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Curriculum Committee Minutes   Curriculum Committee

3-26-2020

Curriculum minutes 03/26/2020

Curriculum Committee

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UMN Morris Curriculum Committee
March 26, 2020, 11:40 a.m. Meeting #11
Zoom

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

Members Absent: Miah McNiff

Others present: Rebecca Dean, Rachel Johnson, Lisa Bevevino, Jeri Squier

In these minutes: CSLO discussion, Medieval Studies Program Review

#1 Welcome and announcements

#2 Review of Minutes
Kildegaard noted a correction to be made on page two. Motion made (Narvaez, Ng) to approve minutes with minor revision. Motion passed 12-0-1.

#3 CSLO discussion
Rebecca Dean presented a summary of the three Campus Student Learning Outcomes models (3 C's, 4 -ates, Developmental; attached to these minutes). The models were presented to Campus Assembly on March 3, 2020. Very little feedback has since been received. What Dean did hear was to change the "multi and interdisciplinary" outcome to something like "flexible, multidimensional problem solving" and a suggestion that a fifth outcome in the "-ate" model be added to acknowledge the distinction between studio arts and fine arts (between making and analyzing).

Ted Pappenfus, as chair of the Steering Committee, approved sending out the models to Campus Assembly for a vote since they were already presented for discussion. Ericksen asked if Curriculum Committee could reach a consensus on a clear preference to put forward from the Committee. Aronson and Kildegaard both clarified that the Developmental model was put forward by them as relevant to learning outcomes but not actually as a CSLO model; it has been adapted since they introduced it. Motion made (Scovil, Crabtree) to proceed with voting on preference for 3 C's or 4 -ates, with an endorsement of the Developmental model as something that could work with either of these two CSLO models. Motion passed 13-0-0.

Dean and Johnson explained that the final form of the CSLOs will be whatever Assembly determines, but the specific wording of each outcome has not yet been finalized. The exact language for each outcome in either model will need further discussion as well as consultation with the Office of Communications and Marketing. Ideally, Marketing will help prepare models

before presentation to Campus Assembly. The Committee voted between the two models to determine Curriculum Committee preference: 3 C's (11); 4 -ates (3).

#4 Medieval Studies Program Review
Lisa Bevevino joined the meeting to discuss the Medieval Studies program review. The major is relatively new and this is its first program review. Bevevino explained that the multi/interdisciplinary nature of the major is its greatest strength. In addition, so far, all students in the program have an additional major. Faculty are highly involved with their students and participate in UROP, MAPS, and McNair opportunities as well. There is room for expansion in the major as other disciplines add courses that also fit with Medieval Studies. A list of current courses being offered was shared. In response to a fairly frequent question about the program, Ericksen stated that an Intro to Medieval Studies course is not typical, even at other institutions. Instead, Latin language is a base course that helps create a MedSt student cohort. The program includes experiential learning opportunities; manuscript leaves and medieval-style writing tools (parchment, pens, and more) have been purchased by MedSt faculty (BLA grants) and are available in the library.

Of the five primary instructors in the Medieval Studies program, two will be in administrative roles starting in fall 2020, but as Bevevino's chart shows, sufficient courses are still being offered, particularly with Aaron Wenzel teaching an ancient history class again. A future direction for the major might be to expand it to Classical and Medieval Studies or simply Pre-Modern Studies. For now, though, the discipline plans to ask faculty regularly about what they are teaching that might count for Medieval Studies.

3 "C's" Model

Curiosity/Inquiry	Creativity/ Problem Solving	Community/Collaboration
Interdisciplinarity Multidisciplinarity (including Mathematics, Social Sciences, Sciences, Arts, and Humanities) In-depth studies in a major Critical thinking Information literacy Technology literacy	Research skills Artistic expression Problem solving Oral/Written Communication	Equity and Inclusivity Global perspectives Stewardship and Sustainability Ethics Outreach Wellbeing Teamwork and Cooperation Leadership Civic Engagement

(Please note the table contents aren't subcategories but just phrases to help express the breadth/meaning of each category)

4 -ates Model

Communicate	Create	Evaluate	Participate
Oral/Written Communication	Research skills Artistic expression Problem solving	Interdisciplinarity Multidisciplinarity (including Mathematics, Social Sciences, Sciences, Arts, and Humanities) In-depth studies in a major Critical thinking Information literacy Technology literacy	Equity and Inclusivity Global perspectives Ethics Outreach Teamwork and Cooperation Leadership Civic Engagement Stewardship and Sustainability Wellbeing

Developmental Model

Explore	Embrace	Enrich	Embark
All of the skills and knowledge* on a baseline level assessed through: • General Education Courses • IC • First Year Experience	All of the skills and knowledge on a mid-range level assessed through: • Major courses • Core co-curriculum activities	All of the skills and knowledge on a mid-range level assessed through: • Study Abroad • Undergraduate Research • Community-Engaged Work • Variation in co-Curricular activities	All of the skills and knowledge on a mastery level assessed through: • Capstones • Internships • Practicums • Leadership Opportunities

Beginning   **Middle**   **End**

* Skills and knowledge for this model would include career management and job skills

Feedback after March 3 Campus Assembly:

- Very little feedback received due to apocalypse
- Feedback mostly ranked 3-C's or Developmental model as first choice
- Some specific suggestions:
  - Change "multi and inter disciplinary" outcome to something like 'flexible, multidimensional problem solving'
  - Add "Appreciate" to the 4 -ates (reflects concerns over the fate of the FA GenEd)

Recommended Next Steps

1. Vote to send forward one or more models to Campus Assembly
2. Rank-choice voting on the 3 models by Campus Assembly by end of Spring 2020 (Ted is looking at whether we can just move forward with a vote since this was brought to CA for information on March 3)
3. Marketing can work on language and art *after* the academic content has been approved