

University of Minnesota Morris Digital Well

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Curriculum Committee Minutes

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2-27-2020

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## **UMN Morris Curriculum Committee**

2019-2020 Meeting #9 Minutes

February 27, 2020, 11:40 a.m. Moccasin Flower Room

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

Members Absent: John Barber, Josh Westfield, Miah McNiff

Others present: Rebecca Dean, KK Lamberty, liz Thomson, Heather Peters, Dave Israels-Swenson

### **In these minutes: Human Services Program Review; GenEd proposals**

#### #1 Welcome and announcements

#### #2 Approval of Minutes

Reviewed minutes. Motion (Franco, Scovil) to approve minutes from Meeting #6 on January 30, 2020. Motion passed.

Motion (Crabtree, Narvaez) to approve minutes from Meeting #7 on February 13, 2020. Ng stated minutes should reflect the group name that presented a Gen Ed proposal is the Fabulous, No Nonsense Group. Motion passed.

#### #3 CSLO models

Dean reviewed slide 2 of the CSLO models. She suggested sending the “umbrella” model and “developmental” model to Campus Assembly for discussion at the meeting next week (March 3). By the end of the semester, Campus Assembly could vote on which approach to take. Then further details of the chosen model would be established. Input from communications and marketing will help confirm the wordings. Curriculum Committee needs to define the models. Franco suggested that the history of the models is important for people to know. Motion (Narvaez, Franco) to bring to Campus Assembly for discussion. Motion passed unanimously.

#### #4 Human Services Program Review - Heather Peters

Heather Peters presented the program review for Human Services. In 2015 the name of the major was revised to Human Services based on comparison schools.

Strengths: The major has 4 subplans, which makes it flexible. Most courses are interdisciplinary. It doesn't utilize a lot of resources, but has a significant number of

students in the major. After the first time, they changed the core course (HMSV 3001, Theory and Practice of Human Services) from 2xxx to 3xxx. The senior capstone experience is usually an internship. Students have enjoyed and gotten a lot out of it. Final project has to be evidence based and address an agency issue. Only about 1 in 20 students choose to do a paper as the final project instead of the internship. Students find their own placements—during study abroad, NCIS, local (during semester or summer). Often students will make their own internship opportunity, but some are established. Peters is strong in coaching students to move from being a student to being a professional. Dean shared that the internship process is well done and the assessment should be a model for other internship programs. Students in the internships do reflection papers, and the internship supervisor also completes an assessment. Peters coaches students then to go back to their supervisor to discuss ways for the student to improve. An additional strength to the program will be that faculty member Marissa Holst will be able to start advising next year. She teaches many of the courses and her advising will help. Psychology has been the main deciding body, but HMSV has now created a group of interdisciplinary faculty to make the decisions.

Challenges: Criminal Justice subplan is the weakest. There are not as many course offerings and internships are hard to find. Peters has spoken with Rob Velde about potential ideas. Ericksen asked about UMN Crookston online offerings and suggested that perhaps a relevant course could be taken multi-I--maybe it could even be in the course catalog as an elective option, but we'd have to investigate that further. Squier noted that there may be difficulty in including a Crookston course in our catalog. Students also would like more community based courses. Service-learning courses, however, can take a lot of resources. Peters noted that the major has no allocated budget; Ericksen is hoping to find enough funding to add one for FY21. Franco asked about if courses might apply to a non-teaching education major. Courses have been identified and could apply to that type of a major were it to be developed. Rudney shared that they have explored an education studies major that doesn't result in a teaching license. She also expressed that she appreciates the "home" that this major provides, even with it being multidisciplinary. Ng asked if data is available on students who have double majored with psychology. Peters guesses a 1/3 double majored - less now that the major has become more structured.

#### #5 General Education proposal

(Slides attached) This proposal comes from the Student Affairs Directors group and Matt Tollefson. They acknowledge that it will need to be fleshed out, but hope it adds to the conversation. The starting point is that the Morris cocurricular experience is distinctive. Student success and retention are proven to be positively impacted by involvement in cocurriculars. This proposal, for an experiential learning requirement in

our general education program, builds on what we are already doing well. Curriculum would require participation in high impact practices and would require an experience defined in the experiential education requirement. Research on who is doing what and how effective it is in retention is happening, but the data is hard to get at. If we added a curricular requirement, research could be captured better. Mentored experience, for instance, would be defined and structured (slide 6-8). Narvaez asked about specific examples. Israels-Swenson responded that a structure needs to be defined that the experience meets the requirements. Ericksen asked the OTR staff if a course could be set up to carry multiple geneds and allow the student to choose which would apply. APAS has difficulties with that and students get confused. Narvaez asked if we could allow a single course to fulfill two gened requirements. The experience could be “tagged” to meet the experiential requirement while it also meets a gened. Rudney suggested a gened and a high impact attribute. Ferrian suggested a 1-credit course for study abroad semester that is what meets the experiential requirement. Narvaez commented that we may need to assign credit that applies to graduation. UROP/MAP doesn’t have credit. Franco shared that he has struggled with cocurricular fitting into curricular and that this plan does a good job of defining how it can fit. Ericksen asked about how these additional items have oversight and fit into the curricular world. It may be a burden to our shrinking faculty. Many items, however, already have credit. Dean said that many items are also already getting assessed, but we aren’t sure how experiential learning appears on the APAS--it does not do so with consistency or clear identification. Ng agreed that many students are already meeting the High Impact Practices, but questioned the core curriculum on the proposal. Conley stated that the group didn’t actually suggest a core curriculum because they would leave that to faculty. Back to tracking experience: Thomson shared that mentoring is occurring and could be more defined with just a few more tasks. Kildegaard asked about transfer students fitting into the plan, which might be a challenge. Perhaps “study away” could be satisfied with the transfer student’s previous experience. Ferrian expressed concern about marketing that to transfer students. This proposal could be added to one of the other models because it defines the work. Scovil asked if a student is getting paid, could they also get credit? Aronson shared that marketing this plan could be easier since it might help clarify connections between the program and job/graduate school aims.