

University of Minnesota Morris Digital Well

University of Minnesota Morris Digital Well

Curriculum Committee Minutes

Curriculum Committee

2-20-2017

Curriculum minutes 02/20/2017

Curriculum Committee

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

Recommended Citation

Curriculum Committee, "Curriculum minutes 02/20/2017" (2017). *Curriculum Committee Minutes*. 81. <https://digitalcommons.morris.umn.edu/curriculum/81>

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.

UMM CURRICULUM COMMITTEE

2016-17 MEETING #12 Minutes

February 20, 2017, 2:30 p.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, Maggie Elinson, Christi Perkinson, Kellie Meehlhause, Kerri Barnstable, and Judy Korn

Members Absent: Jessica Gardner and Stephanie Ferrian

Visitors: Nancy Helsper, Jeri Squier

In these minutes: Request for Gen Ed Designator on Directed Study; Gen Ed Global Village Task Force; Gen Ed Data Reports

Approval of Minutes from Meeting #11, January 30, 2017

MOTION (Bezanson/Crabtree) to approve the January 30, 2017 minutes as presented. Minutes were approved by unanimous voice vote.

Request for Gen Ed Designator on Directed Study

Finzel explained that the practice of requesting a Gen Ed designator on a directed study is uncommon, which is why this committee hasn't seen one for this year. This student is requesting that a Gen Ed of Artistic Performance (ArtP) be given to a directed study titled "Impacting Rural Communities through the Arts." The student will be working with planners of arts events and will make a presentation to a board of an arts organization. Bezanson stated that the student will learn a lot about arts organizations so the art part is clearly covered. What she doesn't understand is where the performance of art would come into play. Finzel replied that the presentation to the board and writing introductions for speakers and presenters might be considered performance. Anderson noted that a lot of classes have a public speaking/presentation component and would not be considered as fulfilling ArtP. Bezanson stated that she thought performance would have to involve creating something. Finzel noted that these requests come forward often late in a student's career if they haven't been able to fit the Gen Ed into their schedule. In this case, however, the student speaks of having taken an IC class last semester which would indicate the student is fairly early in his/her academic career. There was consensus that there should be a little more performance, other than public speaking.

MOTION (Bezanson/Garavaso) to approve the request for a Gen Ed designator on a directed study. The motion failed to pass (0-11-0).

Gen Ed Global Village Task Force

The membership of the Gen Ed Global Village Task Force was discussed. It was decided that it would consist of one faculty representative from each division and two students. Finzel asked the division chairs to confirm membership from their divisions within the next day or so.

The final membership of the Task Force is as follows:

Humanities – Janet Ericksen
Social Sciences – Jennifer Deane
Science and Mathematics – Barry McQuarrie
Education – Matt Johnson (replacing Kiel Harell)
Student – Christi Perkinson
Student – Maggie Elinson

Finzel stated that the charge and timeline will be to focus on the four points agreed upon at the last meeting (below) and present a proposal to this committee before the end of the semester. Darla will schedule the first meeting of the Task Force.

- The relative size of General Education should remain consistent with the current practice.
- There is a great deal of support in all of the divisions for all four areas of Global Village.
- The label “Global Village,” as well as the definitions of all four areas of Global Village, should be revisited and updated.
- There should be a process by which General Education courses are given their designators, looking at how each course fits its General Education category.

General Education Data Reports

Finzel explained that Helsper had some interesting data that will help the Task Force as well as this committee.

The first chart discussed showed all active Gen Ed courses by category and maximum credits offered. Helsper noted that “active courses” are all courses in the catalog, including courses offered when feasible, offered on occasion, and offered every other year. This is not a count of only courses that make it to the course schedule. The number of courses in a Gen Ed category ranges from 1 (WLA) to 149 (Art/P). Kildegaard asked if there really is only one WLA class. Finzel answered that there is one class that offers multiple sections.

Finzel stated, in the Global Village set of requirements, the number of courses are: HDiv 54, E/CR 31, IP 73, and E/CR 27. Within Global Village, there has been some effort to increase the development of HDiv courses. E/CR lag significantly behind the other two. IP has the most but remember that all 2000-level Foreign Language classes carry that designation.

Bezanson asked if there was data showing how many credits would be needed if every student had to take all four Global Village categories. Helsper answered that she did a table that looked at last year’s schedule of classes, showing how many sections were offered in each of the categories. That table can be made available for the next discussion. Finzel noted that the public speaking course offered multiple times isn’t as dramatic as shown here. Crabtree asked if it would be possible to see the number of sections offered. Helsper answered that many of the Global Village courses probably didn’t have extra sections. Finzel noted the exception of Intermediate Spanish.

The second table showed the number of active Gen Ed courses in each Global Village category, and maximum credits offered by each discipline in fall 2016. Finzel noted that E/CR offerings seem to be heavily concentrated in CMR and Political Science.

The third table displayed the results of a survey of graduating seniors. It asked the students to self-report whether or not they took each of the four Global Village Gen Eds. The results show that 88% of the respondents self-reported having taken UMM courses to fulfill HDiv, 79% Envt, 86% IP, and 80% E/CR. Finzel stated that when only 2 of the 4 are required, those are good percentages. Bezanson stated that the results don't show an entire graduating class, only the people who responded. It would be good to look at transcripts upon graduation and see how many of these areas are covered. These 90 people who responded might be agreeable and may have done more than others who did not respond. There could be a sample bias. Perkinson stated that she is a senior and would have to pull up her transcript in order to report what she took. She found she had taken them all. Crabtree asked how many students took just two or three or four. How many are getting their Gen Eds from outside UMM? Squier also stated that we don't know whether they took the Gen Ed to fulfill the requirement or because the course is part of their major.

Garavaso noted that you would expect a much lower percentage in Envt and E/CR given the number of courses in those areas are fewer, but it looks even. Probably a lot of students are already taking courses in all four categories. Maybe we don't have to revolutionize and require all four categories, and instead make it clear that all four are important.

Finzel asked Korn how long it would take to get a report from the transcripts of the last year of graduating seniors. Korn stated that she wasn't sure but will look into it. Finzel suggested looking at two years.

Submitted by Darla Peterson