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10-23-2017

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Curriculum Committee

Campus Governance

Fall 10-23-2017

Curriculum Minutes 10/23/2017

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UMM CURRICULUM COMMITTEE

2017-18 MEETING #4 Minutes

October 23, 2017, 8:00 a.m., Moccasin Flower Room

Members Present: Janet Ericksen (chair), Arne Kildegaard, Stacey Aronson, Peh Ng, Gwen Rudney, Tracey Anderson, Denise Odello, Stephen Crabtree, Jennifer Deane, Kellie Meehlhause, Mitchell Scanlan, Karyssa Scheck, and Sarah Severson

Members Absent: Stephanie Ferrian, Judy Korn, Annika Nelson

Visitors: Nancy Helsper and Jeri Squier

In these minutes: Course revision proposals; Discussion of Area of Emphasis in Medieval Studies

Announcements

Ericksen announced that it was unlikely that the committee will need to meet next week. The decision will be made later in the week.

Approval of Minutes from Meeting #3, October 9, 2017

Minutes were approved, with slight revisions, by unanimous voice vote.

Course Revision Approvals – Division of Science and Mathematics

Chemistry

Chem 1001 – Chemistry for the Curious Citizen: The Role of Chemistry in the Environment and Everyday Life (course revision)

Ng stated that the course is listed as offered in the spring, but is changed to summer. The number of credits is reduced to 3 credits and the course content will be reduced to fit the credits and length of any of the summer terms.

Chem 4354 – Biochemistry of Neurological Disorders (course deactivation)

Ng stated that the course is being deactivated because the instructor is no longer at UMM.

Ericksen stated that the course deactivation and course revision are being considered for regular approval, even though it's not a catalog cycle. Ng added that, if approved, the revised course would be effective for the coming summer term.

MOTION to approve the proposed course changes as presented, effective this coming summer. Motion was approved by a vote of 10-0-0.

For Information: Proposed Area of Emphasis

Ericksen explained that Clement Loo came to the committee in February 2016 to talk about the possibility of offering a certificate tied to the Margaret A. Cargill (MAC) grant, connected to Sustainability Leaders of the Future (SLF). Loo had surveyed faculty and received pushback from the environmental science and the environmental studies about such issues as overlap, and whether leadership was taught. It is clear that MAC does expect us to have some curricular piece

in place. A handout was shared with some draft policy language that described the differences between a certificate and a minor:

Academic Certificates

1. Board of Regents approved certificates for academic credit appear on the University of Minnesota transcript. Other certificates such as college-level certificates that are not regents approved and non-credit certificates, do not appear on the transcript.
2. Certificate programs do not lead to a baccalaureate or post-baccalaureate degree.
3. Undergraduate-level certificates must ensure students receive undergraduate-level academic training. The minimum criteria are:
 - a. 8 or more credits for certificates that require completion of a baccalaureate degree.
 - b. 16 or more credits for certificates that do not require completion of a baccalaureate degree.
 - c. At least three upper division credits.
4. At least 60% of coursework required for the certificate must be taken at the University of Minnesota.

Academic Minor

A student's declared secondary field of study or specialization during the student's undergraduate or graduate studies. A minor typically consists of a set of courses that meet specified guidelines and is designed to allow a sub-major concentration in an academic discipline or in a specific area or across disciplines. The minor is recorded on the student's transcript.

Ericksen noted that with most of the certificates offered in the University System, almost all are vocationally aimed at people off campus, coming to get a certification, or a student who wants a professional component. Certificates require Board of Regents approval, just like a minor. A minor requires more than a certificate. The goal is to propose a minor after the demand for an area of emphasis has been proven. Consultation has been done with the chair of the division of the social sciences, the discipline coordinator of environmental studies, the past coordinator of environmental studies, the coordinator of the Office of Community Engagement, and Clement Loo, the PI on the SLF grant. Ericksen would like to send the proposal to students who have had a fair number of the proposed courses to see if students are interested in adding an area of emphasis. If there is interest, she would like to go forward with a minor.

Ericksen explained that students would focus on being effective advocates rather than leadership. The proposed prototype for the area of emphasis is titled "Environmental Leadership and Stewardship" Area of Emphasis. There would be two options for credits, 12-16 credits, or 16-20 credits if one additional environmental course was added, such as SOC 3112, Sociology of the Environment. The area of emphasis could be combined with Environmental Studies or with Environmental Science majors.

Proposed requirements for the area of emphasis would be as follows:

Communication (2-4 cr): CMR 2102 Communication and the Environment: Analysis and Criticism 2 cr, OR CMR 1062 Introduction to Interpersonal and Group Communication, (HUM) 4 cr, OR Social Uses of Media (ECR) 4 cr

Policy (4 cr): Environmental Problems and Policy ENST 1101 (ENVT) 4 cr

***Ethics and Interactions (2-4 cr):** POL 2354-Political Ethics, 4 cr (every other year offering, alt with 3355); OR POL 3272-Making Environmental Public Policy, 4 cr; OR IS 3253H-Honors: Honoring Native Treaties: Human Rights and Civic Responsibilities, 2 cr; OR PSY 3542-Multicultural Psychology (prereq PSY 1051)

Ericksen explained that this is a role-playing class in which students learn how to talk to people who don't think like they do. Scheck stated that she took the class. They had discussions and debates about ethics, environment, and leadership. It's a great class for communication with simulated debates.

Community Engagement (4 cr): IS 3xxx (Argie Manolis is developing) from IS 3993 experience; it will be based on a real-world sustainability need, issue, topic and include a community engagement attribute, paper, and public presentation and/or publication

Ericksen explained that Argie Manolis has a lot of students who do a directed study with her in which she coordinates features of Community Engagement. She is excited about forming an actual class instead of a loose number of directed studies.

MLead workshop: co-curricular requirement (down the road consider making a half-credit S/N course of 12 hours of classroom time)

Ericksen explained that the grant was proposed for a co-curricular component. Now, Simone Franco runs a month-long workshop. Scanlan noted that he participated in the workshop and found it interesting. It's discussion-based, and students think about and share their thoughts on a topic. Ericksen asked if he would have taken it if it was a half-credit course. Scanlan answered that it wouldn't have made a difference. He just took it because it looked interesting. Scheck stated that a half-credit course wouldn't be helpful. Ericksen asked how it could be tracked in the curriculum without a credit. Odello answered that there are music courses like instrument repair shop and piano proficiency that are not offered for credit, but are requirements for the music major.

ENCOURAGED: Writing (2 cr): ENGL 3018-Scholarly Writing Workshop

Ericksen then asked the committee for feedback. Anderson asked if there might be blowback because a couple of requirements aren't offered by faculty, e.g., Argie Manolis and Simón Franco were mentioned. Ericksen answered that Manolis has one IC course built into her contract and would switch to this course. Ericksen said that Simon Franco has the content of his workshop electronically set up so someone could easily step in and do it. Ericksen added that she also has the choices set up so at least one would be offered every year by a regular faculty member.

Helsper asked why the proposal for a minor is being suggested first as an area of emphasis, a self-defined minor in which students can tweak the requirements with approval. Ericksen answered that it allows for time to have some tweaking done and to have a year to test to see if there is interest. She thinks there are students who have already had many of these classes and are maybe one short of the actual area of emphasis. If we have someone graduate this spring with the area of emphasis, we would have evidence to go ahead with the minor for the next catalog.

Rudney asked how different it is from the environmental studies major, if students have already taken most of the courses. Ericksen answered that the Communication, Community Engagement, and MLead workshop are not part of the major. It was designed with overlaps and with choices that go outside the major.

Ng stated that University policy requires that minors require at least 3 credit of 3xxx- or 4xxx-level courses. If the intent is to go from an area of emphasis to a minor, then at least 3 credits of upper level courses should be added as a requirement.

Anderson asked Kildegaard if he was satisfied that it has enough environmental content. Kildegaard answered that for an area of emphasis, yes. He had encouraged the extra ENVT designator under the Policy section. Anderson stated that the title of the area of emphasis leads with the word “Environmental,” but only one course with the ENVT designator is required. Kildegaard stated that he hopes there would be something extra that would target the nonprofit area. Anderson noted that there is also something about water policy that Ed Brands is working on. Ericksen stated that she hadn’t yet had a chance to speak with Margaret Kuchenreuther about the proposal and is curious to see what she thinks as well.

Ericksen asked if 16-20 credit range is OK. Scanlan asked how many credit minors usually carry. Ericksen answered about 20. [The average campus-wide is 26; IS is 22.] She is trying to keep it on the light side. Ng asked what the timeline will be. Ericksen answered that she will have two more conversations with faculty and then she will have Brenda Boever pull an APLUS search to find students who have had these courses, and then a notice will be sent to them suggesting that they declare the area of emphasis. It will also be advertised. It might help pave the way for things down the road.

Kildegaard stated that it is a reasonable way to try and impose some rationality on that grant. He doesn’t like the process of the tail wagging the dog. They promise something curricular and we don’t hear about it until now. We weren’t told about the certificate until three years into the grant. Ericksen noted that feedback has been positive. This is not a case where we are manufacturing something that she does not believe in.

Severson asked if Argie Manolis’s course is going to be ready this year. Ericksen replied that it can be ready for spring semester. Students would have the ability to do it as a directed study and she would approve that. Scanlan asked how soon the minor could be approved. Ericksen answered that it couldn’t be an official minor until spring 2019. It would require Board of Regents approval.

Ericksen asked the committee to share the information with people and get the feedback to her.

Submitted by Darla Peterson