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Curriculum Committee Minutes

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UMM CURRICULUM COMMITTEE

2016-17 MEETING #13 Minutes

March 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, Kellie Meehlhause, Maggie Elinson, Christi Perkinson, Stephanie Ferrian, Kerri Barnstuble, and Judy Korn

Members Absent: Jennifer Deane and Jessica Gardner

Visitors: Nancy Helsper, Jeri Squier, Argie Manolis, and Merc Chasman

In these minutes: Request for Gen Ed Designator on Directed Study; Discussion of Community-Engaged Learning (CEL) Course Attribute; and Mathematics Program Review

Approval of Minutes from Meeting #12, February 20, 2017

MOTION (Bezanson/Rudney) to approve the February 20, 2017, minutes as presented. Minutes were approved by unanimous voice vote.

Finzel noted that the minutes reflect a change in the original makeup of the Global Village Gen Ed Task Force. Kiel Harell was replaced by Matt Johnson to serve as the Education Division representative on the task force.

Request for Gen Ed Designator on Directed Study

Finzel explained that the student is requesting that a Gen Ed of Artistic Performance (ArtP) be given to a directed study titled "Voices from the Prairie: Found Poetry and Service-Learning." The sponsor of the Service Learning program was present at the meeting to address another agenda item and was asked to answer any questions the committee members had about the Gen Ed designator request. Bezanson stated that, having taught oral interpretation classes, she was concerned that the art performance piece was relatively small. She asked how the students are learning about interpretation when there is no book on oral interpretation in the required list of books associated with the class. Manolis responded that it is a creative writing class with a similar amount of work that also includes performing the poems to a small group of elders and at one public event.

MOTION (Ng/Garavaso) to approve the request for a Gen Ed designator on a directed study. The motion passed (10-0-0).

Discussion of Community-Engaged Learning (CEL) Course Attribute

Finzel stated that Argie Manolis, Coordinator of Community Engagement, was present to speak on the Community-Engaged Course Attribute (CEL) attached to courses and/or classes in PeopleSoft.

Manolis stated that there is a history of service learning on campus. It existed as part of the Faculty Center for Learning and Teaching, and is now under the Office of Community Engagement. There has been increased student and instructor interest in student engagement. An all-University committee prepared guidelines regarding the CEL which were shared with all campuses. Most of our current classes in service learning would meet the five Essential Components shown on the Office of Public Engagement website, with the exception of a couple of courses that don't meet the first requirement that states *"At least 25 percent of the course grade focuses on and/or incorporates community-engaged learning whereby student learning from the community-engaged learning experience is assessed. The course or learning module also offers a method to assess the learning derived from the community-engaged learning experiences."* The other four essential components listed best practices for service learning courses. CEL attributes are not only applicable to service-learning courses, but also to practicum, research, internships, and student teaching. Manolis stated that she is in favor of using the CEL attribute. One advantage of using it would be to help students who want to know about service learning and have difficulty finding the courses. Having the CEL attribute would allow students to search for the attribute.

Korn added that she learned about the CEL through the System Registrars Council. They talk a lot about every campus doing the same thing. She is in complete agreement that this could be a very good thing for our students and instructors. She suggested that the best practices that UMM has already established for community engagement be added to the Twin Cities materials. The only piece missing is who will determine whether a course should contain the CEL.

Squier stated that the CEL attribute has not yet been made active for Morris. Finzel asked if adding the CEL component would be part of the ECAS proposal process. Squier answered that would be the case only if it will apply to the entire course (i.e., all sections). If it will apply to only some sections of a course (e.g., WLA), then it would be considered a delivery medium like "online" in ECAS.

Bezanson asked if the CEL would show up on a transcript. Korn answered that there is conversation of having a transcript-like document that lists such things, but they are not there yet. Squier stated that there is a policy on the books that if work is required outside of the classroom those courses have to be flagged. We don't do that currently. We could have a standard note put on those courses.

Garavaso asked if we are only talking about the practical aspect of assigning the attribute so students are able to find courses if they want to do service learning. If so, her concern is that it would be important for the student when they apply to a job that the CEL attribute is apparent on the transcript. Is that impossible? Korn answered that it is impossible right now. Manolis noted that she has been on two committees where this was discussed but did not pass. Finzel noted that some argue it is a slippery slope when things other than courses and grades are being added to transcripts. Korn stated that with the Campus Connections software students can create a document that lists all of their service learning and research projects, and that can be attached to their resumé or job application. Manolis added that she currently provides that for the students if it involves volunteering. Squier noted that there would be a place to flag volunteer activities on the transcript, but it hasn't been discussed by the system Registrars.

Finzel asked how many courses might have this attribute added. Manolis answered that there are regularly 27 ongoing classes with some offered every other year. Any given semester the number offered would be around 10.

Rudney stated that there are practicums in Education. If they fit the criteria for CEL, then do they also need to be approved as a practicum under the CEL umbrella? Korn answered that we don't yet use the attribute.

Bezanson asked if this is a way for students to search for community engagement classes, is there also a way for them to find internships. Manolis stated that with internships there isn't a specific course for them to enroll in, some are credit-bearing and some are not.

Finzel asked if there would be any down side to endorsing the use of the CEL attribute. Anderson stated that she wasn't clear about the term practicum being listed as a type of course that could be given the CEL attribute. Practicums in student teaching are not the same in other disciplines. Squier explained that this is a component, not a course. Finzel added that you can do a practicum that does not have the CEL attribute. The attribute would be assigned to individual courses, not to any course that uses the word Practicum in its title.

MOTION (Bezanson/Garavaso) to endorse the use of the community-engaged learning (CEL) course attribute at UMM. Motion was approved by unanimous voice vote (10-0-0).

Mathematics Program Review Report

Finzel welcomed Merc Chasman, discipline coordinator and assistant professor of mathematics. He reminded the committee that, as a conclusion of the program review process, the program representatives are asked to come to the committee to address the following: 1) distinctiveness of the program, 2) Curriculum link/relationship to other programs, 3) challenges of the program, 4) recent program innovations, and 5) program goals and objectives. Mathematics will be asked to return in 4 to 5 years to share the progress toward the goals expressed today.

Chasman began by describing math as a core discipline for the liberal arts, both historically and continually. One way to meet the M/SR Gen Ed is to take Pre-Calculus 2. Math offers an introductory math course, Math 1001-Excursions in Math for elementary education majors and others who require math but don't need pre-calculus or calculus. Math is the foundation for STEM with all of the science majors, pre-engineering, pre-health, and economics and management requiring math in their curriculum. Chemistry requires Calc I & II. Biology requires Survey of Calc. Physics requires Calc I, II, III, and Differential Equations. Statistics and computer science require 12 credits of math. Math services many students. A five-year average for student credit hours is 2,292 at the 1xxx level, 673 at the 2xxx level, 171 at the 3xxx level, and 30 at the 4xxx level. The Math program also serves many students from the Humanities, Social Sciences, and Education Divisions.

Chasman continued by describing the distinctiveness of the math program:

- It meets all 9 of the content recommendations by the national Mathematical Association of America (MMA).

- UMM math majors are well-prepared for life after UMM. Approximately 30-40% of math graduates go on to graduate school or professional school, including law schools such as Georgetown. A couple of alumni graduated from Georgetown Law School. The graduate programs that math graduates attend include math, biostatistics, computer science, and economics. Another third of the math grads are secondary education students. It's good for the future of math education in the state and elsewhere. The rest join the workforce immediately.
- The program has a 5-year average of 82 declared majors in a year, and an average of 12 major and 16 minor graduating a year.
- While many liberal arts institutions combine math and stats, or math and computer science, UMM has a divisional structure that enables us to have separate disciplines. There are cross-listed courses, such as the Math/Stat 2501 course in Probability and Stochastic Processes.

Innovations in the major have included trying to take student feedback seriously. An example is History of Math (Math 2211) and Geometry (Math 3211) are required for secondary education students for licensure. They have been scheduled every other year, late in the day to accommodate secondary education students' practicum schedules. Another example is that they are working to improve and revise their elective offerings of Math 2212-Introduction to Knot Theory, Math 4241-Number Theory, and Math 4211-Real Analysis II to be more useful to students. A third example is the use of Mathematica in place of a graphing calculator in many courses. Teaching in a computer lab with Mathematica helps student learning and integrates problem-solving with technology. Several courses use a free online homework system which allows students to get immediate feedback on the correctness of their answers. This is used to supplement their written homework. Further along, many 2xxx-level math courses have projects that require papers or presentations, preparing students for their senior capstone.

Goals for next year include continuing to look for more electives to offer. Also, the senior capstone (a one-on-one yearlong individualized experience) is lauded by COPLAC colleagues, but the program is looking at alternate pathways to fulfill the capstone requirement.

Finzel noted that the capstone requirement is one with which many disciplines wrestle. He asked if some programs that are highly math-based programs such as pre-engineering or physics could share a capstone. Chasman answered that she did not think they could treat the same materials in both senior seminars concurrently now, but they may consider it going forward.

Rudney commended the math program for the work they do for people pursuing education licensure.

Finzel thanked assistant professor Chasman for her presentation of the mathematics program.

Submitted by Darla Peterson