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Curriculum minutes 11/13/2015

Curriculum Committee

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UMM CURRICULUM COMMITTEE
2015-16 MEETING #4 Minutes
November 13, 3:30 p.m., MFR

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

Members Absent: Sarah Ashkar, Stephen Crabtree, Jennifer Deane, Madison Hughes, and Emily Sunderman

Visitors: Jeri Squier

In these minutes: Approval of Courses; and Continued General Education Discussion

Announcements

Finzel reminded the committee members to send Darla their spring semester schedules, if they had not already done so. She will report at the next meeting what time the committee will meet next semester. The EDP review subcommittee has met and is preparing their recommendations. They deserve a huge amount of thanks for the enormous amount of work in reviewing 27 proposals. Their report will be on the agenda of next week's meeting.

Approval of Minutes of October 9, 2015 Meeting

MOTION (Ng/Meehlhause) to approve the September 25, 2015 minutes. Minutes were approved by unanimous voice vote.

Course Approvals

Division of the Humanities

CMR 3311 – Social Uses of the Media (4 cr, E/CR)

Garavaso explained that CMR 3311 is being reactivated.

MOTION (Kildegaard/Anderson) to approve the Humanities course change. The motion passed unanimously (9-0-0).

Division of the Social Sciences

ANTH 2022 – Learning from the Dead (2 cr, SS)

ANTH 3251 – Health and Human Ecology (2 cr, ENVT)

Kildegaard explained that anthropology is rethinking their curriculum after recent staffing changes. Both courses are new. ANTH 3251 is a partial replacement of ANTH 3206. A second 2-credit course will be proposed later that will cover the other half of ANTH 3206. Breaking ANTH 3206 into two independent courses will provide flexibility on elective offerings.

MOTION (Garavaso/Meehlhause) to approve the two new ANTH courses in the Social Sciences. The motion passed unanimously (9-0-0).

ANTH 1103 – People of the Past: Introduction to Archaeology (4 cr, SS)
ANTH 1201 – Becoming Human: Introduction to Biological Anthropology (5 cr, SCI-L)
ANTH 3206 – Ecological Anthropology (4 cr)
HIST 2003 – Public History (2 cr)
MGMT 2101 – Principles of Accounting I (4 cr)
MGMT 2102 – Principles of Accounting II (2 cr)
MGMT 3151 – Human Resources Management I (2 cr, E/CR)
MGMT 3152 – Human Resources Management II (2 cr, HDIV)
PSY 4770 – Empirical Investigations in Psychology (2 cr)

Kildegaard explained that ANTH 2103 and 2101 have been changed to 1xxx-level courses (1103 and 1201). The courses have no prerequisites and can serve as introductory courses. The lab has been dropped from ANTH 1103, freeing time for faculty to offer additional ANTH offerings. And ANTH 3206 is being inactivated.

HIST 2003 is changing from 4 credits to 2 credits. This 2-credit version will focus less on theory and will require less reading. The course will emphasize practice, methods, and hands-on application of public history. Finzel stated that art history has a similar offering. He asked Kildegaard to encourage the history discipline to talk with the art historians about the possibility of working together.

Kildegaard stated that the changes to MGMT 2101 and 2102 involve course content. The topic of partnerships is being relocated from 2102 to 2101. MGMT 3151 and 3152 have revised their course descriptions as a result of a grant that led the instructor to include a sustainability component in the courses.

PSY 4770 is changing from a 4-credit course to a 2-credit course, and instead of being offered in the fall, it will be offered in the spring as well. This course was previously a 4-credit course that would be granted a K grade. The students would register in the fall, get a K grade, and then complete the work in the spring. It's changing to a system of 2 credits in the fall and 2 credits in the spring so that many students who graduate at winter break can take the two credits for fall and glide through to graduation without an unfinished course. Finzel asked if the students will be required to take the second course before receiving credit for the first course. Kildegaard stated that they cannot register for the spring course if they have not registered for the fall course. Finzel asked if there is a program change in the major requirements. Kildegaard answered that there is only a change that allows students to leave at winter break.

Anderson asked if this is a required class in the psychology major. Kildegaard replied that it is not required. Anderson asked how the content will be parsed out between the two semesters, and if the second course is a project that brings the first half to fruition. Squier stated that the course is 2 credits repeatable to 4 credits. Finzel noted that the form states in the parenthetical that it is a full-year course, and the description notes that it is a full-year course. If it is the intent for it to be a semester-long class that is repeatable, the description is confusing.

Rudney proposed that the course go back to the discipline for more information and clarification. The intent is to clarify it for the students, and it's not clear yet. Kildegaard stated that he will invite them to come to the meeting when it is resubmitted.

MOTION (Anderson/Garavaso) to approve the Division of the Social Sciences multiple course revisions, with the exception of PSY 4770.

The motion passed unanimously (9-0-0).

Interdisciplinary Studies

IS 3243H – Honors: Dialogues and the Ancient World (2 cr, HUM)

Finzel explained that this Honors course is being inactivated because an IC course with similar content is being offered. Bezanson voiced a concern about losing an honors course. Finzel noted that the instructor is working on creating a new Honors course.

MOTION (Ng/Garavaso) to approve the inactivation of IS 3243H.

The motion passed unanimously (9-0-0).

Continued Discussion of General Education

Finzel asked Garavaso to brief the committee on the proposal to revise the general education requirement to study language and its literatures and cultures (LLC). Garavaso explained that the language faculty have been talking about the foreign language (FL) Gen Ed requirement for several years. The current requirement doesn't allow students to become at all proficient in the language or the cultural communication.

The new proposed LLC would require continued developing knowledge and proficiency in a *single* language and its literatures and cultures by completing a minimum of two semesters of college study at Morris. A student could choose to either continue a language studied previously at a level determined by placement examination upon admission to UMM, or begin study in one of the many other languages offered at UMM.

Language faculty believe the LLA as presented would:

- 1) Be cost-neutral for all languages besides Spanish.
- 2) Preserve the diversity and current structure of world languages offered at UMM.
- 3) Tacitly honor the equilibrium that exists across current skills & requirements: this proposal is equal in scope and credit load to the only other requirement consisting of two semesters (Sci-L + Sci).
- 4) Confirm and clarify UMM's commitment "[to] preparing its students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship" (UMM Mission Statement, 2009).
- 5) Bring about a shift from a culture of *exemption* to one of *expectation* in the study of LLC at UMM.

- 6) Better prepare our students to engage LLC and intercultural skills in their profession.
- 7) Better prepare students to understand, engage with, and make a contribution to managing ethically large-scale problems facing humanity (mass migration, inequities in resource distribution, etc.).
- 8) Boost and stabilize enrollment in LLC by compelling stronger students to continue, rather than opt out of study; students testing into 3001 would have an easy time completing a minor once they have done the requisite two semesters. A greater number of students might also study abroad and/or double major.
- 9) Remove the “niche” quality that currently shapes perception of LLC on campus by connecting the study of LLC to advanced study in other disciplines at Morris.
- 10) Remove the stigma of remediation from programs in LLC (because a greater number of students on campus will be enrolled at the intermediate level and advanced levels).
- 11) Improve campus-wide understanding of how study of LLC contributes to integrative learning and all sorts of professional aspirations and trajectories.

Anderson asked if the faculty who teach Ojibwe and ASL have been involved in the discussions. She is concerned whether there are adequate resources in those areas to meet the proposed requirement. Garavaso stated that it might not be possible for every language to offer two full years, but that doesn't make the case for not adopting it. Bezanson questioned whether a student who comes in with a proficiency in a language that we don't offer at a higher level would be forced to take a new second language at the beginning level. Ng stated that our admissions requirement is currently two years of a single foreign language. Finzel stated that there is value in taking a second language. Korn stated that she will have to think it through from the transfer perspective. It could all fall into place, but it might be good idea to talk with transfer students and admissions staff to get the reaction of transfer students and international students. Bezanson stated that if a student comes to us with proficiency in a language, they may want to go away rather than start a new language. Velde stated that, as a campus ambassador, she often hears that a prospective student has taken four years of a language and I tell them there is a placement test. The way the proposed change is described, it would be a real deterrent to those students who would be forced to take two additional semesters of a language at Morris. Rudney stated that it would be good to advise students on how a world language might help a student in their major. For example, a biologist might recommend Latin, or a historian might recommend German. Anderson stated that, in line with the discussion last week about Global Village, there are more courses we would like our students to take and we have to think of creative ways to make them beneficial to students.

Garavaso stated that the language faculty has asked that the Curriculum Committee consider three specific questions:

- 1) Do state programs compel UMM to honor the results of AP, CLEP, and IB, or might this truly be a universal requirement?
- 2) How would LLC work in terms of general education designators (i.e., “Any two sequential courses taken in L2 meet the LLC requirement”...?)
- 3) Would this have an impact on the role of IP courses or other Gen Eds in the Morris curriculum?

Kildegaard stated that there are legacy reasons why things fit in. We can value those things but we shoe-horn them into the wrong place in our Gen Ed. FL should not be in the skills area. The definition of Skills courses does not fit. Also, a language is not necessary for successful advanced work in other majors.

Other announcements

Rudney shared that a team from the National Council for Accreditation of Teacher Education (NCATE) and the Board of Teaching (BOT) will be on campus Sunday through Tuesday. They will follow-up on the report that our Education Division has submitted for reaccreditation. They will be meeting with the Curriculum Committee members who can attend a meeting on Monday.

Finzel reminded members to send their spring semester schedules to Darla as soon as possible.

Submitted by Darla Peterson