

4-18-2016

Curriculum minutes 04/18/2016

Curriculum Committee

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

Recommended Citation

Curriculum Committee, "Curriculum minutes 04/18/2016" (2016). *Curriculum Committee*. 67.
<http://digitalcommons.morris.umn.edu/curriculum/67>

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

UMM CURRICULUM COMMITTEE
2015-16 MEETING #12 Minutes
April 18, 2016, 2:15 p.m., MFR

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

Members Absent: Emily Sunderman, and Sarah Ashkar

Visitors: Nancy Helsper and Jeri Squier

In these minutes: Request for Gen Ed Designator on a Directed Study; Discussion of General Education Revision Proposal; and Continued Discussion of the Foreign Language (FL) Gen Ed Requirement: World Languages, Literatures, and Cultures (WLLC)

Announcements

Finzel announced that any action taken today or at the next meeting will go to the Campus Assembly in the fall.

Approval of Minutes of April 4, 2016 Meeting

MOTION (Rudney/Deane) to approve the April 4, 2016 minutes as presented. Minutes were approved by unanimous voice vote.

Request for Gen Ed Designators on a Directed Study

Finzel explained that it's fairly rare for the committee to receive such a request, but this directed study fits the Gen Ed.

MOTION (Anderson/Garavaso) to approve the Gen Ed designator on the Directed Study. Motion was approved by unanimous voice vote.

Discussion of General Education Revision Proposal

Finzel prefaced his remarks by making it clear to everyone that this proposal is not being brought before this committee for action at this time. Last time the committee considered the WLLC proposed replacement of the FL General Education Requirement, members asked that it be considered in light of the broader Gen Ed revision. This proposal was crafted with the five goals mentioned in prior discussions in mind. It modifies the Global Village set of requirements. WLLC is inserted without implying that it has been approved.

The Expanding Perspectives component was re-defined. A sub-header was added under Expanding Perspectives called "Liberal Studies Core," which includes HIST, SS, HUM, FA, SCI, and SCI-L.

A second sub-header under Expanding Perspectives was added: “Application of Liberal Studies.” This includes 1) Intercultural Domestic Studies (IDS), replacing Human Diversity (HDiv); 2) People and Sustainability (SUS), replacing People and the Environment (ENVT). The Description of SUS would read “To increase students’ understanding of the relationship between human society and the natural world to improve their ability to analyze and respond to challenges that may undermine flourishing regional, national, and global systems and compromise the ability of future generations to meet their needs.”); and 3) E/CR remains the same.

International Perspective (IP) is replaced by a new heading: “Global Competence: To enhance student’s understanding and attentiveness to global diversity across the spectrum of differences and increase their capacity to address the world’s most pressing and enduring issues collaboratively and equitably.”

If the revision goes forward, each of the three thematic applications of liberal studies would be required of all students, but the expectation is that they would be met by a course in the liberal studies core that would contain an application that also has a component that runs through the course. Those courses would be deliberately designed to meet this requirement. Double-dipping would be allowed for those courses. Global Competence would be a requirement of all students. Advanced WLLC courses might fulfill the Global Competence requirement.

Many of the current Global Village goals are part of UMM’s mission statement. We can’t say that all of our students have done work in ethic and civil responsibility or human diversity because some students don’t chose those requirements. The objective is to have students take all four areas without additional course work. With the proposed double-dipping in Applications of Liberal Studies, students can complete the three areas with less required coursework.

Finzel provided a suggested timeline for the proposed changes. If the FL change is approved, the new FL requirement (WLLC) would go forward as part of the catalog conversation next year. Global Village would be kept the same as it is for the 2017-19 catalog. This will allow a full year to identify and propose courses that are purposely designed to meet the Gen Ed requirements. There would be time to compel a conversation across campus about whether all of the curriculum we offer can meet the goals of the Gen Ed. There has not been a conversation on campus for a very long time about whether existing courses meet the goals of the Gen Ed. The initial change to the Global Village set of requirements would need to be fairly modest for the 2019 catalog. There would need to be a period of transition.

Finzel asked for questions or comments about the proposed changes. Anderson stated that she was curious whether the change in the language from “People and the Environment to” “People and Sustainability” might make the ENVT designator on current classes less appropriate in that category.

Ng wondered if the committee might be open to a student who has lived in another country for 17 years petitioning the Scholastic Committee to have the Global Competence fulfilled. Rudney noted that the student’s global competence is coming from UMM. Korn stated that the Scholastic Committee would review what Campus Assembly approves and another exception would be created.

Kildegaard stated that he understood and supported the proposal, but the structure needed some changes to avoid a lot of digging down. Applications should be pulled out as a separate section. He added that he didn't think having languages under skills is the right place for it. The definition sets you up for success. Being able to speak and reason logically would fit, but he was not sure that speaking at a 2xxx-level would lead a student to success in all majors. He asked if it might be brought down to global competence instead.

Deane stated that it would be fair to discuss the language requirement more broadly. It would need to be explained since language of skills is coming under fire these days. Historical understanding is also a skill. Kildegaard noted that he is not trying to demote languages, but we are elevating global competence and dovetailing. Perkinson asked whether calling a language a tool or skill will change the minds of the committee when deciding if one or two semesters should be required. Kildegaard answered that he could see it being questioned at Campus Assembly. Korn asked why the Gen Eds have to be compartmentalized. What if we got rid of all of those labels and just listed the things that are important to Gen Ed? Ng answered that when reviewing Gen Ed, people are looking at the distinction. There are things students need to have for a liberal arts education. Why the languages landed in Gen Ed is because it was thought of as skills needed to advance to a different level of study. Does that matter? No. The issue of 1 or 2 semesters is independent of that question. Helsper noted that the Gen Ed program that we have was the brain child of former dean Bettina Blake in the 1980s. A lot of intro text contains the exact words she wrote.

Continued Discussion of Proposed Revision of the Foreign Language (FL) Gen Ed Requirement: World Languages, Literatures, and Cultures (WLLC)

After the committee's last discussion of Gen Ed, Finzel had asked the language faculty to provide a flow chart to compare the proposed WLLC Gen Ed to the current FL requirement. Finzel explained that the flow chart demonstrates that 21% of students choose to continue beyond the FL requirement, and 38% of the students take 1001 and 1002 at UMM. Those students would not be affected by the change. Eight percent of the students take 1002 only. With the change, those students would take 1002 and one additional course, 2001. Sixteen percent are exempted by means of proctored exams. With WLLC, those students would take 8 credits at a placement level or in a new language. Three percent now earn AP, IB, or CLEP. They would be required to take 8 credits, but would also be granted 4 elective credits for AP, IB, CLEP. Eight percent study English via immersion, and 6% transfer college courses.

In short, the students who would be affected are the 8% who test into 1002. Currently they take 4 credits. They would be required to take 8 credits. Half of those who test into 1002 take 1002 and stop. The other half continue on in the language. Korn added that this proposal will impact about half of AB, IP, and CLEP students. Bezanson added that the 3% who earn AP, IB and CLEP would be required to take 8 credits of language on this campus. Korn added a gentle reminder that the Scholastic Committee handles the transfer credits, prior learning, and the exemptions for the international students.

Kildegaard stated that these statistics are for students who actually graduated. Is it conceivable that we scared off a bunch of people? Some students must take 1 additional course and some must take two courses. Some would already have taken a college course. Now they must take

one additional course. Garavaso noted that 19% (those who were previously exempted or earned AP, IB or CLEP credits) would have to take an additional 8 credits. Korn stated that there are transfers who arrive having come in with a language other than French, German, or Spanish. Crabtree asked if those students would be able to take an exemption. Korn answered that they currently take a proctored exam in the test center to determine their proficiency. If they test into 1002 in a language that we don't offer at that level, they would either have to take another language, or go to the Twin Cities campus, or take it online. Finzel stated that 22 students in the last 5 years came to campus with other languages, such as Japanese, Hmong, Portuguese, Latin, Russian, etc. The numbers are small, but he is concerned about students who come with a proficiency but not enough. Anderson added that if we don't have a good mechanism to handle those students, we are narrowing our perspective. You can only satisfy the Gen Ed based on a handful of languages we offer. We currently have a mechanism that recognizes their competency. When a student comes in with several years of Russian, or any language we don't offer, what do they get toward the Gen Ed? Garavaso answered that this proposal recognizes college level work.

Parkinson stated that a lot of students will purposely pick their school based on which school offers the language they want to continue studying. They are aware they might not be able to continue in the language they learned in high school. Crabtree added that if a student has taken enough credits to pass the proficiency test in Russian, and the student wants to continue in Russian, then we can encourage another option of where they can continue instead of starting over. Garavaso noted that the National Student Exchange might be a good option.

Bezanson stated that she simply sees an additional 8 credits unless the student proves a proficiency beyond that level. People may not see the advantage to the change. Garavaso stated that our mission is to prepare global citizens. The current requirement does not meet the goal. We need to do something to strengthen the requirement. The elegance of this proposal would be that it requires relatively few resources. Deane added that, as laid out, it comes back to the mission. That's how all of this comes together. That's how we will get people on board.

Submitted by Darla Peterson