

2-22-2016

## Curriculum minutes 02/22/2016

Curriculum Committee

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### Recommended Citation

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UMM CURRICULUM COMMITTEE  
2015-16 MEETING #8 Minutes  
February 22, 2016, 2:15 p.m., MFR

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

*Members Absent:* Gwen Rudney, Jennifer Deane, Sarah Ashkar, and Emily Sunderman

*Visitors:* Nancy Helsper and Jeri Squier

*In these minutes: Course Approvals and Continued General Education Discussion*

**Announcements**

Finzel announced that the Sport Studies and Athletics program will present their program review and resulting updates at the next meeting. Foreign Languages have been working a proposal that will be presented to the committee next week to begin a discussion on FL.

**Approval of Minutes of February 8, 2016 Meeting**

MOTION (Garavaso/Meehlhause) to approve the February 8, 2016 minutes. Minutes were approved by unanimous voice vote.

**Course Approvals**

Division of Education

New Course:

SSA 2131 – Theory of Coaching (2 cr, SS)

Finzel noted that the originally proposed course number of SSA 2221 has been changed to reflect that this course will proceed other coaching classes. It is the intent of the discipline to make it a prerequisite for all coaching practicum. That program change will be presented in the fall.

MOTION (Garavaso/Crabtree) to approve the Education course change.

The motion passed unanimously (10-0-0).

Division of Science and Mathematics

New Courses:

BIOL 1054 – Introduction to Immunology and Infectious Disease (2 cr, SCI)

BIOL 1803 – Scientific and Cultural Perspectives of Vaccines and Epidemics (2 cr, IC)

Ng explained that BIOL 1054 will be taught in the summer, offering basic concepts about immunology. BIOL 1803 is a new IC course.

Revised Courses:

BIOL 4231 – Immunology (4 cr)

CSCI 1251 – Computational Data Management and Manipulation (4 cr, M/SR)

Ng explained that BIOL 4231 will be taught for the same number of credits but will incorporate a lab. The change to CSCI 1251 is that it will be offered every fall instead of every spring. The course is required for management and no problems are anticipated with this change.

MOTION (Meehlhause/Garavaso) to approve the Science and Mathematics course changes. The motion passed unanimously (10-0-0).

### Interdisciplinary Studies

New Courses:

IS 3123 – Living with Intention: Vocation, Community, and Social Change (4 cr, E/CR)

IS 3249H – Honors: Literature through Opera (2 cr, FA)

IS 3250H – Honors: Moral Sentimentalism (4 cr, HUM)

Finzel explained that IS 3123 is a summer session course that immerses students into a community experience opportunity. It will be offered in the first five weeks of the first summer session. Both IS 3249H and 3250H are honors courses that will rely heavily on guest speakers to fulfill their interdisciplinary component.

MOTION (Ng/Garavaso) to approve the new Interdisciplinary Studies courses. The motion passed unanimously (10-0-0).

### Continued General Education Discussion

Finzel stated that the Association of American Colleges and Universities (AAC&U) recently did a survey on recent trends in education. The results show that general education has become more of a priority in the last few years than it had been in prior years. The same question was asked in 2008, with the same response, so it may not be true in practice. The survey also asked if there had been an increase in the institutions describing their general education programs as “having clear learning outcomes.” UMM is working on efforts to assess our Student Learning Outcomes (SLOs). The majority of institutions reported that they have some kind of global perspectives, first year seminar, and courses that include diversity.

The most common general education model structure is the distribution model. While most institutions rely on a distribution model, most also supplement it heavily with other integrative features. Many have core curriculum (courses required of all students), then thematic required

courses, a common intellectual experience, and a capstone or culminating experience (taken as part of general education).

For institutions with SLOs, a chart shows the proportion of institutions that address specific skills and knowledge areas. The lowest percentages are in the knowledge areas of technology, languages other than English, American history, and sustainability.

Crabtree expressed shock that knowledge of languages was as low as 41%. He also asked what type of technology they mean, computer science knowledge, or technical training. Meehlhause stated that students are going to have a knowledge of technology before coming to college. With the exception of knowledge of technology, just about every SLO has increased in the past seven years. Garavaso noticed that as well, and asked if anything had been dropped from the list since 2008. Finzel stated that the emphasis is on general education and not additional credit requirements. General education remains roughly at 45 credits over the two surveys. Bezanson stated that institutions with a 3-credit model have the ability to offer more classes. Ng added that the percentage could be increasing if institutions have begun double-dipping, e.g., knowledge and skills could merge.

Finzel stated that, in answer to a question raised during the general education discussion at our last week's meeting, Helsper prepared a report on the number of Global Village seats there are in the 2016-17 class schedule. We have a relatively strong number of IP seats (684), a fair number of HDiv seats (590). We were concerned a couple of years ago and used the EDP program funds as an incentive for faculty to develop courses with HDiv. E/CR is at 449 seats, and E/CR has 357. These numbers include fall and spring semesters and excludes 4xxx-level courses and fieldwork courses.

Finzel noted that there are only 22 courses that offer the E/CR Gen Ed. He asked if there are existing philosophy courses that could change their Gen Ed to E/CR. Garavaso replied that the description of the E/CR is very focused on civil responsibilities. Courses in government or political science would fit that category more than ethical theories and topics. It was her recollection that her philosophy colleagues have steered clear from E/CR for that reason.

Anderson asked if there is an identified problem where students are unable to take classes. Finzel explained that the question is whether we can require all four Global Village requirements. The vast majority of the campus has expressed the importance of requiring all four of the important Global Village requirements. Do we have a sufficient number of spaces in those offerings or do we need to cultivate a number of ethics options? We haven't identified big bottlenecks, but we do not have a great number of E/CR courses. That's currently not a problem when we only require two of four courses. Korn offered to run a report to tally how many students fill each Gen Ed category with which areas. Anderson answered that it would be helpful to see specific data. Finzel asked if Korn's offer would be of value to the committee.

Squier stated that the proposal would be interesting but doesn't answer the question of whether a student took the course out of choice, or out of necessity, or through their major.

Finzel reminded the committee that he had asked the committee a couple of weeks ago to think hard about Global Village and how it dovetails with Expanding Perspectives. The College of William and Mary define knowledge domains that look out into a particular subject matter. This appears to be the only feasible way to incorporate all of the four Gen Ed requirements into our Gen Ed curriculum. Does this group agree? If so, one way forward is to form small working groups to work on the details. He asked for comments regarding his proposal to form working groups to work on the architecture in which the four global village subjects can be accommodated. Ng asked for the language to be changed in the definition of Env't. Finzel agreed that it has to have more sustainability, and the group should also entertain a definition change.

Kildegaard stated that there is no discipline in the Social Sciences that doesn't contain an ethical stance toward the world. Bezanson agreed that every discipline could make that argument, but it needs to be clearly demonstrated for the outside assessment team. Garavaso noted that there are certainly ethical issues to consider in disciplines like biology and economics, but courses in philosophy provide a theoretical framework, and she would want to reserve some expertise.

Finzel asked if the committee was concerned that we only require two of four Global Village requirements. Does this resonate for this committee? If students realize the spirit of these requirements through their majors, perhaps this isn't a path worth going down.

Finzel thanked the committee for the discussion.

Submitted by Darla Peterson