concert Attendance. The course was A/F but because of grade

inflation was changed to S/N. She asked if the proposed limit could be restricted to courses the students have an option to take and exclude required courses. Korn answered that APAS wouldn't allow that. Finzel asked if 30 credits of S/N would be acceptable to musicians. Garavaso answered that it would work, but the 25% guideline works better for music students.

Korn stated that a student taking a multiple major that included music, secondary education, and athletics would have a very difficult time with the proposed change. Rudney added that Education students in the classroom in the field are graded S/N. The nature of the field experience has so many variables that have to be taken into account. It's not the same kind of grading structure. If a letter grade would have to be assigned to student teaching, it would mean a big change. Because the Education programs are linked to licensure, they cannot take any course required for licensure as S/N. Already, they are stripped of so many choices to take a course outside the program. Bezanson added that advisers encourage students to take classes they might otherwise avoid. Many students do very well, but if they didn't have the option of taking a class S/N, they might not have attempted it. Some people feel safer and therefore fly higher if they have the safety net of S/N.

Finzel noted that further restricting S/N would cause an implicit problem with all experiential learning, such as internships. Some internships are taken for 12 credits. The student's further option to take a course S/N would then be very limited. Prior Learning credits that are typically S/N might also be an issue.

Finzel concluded that it appears to be the consensus of the committee that if the percentage moves to a credit count, then 30 credits would be more acceptable than 20. He reminded the committee members that there is still a petition process going through the Scholastic Committee and the comments from this committee are only advisory at this stage.

Submitted by Darla Peterson