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Curriculum Committee Minutes

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2-13-2020

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Curriculum Committee, "Curriculum minutes 02/13/2020" (2020). *Curriculum Committee Minutes*. 367. <https://digitalcommons.morris.umn.edu/curriculum/367>

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UMN Morris Curriculum Committee

2019-2020 Meeting #7 Minutes

February 13, 2020, 11:40 a.m. Moccasin Flower Room

Members Present: Janet Ericksen (Chair), Stacey Aronson, John Barber, Adrienne Conley, Stephen Crabtree, Simón Franco, Stephen Gross, Arne Kildegaard, Marcus Muller, Ben Narvaez, Peh Ng, Gwen Rudney Julia Scovil, Jeri Squier, Josh Westfield,

Members Absent: Stephanie Ferrian, Denise Odello, Miah McNiff

Others present: Rebecca Dean, Sam Rosemark

In these minutes: MCSA Resolution on Affordable & Sustainable Courses; GenEd proposals

#1 Welcome and announcements

Approval of Minutes (Meeting #6 - January 30, 2020) - deferred until next meeting

Reviewed the subgroups for GenEd proposals. The third group does not have anything to present. Conley will present at the next regular meeting the proposal from Student Affairs. The campus conversation in March will be for discussion about proposals that Curriculum Committee is considering.

#2 MCSA Resolution on Affordable & Sustainable Courses

Rosemark presented a resolution from MCSA (attached to these minutes). The proposal is to encourage faculty to utilize open source textbooks, which are cheaper and more sustainable. The proposal also encourages more use of electronics in the classroom. The resolution does state they would be used for academic purposes. This also normalizes electronics in the classroom for students who use technology as part of an accommodation plan. MCSA has been working with LeAnn Dean, Librarian. A survey will be sent to students about using electronic textbooks and an additional survey will include faculty. Currently, it is estimated that students spend \$800 per year on textbooks, which although under the national norm of \$1,200 still imposes a significant cost on students. MCSA is also bringing this resolution to Student Senate, after which it could become University-wide policy. Current policy leaves it to the instructor to determine electronics use in class. Ng asked for clarification about the resolution language of "shall" or "recommend". Some classes are not best suited for electronic notetaking. Franco asked if research was done about availability of e-textbooks. Resolution calls for an ad hoc committee to do a survey and research options. Questions were raised about intellectual property laws. The library knows a lot about this. Crabtree asked about underserved students and a requirement for students to have their own device. Rosemark believes that all students would have access, and Scovil noted that MCSA did discuss this point. Narvaez shared that his students are required to bring their textbook to class. Aronson pointed out that she is supportive of the recommendation, but not at the policy level. Rosemark reiterated that it is at this point a suggestion, and he recognizes that the suggestion may not always be the best

choice. The goal of the resolution is to have faculty consider electronic options before decisions are made. Narvaez commented that older versions are also cost-saving options. Rudney commented that the “whereas” statement regarding paying tuition is the weakest argument and is in conflict with the professor’s ability to conduct class the way they feel is in the best interests of the students and the course aims. Faculty will not be uniformly accepting of digital devices for notetaking as it gets abused. There is a current SCEP policy, and it would need to be addressed if this moves forward so it doesn’t contradict. Aronson suggested adding “as feasible”. Faculty would be still be responsible for setting expectations. Franco expressed concern about policy that only goes so far as to “strongly encourage” as it is difficult then to enforce. The Resolution will go to the Student Senate and also be presented at Campus Assembly.

#3 FYE proposal preview

Ericksen gave a brief update on a plan in process to implement a FYE course. A working group is gathering information and drafting a proposal, and more in-depth information will be provided at a later meeting, once the plan is better formulated and more of those whom it involves are consulted. Over the last twenty years or so, three reports from subcommittees have recommended that UMN Morris implement a stronger FYE; given our enrollment and retention challenges, now is a good time actually to move ahead, even in pilot form. The plan being worked on now will come to the Curriculum Committee. In general, it will be a one credit course each semester for the first year experience. A call would be put out for master’s level or higher instructors who can fit the work into their current job duties (no additional hiring). The course will incorporate small groups and whole group presentations, and many offices/information from across campus. A lot of data supports implementing such a program, and many other campuses have them. The course will have academic standing (a graded course) and be offered in multiple sections, 15 students each, so it will work with class schedules. For 2020-21, we expect a trial run, not requiring participation of the full incoming class, so that we can improve and change as needed.

#4 Update on GenEd proposals submitted

Adrienne Conley will present the proposal from some Student Affairs staff at the next regular meeting.

#5 Report from General Education working group C (really a subset of that group, after several full group discussions last semester: Janet Ericksen and Rebecca Dean wrote up and fleshed out what the subgroup discussed)

A 3 C’s model:

We are bound to some extent by the MN Transfer Curriculum, which is laid out side by side with this proposal (see attached document). Three main areas - Curiosity/Inquiry, Community, Creativity, under which all of the courses that are part of the MN Transfer Curriculum could be sorted; what is here is just a preliminary attempt. The model focuses on institutional values and aligns with one of the proposed CSLOs, demonstrating how the general education could map easily to those CSLOs--and highlighting that creativity is not limited to the Humanities, for instance. Within this structure is a 3-tier writing requirement, with WLA at the lowest level, required only for those without prior completion of a college first-year writing requirement. A 2000-level

requirement would follow, largely but not necessarily exclusively taught by English. It would be open to other disciplines as well, with shared requirements and some oversight; writing would be taught, not just assigned in these courses, and instructors would have to meet as a group during the semester and perhaps have summer (or earlier) preparation. The capstone requirement is likely already being done, but isn't called out. Ng asking about ensuring that transfer criteria is met. Conley shared that there is a high percentage of students who are involved in cocurricular activities, and Ericksen noted that cocurriculars were only left out of this proposal because she was not sure how to track them and sort them, but they could indeed be included. Narvaez commented that students are often not open to additional writing instruction, because they "already did that". Additional training for faculty would be part of the plan to support teaching writing. Ng clarified that the previous gened "w" requirement (writing) was not removed because it failed. All divisions had upper level classes with a W designation. Writing in math is like writing in a different language. Squier asked who would review and approve courses as meeting the writing requirement. Scovil suggested communication be the 2nd tier - include public speaking as a way to fulfill the 2000-level course. Dean mentioned that assessment would keep it going. All the documents will be included in the CC Google drive.

Core and Theme model:

Dean shared slides outlining a two-part proposal. It, too, reflects the transfer requirements. Nine core competencies, or core curriculum, tie the major into the plan. Items in bold (see slides) could be offered through the major. Plan has the same 3-tier writing requirement as Ericksen outlined. Faculty could add competencies to courses to meet GenEd/core. Part Two covers four additional components as themes. Students choose a theme and find classes that address the themes. Students choose the path that best suits them--and additional themes could be developed by faculty. Many current courses would fit into the themes. The slide layout makes this look complicated, but other layouts might simplify; it is not all that complicated. Themes would not require all students to take the same things--some maybe wouldn't require language or fine arts, etc. Aronson suggested the language requirements be flipped between GP and ESJ. She also suggested that world languages could suffer enrollment. This proposal gives students a different reason to take a language--not just because it's required. Rudney questioned if the themes might overlap a lot with certain majors. It frames things in a way that students could respond to. Crabtree commented that courses could address 0, 1, 2 or more themes. Again, could include oral component to communication in place of 2nd tier writing component. The plan would need review to see what we have that fits. Also does include cocurricular activities, but doesn't require them. Scheduling these courses could be difficult with very structured majors. Advisors would need to guide students. Ng commented that the committee needs to acknowledge that once a plan is selected, it needs to define/describe it in a way that is meaningful to students. Once a plan is chosen, it will need to address how courses are categorized and how APAS will be adjusted. We can utilize the descriptions that the MN Transfer Curriculum uses. Kildegaard commented that some professors may object to other courses covering their area/disciplines. Rosemark commented that he likes the tiered writing and the oral communication.

**Morris Campus Student Association
Resolution on Affordable and Sustainable Courses
Introduced September, 2019**

Authors: Samuel Rosemark, President, Morris Campus Student Association

Co-Sponsors: Joshua Westfield, Vice President, Morris Campus Student Association
Shanda Pittman, First Year Representative, Morris Campus Student Association
Amelia Nelson, Sustainability Officer, Morris Campus Student Association
Jasmine Pryor, Sustainability Officer, Morris Campus Student Association

Concerning: Textbooks and the use of electronics in the classroom.

Whereas: The University of Minnesota Morris (UMN Morris) is recognized as one of the United State’s most sustainable and environmental schools¹.

Whereas: UMN Morris values sustainability and encourages its students, faculty, and staff to be environmental stewards as stated in the school’s mission statement:

The University of Minnesota, Morris provides a rigorous undergraduate liberal arts education, preparing its students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and *environmental stewardship*²

Visioning and Planning Aspirational Statement Four also states, “ensure that UMM is a leader in environmental, social, and economic sustainability”³.

¹ “Morris Featured in The Princeton Review Guide to 375 Green Colleges.” Morris News. University of Minnesota Morris, September 20, 2017. <https://news.morris.umn.edu/news/green-colleges-2017>.

“Cool Schools 2019 Full Ranking.” Sierra Club, September 17, 2019. <https://www.sierraclub.org/sierra/cool-schools-2019/cool-schools-2019-full-ranking>.

² “Mission & Vision.” University of Minnesota Morris, October 25, 2019. <https://morris.umn.edu/about/mission-vision>.

³ “Strategic Visioning and Planning.” University of Minnesota Morris, August 27, 2019. <https://morris.umn.edu/about/mission-vision/strategic-visioning-and-planning>.

Whereas: Technology and electronics have grown in our society and have been infused into our daily life. Electronics aid students and universities in using less paper for note-taking and textbooks, more environmentally preferable options.

Whereas: Students are paying tuition to attend UMN Morris classes and should have the right to decide if they would like to use electronics in the classroom and how they would like to use them, as long as their use does not have negative impacts on other students in the classroom.

Whereas: Print textbooks are a large source of paper and are widely used at UMN Morris despite electronic textbooks and electronic open-source texts being increasingly available. In addition, electronic textbooks and electronic open-source texts are far cheaper and tend to be more accessible for students than paper versions. These texts have the same level of quality as printed texts. Reused textbooks are also more preferable than new paper textbooks due to affordability and reuse reasons.

Whereas: Textbooks are a heavy financial burden to students when considering tuition, housing, food, and living expenses. CBS News reports, “over the course of a year, the average college student spends more than \$1,200 on books and materials, according to the College Board”⁴. The Morris Campus Student Association (MCSA) recognizes and appreciates that according to UMN Morris One Stop and Admissions, the estimated 2019-2020 cost of “Books and Supplies” is listed at \$800, \$400 dollars less than the national average⁵. However, it is important to note that, “nearly two-thirds of [UMN] Morris students come from one or more of the populations that have historically been underserved in higher education”⁶. Textbook costs thus have an adverse impact on UMN Morris students. The American Indian Tuition Waiver only waives the cost of tuition. The Waiver does not include room and board, student fees, textbooks, and all other charges or costs⁷.

Whereas: The implementation of Canvas at UMN Morris has and will allow the easy use and access of electronic and electronic open-source texts.

Whereas: Quality texts are absolutely necessary to ensure a quality education. Open-source and electronic texts are not inherently of less quality than printed versions.

⁴ Kristof, Kathy. “What's Behind the Soaring Cost of College Textbooks.” CBS News, January 26, 2018. <https://www.cbsnews.com/news/whats-behind-the-soaring-cost-of-college-textbooks/>.

⁵ “Tuition and Costs.” University of Minnesota Morris, October 10, 2019. <https://morris.umn.edu/admissions/tuition-and-costs>.

⁶ “Equity, Diversity & Intercultural Programs.” University of Minnesota Morris, October 30, 2019. <https://students.morris.umn.edu/equity-diversity-intercultural-programs>.

⁷ “American Indian Tuition Waiver: Morris.” University Policy Library. University of Minnesota, February 26, 2015. <https://policy.umn.edu/morris/amindianwaiver>.

Therefore: MCSA calls upon UMN Morris to have all courses become more affordable and sustainable by allowing and encouraging students to use electronics for course-related purposes in and outside of the classroom and encourage the implementation of electronic textbooks and open-source texts by faculty in their courses to advance its mission and aspiration of environmental stewardship.

Be it Resolved: All students shall be allowed, if not encouraged, to use appropriate electronic devices within the classroom by Fall 2020 for note taking or class related work only. Appropriate electronic devices include laptops, tablets, and desktop computers. Faculty may allow the use of additional electronics in their classroom. Phones are not considered an appropriate electronic device, unless deemed otherwise by faculty in their courses.

Be it Resolved: Faculty are strongly encouraged to begin implementing electronic textbooks and open-source texts in their courses.

Be it Resolved: Students shall still have the option between paper notes and electronic notes and paper textbooks and electronic textbooks.

Be it Resolved: MCSA recognizes the University of Minnesota Rodney A. Briggs Library (Briggs Library) and its staff in its significant effort in increasing the accessibility of open-access texts through its Affordable Content Initiative. Briggs Library shall continue this work in coordination with the University of Minnesota system and with faculty. MCSA calls for UMN Morris to ensure that Briggs Library has adequate personnel to continue its work on this initiative.

Be it Resolved: An ad hoc committee titled the “Affordable and Sustainable Content Committee” (the Committee) shall be formed in Fall 2019. Its membership shall include a representative from Briggs Library, a representative from the Office of the Vice Chancellor of Academic Affairs and Dean, a representative from the UMN Morris Bookstore, a representative from the MCSA Academic Affairs Committee, a representative from the MCSA Resources and Operations Committee, and two faculty members who shall be proposed by Briggs Library (Briggs Library has a good understanding of faculty interested in this initiative due to previous work with faculty on this initiative). The meetings of the Committee shall be open to the public. The Committee in coordination with division chairs shall create, administer, and analyze a survey sent to faculty and a survey sent to students seeking information on textbook use and preferences. The surveys shall gather data on the preferences and current practices regarding textbook format among disciplines and majors. The Committee shall issue a report and present the report to MCSA, the UMN Morris Vice Chancellor of Academic Affairs and Dean, Division

Chairs, and the Curriculum Committee by the end of Spring 2021 on its progress, findings, and recommendations. The Committee will be dissolved at the end of Spring 2021. MCSA has the authority to change the responsibilities and the end date the Committee's work after consultation with the Committee.

Be it Resolved: The UMN Morris Bookstore is encouraged to further advertise electronic books and work in coordination with the University of Minnesota system and UMN Morris faculty in ensuring all books designated by faculty are available in electronic form. The UMN Morris Bookstore and faculty are strongly encouraged to work together to offer more used textbooks rather than new texts for affordability and reuse purposes. Faculty are encouraged to less frequently assign new editions and texts to classes.

Be it Resolved: MCSA calls upon the University of Minnesota and the University of Minnesota Senate to take action on making all courses become more sustainable and affordable by allowing students to use appropriate electronic devices for course related purposes in all courses and increase the implementation of affordable electronic textbooks and electronic open-source texts by faculty in their courses. This resolution upon passing shall be brought to the University of Minnesota Student Senate Consultative Committee.

Be it Resolved: This resolution upon passing will be brought to the UMN Morris Campus Assembly Steering Committee in Spring 2020 to be added to the Campus Assembly agenda for information with the intent of having Campus Assembly vote on this resolution at a subsequent meeting. In the meantime, this resolution shall be brought to the UMN Morris Campus Assembly Consultative Committee and Curriculum Committee (or Division Chairs).

MN TRANSFER CURRICULUM Core Goal Areas

Goal 1: Communication

English Composition: One or two courses (4-8 credits)

Speech/Communication: One course (3 credits)

Total: 7-11 credits

Goal 2: Critical Thinking

This goal is often fulfilled automatically when all of the goal areas are completed. However, some institutions may require completion of one or more courses in this goal area.

Goal 3: Natural Sciences

Institutions require two science courses (e.g., one biological and one physical science). One course must have a traditional lab and the other must have a traditional lab or lab-like experience.

Biological Science: One course (3-4 credits)

Physical Science: One course (3-4 credits)

Total: Two courses (7-8 credits)

Goal 4: Mathematical/Logical Reasoning

A college-level math or logical reasoning course is usually required depending on the student's long-term major.

Math: One course (3-5 credits)

or

Logic: One course (3 credits)

Total: One course (3-5 credits)

Goal 5: History and the Social and Behavioral Sciences

Three courses are typically required. Some institutions require courses from three different subject areas or they may require at least one social and one behavioral science course. Common subjects are Anthropology, Economics, Geography, History, Political Science, Sociology, and Psychology.

Total: Three courses (6-9 credits)

Goal 6: The Humanities and Fine Arts

Three courses are typically required. Some institutions require courses from three different subject areas or they may require at least one fine arts and one humanities course. Common courses are Art, English (literature), Humanities, Music, Philosophy (except

MORRIS Liberal Arts Engagement Curriculum

Curiosity/Inquiry (16 credits)

Exploration and development of the capacity for making new discoveries and connections

Minimum of 4 credits in each of at least three divisions (possibly with cross-disciplinary thematic connections);

- classes in this category may not count toward first major (could count toward a second or third major or a minor)
- WLA could count here, for those who need to take it*
- Must include one SCI-L

Community (16 credits)

Knowledge of how people and groups have functioned, do function, and may function is essential to understanding and improving communities:

10 cr. required for all (except transfer students?):

- IC OR Civil Discourse on x (e.g., how do you talk about scientific controversy, religion, politics, economics, identity, . . .), maybe with a thematic focus, such as evolution. With a fourth year re-convening discussion or 1 cr. Class
- World Language
- Writing, at 2000-level or above

Remaining 6 credits must include at least one course carrying HDiv?

Creativity (16 credits)

Problems are solved by creative thinkers with have the right skills, tools, and knowledge

Credits must be from at least two divisions:

- ArtP
- FA
- M/SR, etc.

Total: 48 credits

*A three-tier writing requirement could look something like this:

1. WLA for all students who have not before completed a college's first-year writing requirement/course. WLA characteristics:

- 15 pages of finished writing, 2 conferences, 2 revisions
- Primary topic of the class is writing; class time devoted to writing instruction (writing exercises, writing analysis, peer

logic), and Theatre.

Total: Three courses (6-9 credits)

Theme Goal Areas

[Goal 7: Human Diversity](#)

Total: One course (3 credits)

[Goal 8: Global Perspective](#)

Total: One course (3 credits)

[Goal 9: Ethical and Civic Responsibility](#)

Total: One course (3 credits)

[Goal 10: People and the Environment](#)

Total: One course (3 credits)

Total credits to complete the MnTC ten goal areas: 40 credits

review, etc.) equivalent to roughly 2/3 of total (remainder on critical reading?)

- At least 75% of final grade based on writing

2. A 2000-level or higher course writing course. English will offer multiple options with this designation, with no prerequisite other than WLA or its equivalent, and other disciplines may offer a course as well, subject to review; all will have the same WRITING characteristics):

- At least half of the graded work will be writing, with at least another 10-20% related to writing; the other 30-40% could be content quizzes, discussion, other)
- At least one essay revision
- Class time devoted to writing instruction equivalent to roughly 1/3 of total

3. Capstone communication requirement (for all capstones, regardless of major): written and/or spoken work, with time spent in class on the communication conventions of the discipline, on examples of good communication from experts in the discipline, and on information literacy regarding sources.

Theme-Based Core Curriculum

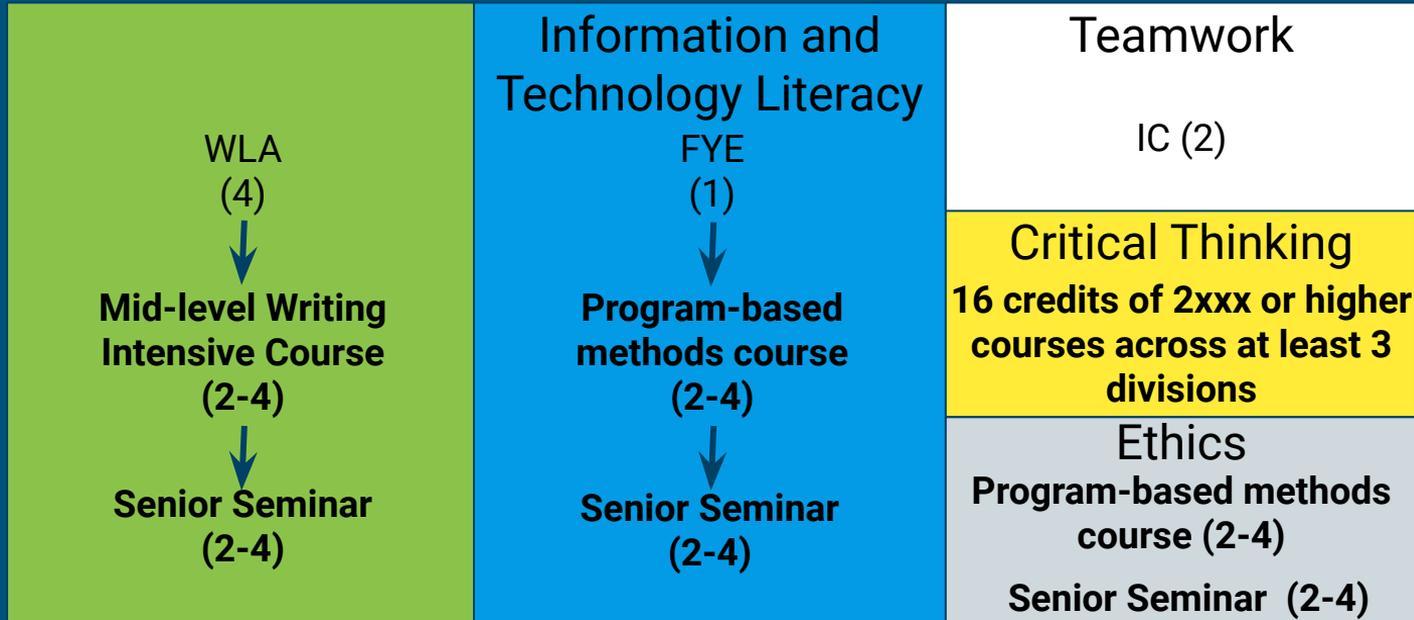
- Mission-based and compatible with CSLOs (even if changed)
- Designed to be compatible with MN Transfer Curriculum
- Competency-based so easier to assess
- Students and faculty have flexibility and choices
- Easier to explain “why this curriculum?” to students (to fulfill competencies and they can choose a theme consistent with their goals and interests)

Core Curriculum based on 9 Core Competencies

1. Communication
2. Critical Thinking
3. Teamwork/collaboration/leadership
4. Information and technology literacy
5. Ethics/Civic engagement
6. Global perspectives
7. Creativity and problem solving
8. Equity and social justice
9. Sustainability and the environment

Part One: Shared Curriculum

Competencies 1-5 are met through a pathway common to all students (31-36 total credits)



Part Two: Choice of Themes

Competencies 6-9 are met through a choice of themes (20 total credits)

All courses can carry 2 "Core Curriculum" designators out of the 4 options: GP, ESJ, SE, CP

Global Perspectives

1 GP-ESJ class (2-4)

1 GP-SE class (2-4)

1 GP-CPS class (2-4)

Credit for any 2002 language course (0-16)

Fulfill all remaining credits with GP courses

Equity and Social Justice

1 ESJ-GP class (2-4)

1 ESJ-SE class (2-4)

1 ESJ-CP class (2-4)

Credit for any 1002 language course (0-8)

Required service-learning, volunteering, or internship

Fulfill all remaining credits with ESJ courses

Sustainability and the Environment

1 SE-GP class (2-4)

1 SE-ESJ class (2-4)

1 SE-CP class (2-4)

Required service-learning, volunteering, or internship

Required leadership program

Fulfill all remaining credits with SE courses

Creativity and Problem Solving

1 CP-GP class (2-4)

1 CP-ESJ class (2-4)

1 CP-SE class (2-4)

Required service-learning, volunteering, or internship

Required research project or artistic performance

Fulfill all remaining credits with CP courses

Global Perspectives Theme

Current courses that might fit this theme include:

- World languages and literatures
- Social sciences courses with an international focus (e.g. world politics, world history, developmental economics, sociology of women, etc.)
- Comparative literature, music, or philosophy
- Geology, meteorology, environmental sciences
- International education and student teaching
- Courses with current IP GenEd designators

Equity and Social Justice Theme

Current courses that might fit this theme include:

- Courses in ABAS, LAAS, NAIS, and GWSS
- Equity in education
- Multicultural psychology, anthropology, or sociology
- Multicultural literature
- World language and culture
- Courses with current HDIV GenEd designators

Sustainability and the Environment Theme

Current courses that might fit this theme include:

- Environmental Studies and Environmental Science courses
- Ecology, geology, and chemistry
- Environmental policy, history, and anthropology
- Environmental philosophy, literature, and art
- Courses with current ENVT, SCI, and SCI-L designators

Creativity and Problem Solving Theme

Current courses that might fit this theme include:

- Art performance and interpretation
- Lab courses
- Courses requiring a 'product', such as service-learning courses or software design
- Courses requiring independent student research or research design
- Courses with current ArtP, FA, SCI-L, MSR, and ECR designators