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Curriculum minutes 08/31/2016

Curriculum Committee

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UMM CURRICULUM COMMITTEE

2016-17 MEETING #1 Minutes

August 31, 2016, 8:00 a.m., Moccasin Flower Room

Members Present: Bart Finzel (chair), Arne Kildegaard, Pieranna Garavso, Peh Ng, Gwen Rudney, Tracey Anderson, Mary Elizabeth Bezanson, Stephen Crabtree, Jennifer Deane, Kellie Meehlhause, Christi Perkinson, Jessica Gardner, Kerri Barnstuble, and Judy Korn

Members Absent: Madison Hughes

Visitors: Nancy Helsper and Jeri Squier

In these minutes: Introductions and discussion of the committee's charge and process; recap of 2015-16 academic year; topics for 2016-17 academic year, including catalog revision timeline; and EDP timeline and priorities.

Introductions and Announcements

There is one new student member on the committee this year, Jessica Gardner. The USA representative has not yet been determined. Finzel welcomed the members and stated that this will be a challenging semester with important course and program changes coming before the committee for review and approval the first half of the semester. The committee will only meet nine times during the semester, due to scheduling conflicts. The committee's functions as stated in the UMM Constitution Bylaws, Article II, Section III, are as follows:

The Curriculum Committee develops, reviews, and recommends curricular policy. It deals with majors, minors, general education, the honors program, and all academic requirements. It oversees the body of courses offered at UMM and receives and considers all curriculum-related proposals.

Finzel stated that the scope of the committee is quite large.

Recap of 2015-16 Curriculum Committee Accomplishments

Finzel encouraged the committee to review the minutes of the last year. The committee identified new priority areas for EDP funding and a record number of grants (18) were funded. Two priorities were added with funding from grants, targeting Sustainability and Leadership, and Native American content.

During the fall, the committee had several preliminary discussions about the General Education program with a focus on concerns identified by the campus in 2011 and 2012. The concerns identified were a lack of depth, the fact that students try to complete the Gen Eds early in their career, and content areas of the Global Village requirement. Those discussions led Finzel to present a Gen Ed proposal to move discussion along. The minutes of December 15 describe the proposal, which was intended for all students to have course work in all four areas of the Global Village Gen Ed by allowing students to count those courses twice in Gen Ed. Advanced students

would be expected to take a Gen Ed course that has a “looking out” aspect. That proposal was detailed in the April 18 minutes.

Much of the time in spring semester was spent looking at replacing the Foreign Language (FL) Gen Ed requirement with World Languages, Literatures, and Cultures (WLLC) Gen Ed requirement. It passed this committee and will be going to the September Campus Assembly meeting for information. It will go for a vote at the November meeting.

The committee also heard new major and minor proposals in Medieval Studies. Sports Studies and Athletics presented a report on their program review. A presentation was also made on the Sustainability Leadership Certificate.

Topics for Academic Year 2016-17

The major topic this semester will be catalog revision for the 2017-19 Catalog. Course proposals in the Science and Mathematics and Education divisions will be on the September 14 agenda. Those changes will go to Campus Assembly on September 27. Social Sciences and Interdisciplinary Studies courses will be on the September 21 agenda. Humanities courses will be on the September 28 agenda, and any clean-up of courses will be on the October 19 agenda. The November 9 Campus Assembly agenda will include the courses that weren't on the September 27 agenda.

Program discussions and revisions will follow the course discussions with Social Sciences and Science and Math on November 9, Humanities on November 16, and Education and IS on November 23. The programs will be on the December 6 meeting agenda of Campus Assembly. Finzel stated that he would appreciate everyone's attention to the timeline.

Gen Ed will be on the agenda in the spring. Some of last year's conversation will be revisited. Finzel stated that he will propose that we do something similar to the campus forums and discussions of 2011, limiting the discussion to the Global Village set of requirements. Those discussions would take place early in the spring semester.

Certificates have been defined as academic programs so the committee will have the Sustainability Leadership certificate proposal for review this spring. Faculty will also be invited to report on a variety of program reviews.

Bezanson asked if an assessment has been done on the WLA Gen Ed. Finzel explained that it is a work in progress. We are waiting to hear from the AAC&U on how the scoring team has evaluated the artifacts that we provided.

Educational Development Program (EDP)

Finzel shared a handout that listed the history of EDP priorities since 2012-13. Each year it has grown. Although some of the additional priorities have been the result of additional grant funding for specific priorities, he would like to see the list pared significantly this year.

Meehlhause stated that, as a result of the Online Learning Task Force, online and hybrid courses were added to the 2012-13 and 2013-14 EDP priorities.

Finzel stated that a review of the number of courses that filled the Global Village Gen Eds of Human Diversity (HDiv), People and the Environment (Envt), International Perspective (IP), and Ethical and Civic Responsibility (E/CR) showed that E/CR courses were low in supply. He suggested that might be a priority.

Anderson stated that last year specific priorities were driven directly by the grants. Those could be eliminated this year. Finzel agreed that proposal #4 (Native American content infused into existing courses or programs) could be eliminated because the funding no longer exists, but he would like to see #3 (courses that include a sustainability and/or leadership component) remain if some grant funding is available. We have made significant progress in that area.

Finzel suggested that E/CR be added to #1 (the list of courses that enhance our general education offerings or generate artifacts to assist assessment of our Student Learning Outcomes (SLOs)). He also suggested that the phrase “or generate artifacts to assist assessment of our Student Learning Outcomes (SLOs)” be removed from #1.

Bezanson asked if #2 (Discipline-specific curriculum improvement) could include an opportunity to refresh a course. Anderson added that there are classes she teaches on a regular basis that might benefit from exploring integrated technology or different lab experiments or incorporating writing, but because they are small, upper-level classes, they would not fit the priorities. Finzel agreed that the statement at the end of the priorities list (*Well developed proposals that address significant need within the curriculum or that will benefit large numbers of students will also be considered*) prevents smaller upper-level courses to be considered. He stated that he was hearing a preference for a broader call for course revisions, but stressed that course revision is part of the faculty responsibility. There seems to be a preference for existing rather than new faculty, and upper division rather than lower-division courses. Courses that have been taught by a number of faculty over time were targeted in #2, but it hasn't been revisited in quite a long time. He asked if it should be eliminated and rephrased towards upper-division courses.

Perkinson stated that disciplines should eliminate courses that haven't been taught for some time. Bezanson stated that she thought that courses were being deactivated during catalog revisions.

Garavaso stated that it is difficult to find the wording to distinguish normal revision of a course, which is part of a faculty member's job, and significant revisions, which may fall under EDP. Ng asked what is considered significant. Meehlhause answered that an example would be taking

a primarily in-classroom course and making it a hybrid or online course. Anderson added developing new lab experiments. Kildegaard added incorporating primary course readings. Deane asked what the outcome is that the EDP program is looking for. Do we assess how EDP funded courses and course revisions will serve current student needs? Tying the grants to outcomes is important.

The committee agreed on the following priorities for 2016-17 EDP Grants:

- 1) Well-developed proposals that address a significant need within the curriculum or that will benefit large numbers of students.
- 2) Courses that enhance our general education offerings in:
 - The Human Diversity (HDiv) Gen Ed Global Village requirement
 - Ethical and Civic Responsibility (E/CR) Gen Ed Global Village requirement
- 3) Courses that utilize new pedagogical tools to better realize our Student Learning Outcomes (SLOs).
- 4) *[If funding is available]* New or revised courses that explicitly include a sustainability and/or leadership component. Topics of interest include, but are not limited to:
 - Management of non-profits
 - Cross cultural communication
 - Social Entrepreneurship
 - Systems thinking
 - Environmental education
 - The relationship between culture and sustainability
 - Course that includes a place-based component
- 5) *[If funding is available]* Proposals that infuse significant Native American content into existing courses or programs.

Submitted by Darla Peterson