

University of Minnesota Morris Digital Well

## University of Minnesota Morris Digital Well

---

Curriculum Committee Minutes

Curriculum Committee

---

10-19-2016

### Curriculum minutes 10/19/2016

Curriculum Committee

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

---

#### Recommended Citation

Curriculum Committee, "Curriculum minutes 10/19/2016" (2016). *Curriculum Committee Minutes*. 74. <https://digitalcommons.morris.umn.edu/curriculum/74>

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

## **UMM CURRICULUM COMMITTEE**

2016-17 MEETING #5 Minutes

October 19, 2016, 8:00 a.m., Moccasin Flower Room

*Members Present:* Bart Finzel (chair), Arne Kildegaard, Pieranna Garavaso, Peh Ng, Gwen Rudney, Tracey Anderson, Mary Elizabeth Bezanson, Stephen Crabtree, Jennifer Deane, Kellie Meehlhause, Madison Hughes, Christi Perkinson, Jessica Gardner, Stephanie Ferrian, and Judy Korn

*Members Absent:* Kerri Barnstuble

*Visitors:* Nancy Helsper, Jeri Squier, Jayne Hacker, Lisa Bevevino, Jimmy Schryver, and Janet Ericksen

***In these minutes: Catalog course changes; and EDP Review Committee Membership***

### **Approval of Minutes from Meeting #4, September 28, 2016**

MOTION (Garavaso/Ng) to approve the September 28, 2016 minutes as presented. Minutes were approved by unanimous voice vote.

### **Medieval Studies Proposal Discussion**

Finzel stated that several faculty members were invited to the meeting to discuss the Medieval Studies major/minor proposal. This agenda item is for information only, and will be presented for action when program changes are considered by the committee. Today's guests are Professors Bevevino (French and Latin), Schryver (Art History), and Ericksen (English). Committee member Professor Deane (History) would also teach in the proposed program.

Bevevino explained that the faculty wish to capitalize on courses that are already being offered in an area in which students are already pursuing or showing an interest in studying. This program could also be strengthened with collaborations with St. John's University and the Medieval Center on the Twin Cities campus. The plan is a solid, organized way to help students continue to study Medieval Studies without having to do an area of concentration or emphasis that faculty need to help create on a case-by-case basis. This program will require no new hires, and there is room for added elective courses in the program.

Garavaso stated that one common objection that is voiced when new programs are proposed is that it will insert some rigidity in the related programs. Ericksen stated that the majority of the faculty involved are already teaching a course in the Medieval Studies area as part of their discipline's major. Her position is Ancient and Medieval English. If she left UMM, they would have to either change the English major or find someone else who could teach those courses. Deane added that she teaches medieval history and there is a lot of flexibility in the history major. Garavaso asked if they had considered how the faculty would split the administrative work that is required when a major is added. Schryver answered that this proposal would result in less work for the faculty. Bevevino added that they have built into the program a rotation of administrative responsibility among the faculty.

Finzel asked if the guests would speak to the demand for areas of concentration and areas of emphasis. Bevevino stated that they have nine meetings scheduled with students who want to add the minor. Ericksen added that these are students who had never heard of such a thing as Medieval Studies before they arrived on campus. After taking a course from one of the faculty members in another major, they have independently sought out the faculty to work with them to create a major or minor. Finzel stated that currently we have a cohort of students who are very interested in the program. We now need some evidence that the interest would be sustained over the long term. Ericksen stated that enrollment in

medieval classes over the last five years has been consistently very strong. At least four years of medieval talks on campus have attracted large audiences of students, not just faculty. They have been able to offer a large number of courses as well as directed studies, suggesting a demand by students. Bevevino stated that colleagues are telling them that their enrollment is growing across the country and Latin is being added. Pop culture and medieval themes in film are going in that direction as well. Deane noted that with the appeal of this area of study, Morris is an ideal place to test liberal arts questions in the Middle Ages. It's a different world, but that's why students from very different fields are drawn to medieval studies.

Crabtree asked whether the expectation is for students to pursue a minor, a solitary major, or a double major. Bevevino answered that all are expected. There are some who decide on a minor, but it will most likely be a second or third major. Ericksen added that she had a student pursue a solitary major.

Kildegaard asked if the Latin requirement in the core courses would be satisfied if someone took Latin in high school. Ericksen stated that a person who came in with Latin could place out but then take more. Bevevino added that they need the Latin for credibility for the major as well as for use later on in their studies. Many students are coming to the major from French or German and have chosen Latin as a second language. Bezanson asked whether a student who chooses the major without having taken Latin in the beginning would be able to finish in four years. Ericksen answered that case would fit in one of the four-year plans (included in the proposal).

Kildegaard asked why English Grammar and Language is a core course for this major. Ericksen answered that half of the course is about the history of the English language. Structural analysis of English provides a grammatical basis of understanding any of the dead languages: Old English, Middle English, and Latin. Squier asked what type of course would fulfill the Advanced Seminar requirement. Bevevino replied that it would vary, depending on the student's interest and if they have more than one related major. Andersen asked if a student would have to do a final project regardless of whether they do a capstone in another major. Ericksen stated that if an English major is getting a Medieval Studies major, the same project may satisfy both majors. Bevevino noted that they have built into the program an annual meeting at which the faculty would approve the final projects.

Rudney asked whether there is an introductory course and if there is enough variety so that there is not too great an overlap with any other major. Ericksen answered that she doesn't believe that such a course exists in any Medieval Studies program. Deane added that every course in the core addresses introductory elements and is fundamentally interdisciplinary. Every course lays out issues of approaching the medieval past from a slightly different view. Students get a complex view without a disciplinary-skewed approach.

Ng asked if, based on the core requirements, there is enough depth at the 4xxx level for this major. Schryver answered that there is a good swap of breadth and opportunity in elective courses to go deep. The requirement "Take 12 or more from the following. . ." offers much upper-level depth with courses in regular rotation. Ng stated that this major looks different from most majors that build from introductory to intermediate to advanced courses. The depth in this major is in the variety and integration. That's an important issue. One of the Student Learning Outcomes is "Integration." This interdisciplinary major would appear to do that well.

Crabtree asked if there are hidden requirements in the set of core requirements. How many of the courses in the core have prereqs that are not listed? Ericksen answered that many of the core requirements are prereqs for the electives. That was purposefully done for a student who is coming in for just a Medieval Studies major without any of the prereqs other than those in the core.

Finzel thanked the guests. The proposal will be discussed further at a future meeting.

## **Catalog Course Changes - Clean-up**

### **Division of Education**

Rudney presented four course revisions:

- Ed 1801 – Critical Issues in K-12 Ed (deactivated course)
- Ed 4903 – Kindergarten Education (revised course)
- Ed 4911 – Kindergarten Practicum (revised course)
- SSA 3172 – Leadership in Sport Organizations (revised course)

Rudney explained that Ed 1801 is revising outdated language. Ed 4903 and 4911 are changing when the courses are offered. She asked that the change be “periodic fall, spring, summer” rather than “periodic summer” as presented. It was accepted as a friendly amendment. The SSA course is just cleaning up the work already done elsewhere (removing Mgmt 3171) as well as changing the course offering to fall every year.

### **Division of the Humanities**

Garavaso noted that two new courses are being proposed in Chinese, two courses are being revised and one deactivated in CMR, five English courses are being revised, two new courses are proposed in Language, and two courses are being deactivated in Music:

- Chn 2001 – Intermediate Chinese I (4 cr; IP) (new course)
- Chn 2002 – Intermediate Chinese II (4 cr; IP) (new course)
- CMR 1042 – Public Speaking and Analysis (revised course)
- CMR 4901 – Communication, Media, and Rhetoric Seminar II (revised course)
- CMR 2322 – Sports: Media Production (deactivated course)
- Engl 3012 – Advanced Fiction Writing (revised course)
- Engl 30115 – Writing Poetry for the 21st Century (revised course)
- Engl 3016 – Innovations on the Page (revised course)
- Engl 3032 – Creative Nonfiction Writing (revised course)
- Lang 1061 – Writing in the American University I (3 cr) (new course)
- Lang 1071 – Writing in the American University II (3 cr) (new course)
- Mus 1101 – Core Studies I: Music Theory I (deactivated course)
- Mus 1102 – Core Studies I: Music Theory II (deactivated course)

Garavaso explained that the new Chinese courses go beyond the first year of study. The introductory level courses in Chinese are currently being taught by a Confucius Institute funded faculty member. We hope to continue with the funding next year and will be able to offer the second level of Chinese. Language 1061 was originally designed to be repeatable; if the student failed, they were not able to retake the course and replace the failing grade because it was a repeatable course. We do need an option for some students who pass LANG 1061 to continue the ESL writing to prepare for ENGL 1601; this is fixed by removing the repeatability from LANG 1061 and offering 1071. The deactivated courses in Music are replaced by new courses that were approved at the last meeting (1151 and 1152).

### **Division of Science and Mathematics**

- Biol 4104 – Interpersonal Cell Signaling Mechanisms (4 cr) (new course)
- Biol 4241 – Our Tiny Predators: Ecology, Infection, Disease (4 cr) (new course)
- Chem 4355 – Biochemistry of Carbohydrates and Glycoconjugates (4 cr) (new course)
- Geol 2031 – Intro Field/Research Methods (deactivated course)
- Stat 3901 – Statistical Communication (2 cr) (new course)

Ng stated that the Biology and Chemistry courses are new courses that have had provisional approval. Finzel asked if there will be a similar number of deactivated courses coming for approval since a number of 4xxx-level courses in those majors have been approved. Ng answered that the frequency of offering will balance the added number of courses. Andersen added that Biology had already culled some courses they knew would not be offered and a fair amount of transition in faculty resulted in their not wanting to over-deactivate courses until they knew in what direction the new faculty may be going. There are some courses in the catalog that may not be offered. They are mindful of cleaning that up in the future.

### **Interdisciplinary Studies**

AmIn 1101 – Introduction to American Indian Studies (revised course)

Finzel noted that AmIn 1101 has returned to the committee for approval after some questions were answered regarding the course description being in line with the changes made to the course name. Meehlhause asked if the course designator will change when the program name is changed to NAIS. Finzel replied that if the discipline name change is approved, then all of the course names will change at that time.

**MOTION (Bezanson/Rudney) to approve the proposed course changes. Motion was approved by a vote of 13-0-0.**

### **EDP Review Committee Membership**

Finzel asked for volunteers to serve on the EDP Review Committee this year. Last year's membership consisted of Meehlhause (chair), Deane, Velde, and Garavaso. This year's committee volunteers are Deane (chair), Meehlhause, Crabtree, and Perkinson. Finzel noted that the timeline was very tight last year. This year's timeline is much better. There will be more time for the review committee to review and prepare their recommendations. Darla will be in contact with the committee when the applications are ready for review.

Submitted by Darla Peterson