

10-4-2018

Curriculum minutes 10/04/2018

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Recommended Citation

Curriculum Committee, "Curriculum minutes 10/04/2018" (2018). *Curriculum Committee Minutes*. 354.
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UMM CURRICULUM COMMITTEE

2018-19 MEETING #5 Minutes

October 4, 11:40 a.m., Moccasin Flower Room

Members Present: Janet Ericksen (chair), Stacey Aronson, Arne Kildegaard, Peh Ng, Michelle Page, Stephen Crabtree, Stephen Gross, Benjamin Narvaez, Denise Odello, Simon Franco, Stephanie Ferrian, Christina Munoz, Annika Nelson, Julia Scovil, Josh Westfield, Kellie Meehlhause, and Judy Korn

Members Absent: None

Visitors: Rebecca Dean, Terri Hawkinson, Nancy Helsper, and Jeri Squier

In these minutes: EDP Subcommittee Membership and Timeline, and Continued Discussion of the Social Sciences Catalog Program and Course Changes

Educational Development Program (EDP) Subcommittee

Ericksen announced that the EDP subcommittee, consisting of three members: one faculty, one staff, and one student, review the applications for EDP funding for course development and make recommendations to this committee based on the criteria. The committee discusses the applications and votes on the outcome. We fund as many as we can, based on the available funds. The application process was streamlined and improved last year at the suggestion of the subcommittee. We now ask the applicants which of the criteria their application fits. In the past the subcommittee was responsible for making that determination. The committee meets only once for one to two hours, depending on the number of applicants. The call will go out this week with an October 29 deadline. Ericksen thanked Meehlhause for serving on and chairing the subcommittee for many years. Volunteers who will serve this year are Crabtree (faculty), Franco (staff), and Nelson (student). Crabtree was asked to chair, and Meehlhause agreed to advise the subcommittee if needed.

Division of the Social Sciences Catalog Program and Course Changes

Kildegaard stated that at the previous meeting anthropology, geography, and history were approved.

Economics (ECON)

Kildegaard stated that all of the changes in economics were approved last week, with the exception of adding the prerequisite of Engl 1601 to eight courses. Because Korn had a concern about transfer students being impacted by the prerequisite as well as a lot of paperwork and permission numbers, Economics decided to go with Squier's suggestion of changing the language to "Engl 1601 (or instructor consent for students with college writing experience)." This prerequisite would now appear only on three courses: Econ 3113—Money, Banking, and Financial Markets; Econ 3501—Introduction to Econometrics; and Econ 4501—Senior Research Seminar in Economics and Management. Nancy Pederson was consulted about the impact on SUFE students and she said that it was a good idea to push SUFE students to take 1601 their first year, but it shouldn't significantly impact their progress in the major. Ericksen asked why the number of courses with the prerequisite was reduced to only three. Kildegaard answered that he was persuaded by the office of the Registrar that it would impact transfer students' ability to get in the queue on time. There is already a fair amount of that going on.

Korn stated that she is concerned that first year students who have college writing experience at other colleges will be asking for permission numbers. Narvaez responded that they will have to have a conversation with the instructor and be told that it can't be done. Ericksen added that it's an advising issue, as long as instructors know what they've agreed upon.

MOTION (Kildegaard/Ng): To approve the proposed course changes in Economics.

VOTE: (14-0-0)

Management (MGMT)

Kildegaard stated that some of the courses are already in the catalog with provisional approval and are now coming forward for regular approval. On the Form A the number should read 28 total listed, with a net change of -2 instead of +1. Two courses are being deactivated because the instructor has left Morris. Mgmt 3703 is being eliminated because it's the same as Econ 3703 and emphasizes Economics instead of management. Thirteen courses are changing when offered, to give more flexibility in the schedule. Six courses (Mgmt 3141, 3201, 3221, 3601, 4501, and 4502) were originally submitted to add the prerequisite Engl 1601 or equivalent. Only one of the courses (Mgmt 3601) is now being proposed to have the added language.

The management major has two different tracks. One is a global business sub-plan that was used historically for students with foreign language majors who would like to pick up a business acumen. We have a few SUFE students who have gone the global business route that requires eight fewer credits for them because they must complete eight credits or demonstrate mastery of a language used widely in international commerce. Mandarin obviously satisfies that requirement. Changing eight credits other than the student's native language gets rid of that loophole.

Page asked if the discipline talked about having some additional English experience as a language of commerce. Kildegaard replied that he tried to do so but the English discipline was not interested. Ericksen noted that a 2xxx-level French class is very different than a 2xxx-level English class. English does not have the pedagogy in teaching the language. English courses are taught with the assumption that the students have a fluency in English. Page stated that we would need more ESL instructors to offer it. Ericksen agreed that it would be a good idea. We assume students coming from SUFE arrive with a certain level of proficiency. Would management allow literature courses in English or are they specifically asking for English language instruction? Kildegaard answered that this proposal is asking for the language course.

Korn stated that it would be dangerous to change a requirement in order to affect a specific student group. Also, a reminder that we do have students who speak English who have a proficiency in 3xxx-level courses in French, German, or Spanish. So, if they too take this separate requirement, what would they do for an extra language? The Scholastic Committee has this conversation every year. A number of years ago they did a full scale review of international students and speakers and concluded that our language test score requirement is too low. We are the only U of M campus and college in Minnesota that accepts a 5.5 test score. She is reluctant to get behind a requirement change because one major should not be responsible for making a change that every other major is dealing with the effects of the low test scores as well. The test score should be at 6 or 6.5 or we should have language classes in English. The Scholastic Committee also recommended that our proficiency package include an English exam. They recommended that students from other countries could take an English exam and we would have an understanding where they are at when they arrive.

Franco stated that, as an alum of UMN Morris who graduated in that sub-plan, and as an international student, he agrees that our test scores are inadequate. He passed the TOEFL and realized he did not know enough English. It took a long time to get up to par.

Narvaez asked if it is fair to ask students who come in with Spanish or French to take advanced level coursework when others aren't required to do so and wouldn't if it's harder. Aronson stated that it gets them in the program. Narvaez added that he jumped right into a senior seminar level course and didn't have the skills to write a thesis paper.

Kildegaard noted that it's not up to the management discipline. Franco noted that the Scholastic Committee has already made a recommendation. Can this committee also say this is an admissions standard that causes a problem that needs to be addressed? Page noted that at least seven or eight years ago we had this conversation in the Scholastic Committee when she was chair. She and the registrar's office staff had a meeting with international folk who noted that our TOEFL score is standard. Ericksen stated that, as she understood it, part of the issue is with the agreement with SUFE. The agreement includes this score as agreed to when the agreement was signed. It would have to be renegotiated. We are dropping way down in the number of students from SUFE, so maybe it is time to renegotiate that. It's connected to and separate from what we are talking to about here.

Kildegaard stated that this proposal has nothing to do with the English language competency of SUFE students. It has to do with a loophole that some students are required to take eight fewer credits than others in the major. The discipline wants the loophole closed.

Korn asked if IP credits could be substituted. Do they have to have the eight credits as written? If they come with IP, then they will have credits on their transcripts. Squier asked if those students could pick up the eight credits someplace else to meet the sub-plan. Kildegaard replied that it's always been the design of the sub-plan that there are certain things one learns in a 2xxx-level course about cultural sensitivities that are valued. It ceases to be a global business sub-plan if substitutions are made. Page noted that is a helpful clarifying point. There are other aspects to foreign language students other than grammar and linguistic skills.

The discussion continued. Aronson asked how it would work to have students fulfilling different requirements. Would there be an exception for those students who already have a proficiency in a language in addition to English? What languages are considered languages of international commerce? Korn answered that it's been standardized. We have an automatic waiver for students who speak Chinese. We could rescind that waiver. Aronson asked who approves these languages and are they rigid? Kildegaard stated that they are not rigid. The point is to clarify with the Registrar how to write the requirement. Simply rescinding the waiver would be clear. Korn stated that we could leave the requirement as it is in the catalog and rescind the waiver for Chinese students. They would have to speak to the coordinator. Kildegaard noted that they had a student from Shanghai sign up for beginning Mandarin. Scovil stated that just because a student speaks a language at home doesn't mean he can write or speak it properly.

Narvaez stated that it's getting confusing. If we have Chinese students who can't take a 2xxx-level English course, and you are asking them to take eight credits of another language, they are doing a third foreign language. Kildegaard explained that they can take all the coursework and, except for FL, it counts toward the sub-plan. Groups inequitably treated are those who take global business sub-plan and take eight credits fewer while the management track requires them to take eight credits more. We are talking about one or two students a year who have this difficulty. Page suggested that they explore an option of the waiver and students would have to talk to the discipline to determine how those eight credits should be used. If it's a small number of students, would that be feasible for disciplines to handle it on a case-by-case basis?

Ericksen stated that there needs to be more discussion on this later after the discipline has had a discussion with the Registrar to clarify the requirement.

Scovil made a friendly amendment to pull out the global business sub-plan proposal and vote on it separately.

MOTION (Kildegaard/Ng): To approve the course changes in economics and management, with the exception of the global business sub-plan proposed change.

VOTE: (14-0-0)

MOTION (Scovil/Aronson): To approve the global business sub-plan proposed change.

VOTE: (3-5-6) The motion failed.

Political Science (POL)

Kildegaard stated that the PSLOs were updated after consultation with the head of assessment. Changes to individual course descriptions were updated and the Gen Ed designator on 3411 was changed. In terms of focus the course is closer to IP than E/CR.

MOTION (Kildegaard/Ng): To approve the course changes in political science as presented.

VOTE: (14-0-0)

Psychology (PSY)

Kildegaard stated that psychology has five new courses, one at the 2xxx level (2402), and four at the 3xxx level (3051, 3121, 3314, and 3581). One course is being deactivated (3221) because it is not expected to be taught again in the future. There are title and course description changes to 3401, 3402, and 3403. These are developmental psychology courses that had Roman numerals in the titles, implying a series of courses rather than stand-alone courses. The descriptions have been expanded to be more informative.

MOTION (Kildegaard/Ng): To approve the course changes in psychology as presented.

VOTE: (14-0-0)

The meeting was extended 5 minutes to allow for the completion of the Social Science Division catalog changes to be completed in time to go to Campus Assembly.

Sociology (SOC)

Kildegaard stated that sociology has five courses being deactivated because the faculty member that taught them has retired.

MOTION (Kildegaard/Ng): To approve the course changes in sociology as presented.

VOTE: (14-0-0)

Social Science Major – Discontinue Major

Kildegaard explained that the social science major exists in the catalog as a convenience to education majors who need to have secondary education licensure in social studies. It has no courses specific to the social science major. Any current social science majors will be able to complete their program without any difficulty or undue burden. Since nobody takes this major except education majors, this group of courses can be made into an area of concentration, with a template for social science licensure. Page stated that her concern was that there be information and a template in that part of the catalog. Helsper noted that part of the rationale for discontinuing the major is low enrollment. There are a lot of current majors that have fewer graduates per year. Ericksen suggested that reason be removed from the rationale if it goes forward. Gross noted that there is also an impossibility of assessing the major. Do we want to admit that? Ericksen stated that it is a unique major because it has more lower-level requirements than most majors and doesn't have a capstone, so it's not actually in line with majors. Korn asked if we've ever went from a major to an area of concentration. Usually the trend is to go from an area of

concentration to a major when there is a consistent demand and enrollment. Gross noted that as coordinator of the major, there have been a few juniors and seniors who have cobbled together a social science major because it avoids having to do a senior seminar or capstone. Helsper added that she thought a number of athletes take this major. Page noted that most education students doing a social science major also get a major in history or psychology. She doesn't see the discontinuation of this program as a disadvantage to students getting a major. Korn added that just about everybody in education will have a full major in something else for secondary education. It won't say secondary education licensure and area of concentration.

Kildegaard stated that he would accept as a friendly amendment the striking of low enrollment in the rationale.

MOTION (Kildegaard/Gross): To approve the discontinuation of the social science major.

VOTE: (14-0-0)

Submitted by Darla Peterson